



**Florida Department of Education  
Bureau of Exceptional Education and Student Services**

**Annual Performance Report – 06/01/2026  
HERNANDO**

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**Performance Report for applicable State Performance Plan (SPP)  
Indicators as submitted to the Office of Special Education Programs**

The following table includes the applicable SPP indicators, the state targets for Federal Fiscal Year 2024, LEA data, and if the LEA met the target.

| Indicator  | Description   | Target               | LEA Data | Target Met |     |
|--|---|----------------------|----------|------------|-----|
| <b>1. Graduation Rate</b><br>SY 2023-2024<br>Survey 5<br>20 U.S.C. 1416(a)(3)(A) | Percentage of students (ages 14 to 21) with IEPs graduating with a regular diploma.   | ≥ 87.25%             | 94.79%   | Yes        |     |
| <b>2. Dropout Rate</b><br>SY 2023-2024<br>Survey 5<br>20 U.S.C. 1416(a)(3)(A)    | Percentage of students (ages 14 to 21) with IEPs dropping out.  | ≤ 8.75%              | 5.21%    | Yes        |     |
| <b>3. Assessment</b><br>SY 2024-2025<br>Survey 5<br>20 U.S.C. 1416(a)(3)(A)      | <b>3A.</b> Participation rate for students with IEPs.   | Grade 4 ELA/Reading  | ≥ 95.00% | 97.42%     | Yes |
|  |   | Grade 8 ELA/Reading  | ≥ 95.00% | 97.67%     | Yes |
|  |   | Grade HS ELA/Reading | ≥ 95.00% | 94.92%     | No  |
|  |   | Grade 4 Math         | ≥ 95.00% | 96.13%     | Yes |
|  |   | Grade 8 Math         | ≥ 95.00% | 95.99%     | Yes |
|  |   | Grade HS Math        | ≥ 95.00% | 92.22%     | No  |
|  | <b>3B.</b> Proficiency rate for students with IEPs against grade-level academic achievement standards.                          | Grade 4 ELA/Reading  | ≥ 27.00% | 23.94%     | No  |
|  |   | Grade 8 ELA/Reading  | ≥ 22.00% | 18.78%     | No  |
|  |   | Grade HS ELA/Reading | ≥ 21.50% | 20.05%     | No  |
|  |   | Grade 4 Math         | ≥ 31.00% | 30.60%     | No  |
|  |   | Grade 8 Math         | ≥ 27.00% | 30.00%     | Yes |
|  |   | Grade HS Math        | ≥ 20.00% | 17.11%     | No  |
|  | <b>3C.</b> Proficiency rate for students with IEPs against alternate academic achievement standards.                            | Grade 4 ELA/Reading  | ≥ 57.50% | 77.78%     | Yes |
|  |   | Grade 8 ELA/Reading  | ≥ 59.00% | 56.52%     | No  |
|  |   | Grade HS ELA/Reading | ≥ 62.00% | 45.83%     | No  |
|  |   | Grade 4 Math         | ≥ 57.00% | 64.71%     | Yes |
|  |   | Grade 8 Math         | ≥ 63.00% | 73.91%     | No  |
|  |   | Grade HS Math        | ≥ 63.50% | 57.63%     | No  |
|  | <b>3D.</b> Gap in proficiency rates for students with IEPs and all students against grade level academic achievement standards. | Grade 4 ELA/Reading  | ≤ 27.00% | 28.42%     | No  |
|  |   | Grade 8 ELA/Reading  | ≤ 32.00% | 33.51%     | No  |
| Grade HS ELA/Reading   |   | ≤ 32.00%             | 28.70%   | Yes        |     |
| Grade 4 Math   |   | ≤ 24.00%             | 24.03%   | No         |     |
| Grade 8 Math   |   | ≤ 30.00%             | 36.11%   | No         |     |
| Grade HS Math  |   | ≤ 16.00%             | 18.49%   | No         |     |

| Indicator  | Description  | Target   | LEA Data   | Target Met |
|--|--|----------|--|------------|
| <b>4. Suspension and Expulsion</b><br>SY 2023-2024<br>Survey 2<br>20 U.S.C. 1416(a)(3)(A);<br>1412 (a)(22) | <b>4A.</b> Risk ratio for significant discrepancy in the rates of suspensions and expulsions for students with IEPs compared to students without disabilities.   | < 3.00   | 2.39   | Yes        |
|  | <b>4B(a).</b> Risk ratio for a significant discrepancy in the rates of suspensions and expulsions of students with IEPs by race or ethnicity for greater than 10 days; and   | < 3.00   | AI7:<br>AS7:<br>BL7: 5.11<br>HI7: 1.62<br>MU7: 3.38<br>PI7:<br>WH7: 2.25 | No         |
|  | <b>4B(b).</b> The FDOE concluded that the policies, procedures, or practices contributed to the significant discrepancy and do not comply with requirements relating to the development of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.                           | = 0      | 0  | Yes        |
| <b>5. Educational Environments (LRE)</b><br>SY 2024-2025<br>Survey 2<br>20 U.S.C. 1416(a)(3)(A)            | <b>5A.</b> Percentage of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.  | ≥ 78.60% | 78.70%   | Yes        |
|  | <b>5B.</b> Percentage of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.  | ≤ 12.70% | 16.46%   | No         |
|  | <b>5C.</b> Percentage of students with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities or homebound/hospital placements.   | ≤ 2.70%  | 0.03%  | Yes        |
| <b>6. Preschool Environments</b><br>SY 2024-2025<br>Survey 2<br>20 U.S.C. 1416(a)(3)(A)                    | <b>6A.</b> Percentage of students with IEPs aged 3, 4 and aged who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.  | ≥ 26.50% | 6.79%  | No         |
|  | <b>6B.</b> Percentage of students with IEPs aged 3, 4 and aged who are enrolled in a preschool program attending a separate special education class, separate school or residential facility.  | ≤ 60.81% | 86.42%   | No         |
|  | <b>6C.</b> Percentage of students with IEPs aged 3, 4 and aged who are receiving special education and related services in the home.   | ≤ 0.36%  | 0.00%  | Yes        |
| <b>7. Preschool Outcomes</b><br>SY 2024-2025<br>CHRIS<br>20 U.S.C. 1416(a)(3)(A)                           | <b>7A(1).</b> Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in positive social-emotional skills, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.                 | ≥ 75.60% | 78.49%   | Yes        |
|  | <b>7A(2).</b> The percentage of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in positive social-emotional skills by the time they turned 6 years of age or exited the program.   | ≥ 76.00% | 47.85%   | No         |
|  | <b>7B(1).</b> Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in acquisition and use of knowledge and skills, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.      | ≥ 61.00% | 80.90%   | Yes        |
|  | <b>7B(2).</b> The percentage of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in acquisition and use of knowledge and skills by the time they turned 6 years of age or exited the program.  | ≥ 53.10% | 57.53%   | Yes        |
|  | <b>7C(1).</b> Of those preschool children aged 3 through 5 with IEPs who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, the percentage who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. | ≥ 66.50% | 80.95%   | Yes        |
|  | <b>7C(2).</b> The percentage of preschool children aged 3 through 5 with IEPs who were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 6 years of age or exited the program.   | ≥ 73.50% | 59.68%   | No         |

| Indicator  | Description   | Target   | LEA Data   | Target Met |     |
|--|---|----------|--|------------|-----|
| <b>8. Parent Involvement</b><br>SY 2024-2025<br>ESE Parent Survey<br>20 U.S.C. 1416(a)(3)(A)                               | Percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.   | Pre-K    | ≥ 82.70%   | 75.60%     | No  |
|  |   | K -12    | ≥ 82.50%   | 70.20%     | No  |
| <b>9. Disproportionate Representation</b><br>SY 2024-2025<br>Survey 2<br>20 U.S.C. 1416(a)(3)(C)                           | Risk ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.  | < 3.00   | AI7: 1.61<br>AS7: 0.68<br>BL7: 1.26<br>HI7: 0.97<br>MU7: 0.95<br>PI7:<br>WH7: 0.97 | Yes        |     |
|  | The FDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  | = 0      | 0  | Yes        |     |
| <b>10. Disproportionate Representation in Specific Disabilities</b><br>SY 2024-2025<br>Survey 2<br>20 U.S.C. 1416(a)(3)(C) | Risk ratio with disproportionate representation of racial and ethnic groups in special education and related services, the disproportionality can be attributed to inappropriate identification.  | -        | < 3.00   | -          | Yes |
|  | * Only risk ratios ≥3.00 are listed, see appendix for complete list   | -        | < 3.00   | -          | Yes |
|  | The FDOE concluded that, in one or more cases, inappropriate identification contributed to the disproportionate representation; therefore, the division is not in compliance with requirements relating to the evaluation and/or eligibility under IDEA.  | = 0      | 0  | Yes        |     |
| <b>11. Child Find</b><br>SY 2024-2025<br>Child Find State Survey<br>20 U.S.C. 1416(a)(3)(B)                                | Percentage of students referred with parental consent who were evaluated within 60 days of receiving parental consent for initial evaluation.   | = 100%   | 100.00%  | Yes        |     |
| <b>12. Early Childhood Transition</b><br>SY 2024-2025<br>CHRIS<br>20 U.S.C. 1416(a)(3)(B)                                  | Percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have IEP developed and implemented by their third birthdays.   | = 100%   | 100.00%  | Yes        |     |
| <b>13. Secondary Transition</b><br>SY 2024-2025<br>T16 Protocol<br>20 U.S.C. 1416(a)(3)(B)                                 | Percentage of students with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals and annual IEP goals related to the student's transition service's needs. | = 100%   | 100.00%  | Yes        |     |
| <b>14. Post-School Outcomes</b><br>SY 2023-2024<br>FETPIP<br>20 U.S.C. 1416(a)(3)(B)                                       | <b>14A.</b> Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.  | ≥ 27.40% | 36.63%   | Yes        |     |
|  | <b>14B.</b> Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.  | ≥ 55.20% | 79.84%   | Yes        |     |
|  | <b>14C.</b> Percentage of students who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.  | ≥ 60.00% | 83.54%   | Yes        |     |

## Appendix:

### Indicator 10 Table

|   | AI7 | AS7  | BL7  | HI7  | MU7  | PI7 | WH7  |
|---|-----|------|------|------|------|-----|------|
| C | -   | -    | -    | -    | -    | -   | -    |
| F | -   | -    | 0.81 | 0.77 | 0.68 | -   | 1.41 |
| H | -   | -    | -    | -    | -    | -   | -    |
| I | -   | -    | -    | -    | -    | -   | -    |
| J | -   | -    | 1.89 | 0.80 | -    | -   | 1.11 |
| K | -   | 0.80 | 1.70 | 0.99 | 1.02 | -   | 0.83 |
| O | -   | -    | -    | -    | -    | -   | -    |
| P | -   | -    | 0.59 | 1.14 | 0.97 | -   | 1.02 |
| S | -   | -    | -    | -    | -    | -   | -    |
| T | -   | -    | 1.06 | 1.10 | 1.34 | -   | 0.87 |
| V | -   | -    | 1.13 | 1.03 | 0.90 | -   | 1.00 |
| W | -   | -    | 1.94 | 0.82 | 0.91 | -   | 0.89 |

### Race/Ethnicity

- AI7 = American Indian or Alaska Native
- AS7 = Asian
- BL7 = Black or African American
- HI7 = Hispanic / Latino
- MU7 = Two or More Races
- PI7 = Native Hawaiian or Other Pacific Islander
- WH7 = White

### Exceptionalities (exceptionality codes are aligned with Florida State Data Element Number [118575](#))

- C = Orthopedically Impaired
- F = Speech or Language Impaired
- H = Deaf or Hard of Hearing
- I = Visually Impaired
- J = Emotional/Behavioral Disability
- K = Specific Learning Disability
- O = Dual-Sensory Impaired
- P = Autism
- S = Traumatic Brain Injured
- T = Developmental Delayed
- V = Other Health Impaired
- W = Intellectual Disability

### Footnote:

A dash (-) indicates no students, the number of students does not meet minimum n-size, or not does not meet minimum cell size.