Navigating LEI Kūlia for Continuous Improvement

Hawai‘i Statewide Assessment Program (HSAP)
Assessment Conference I September 15, 2026

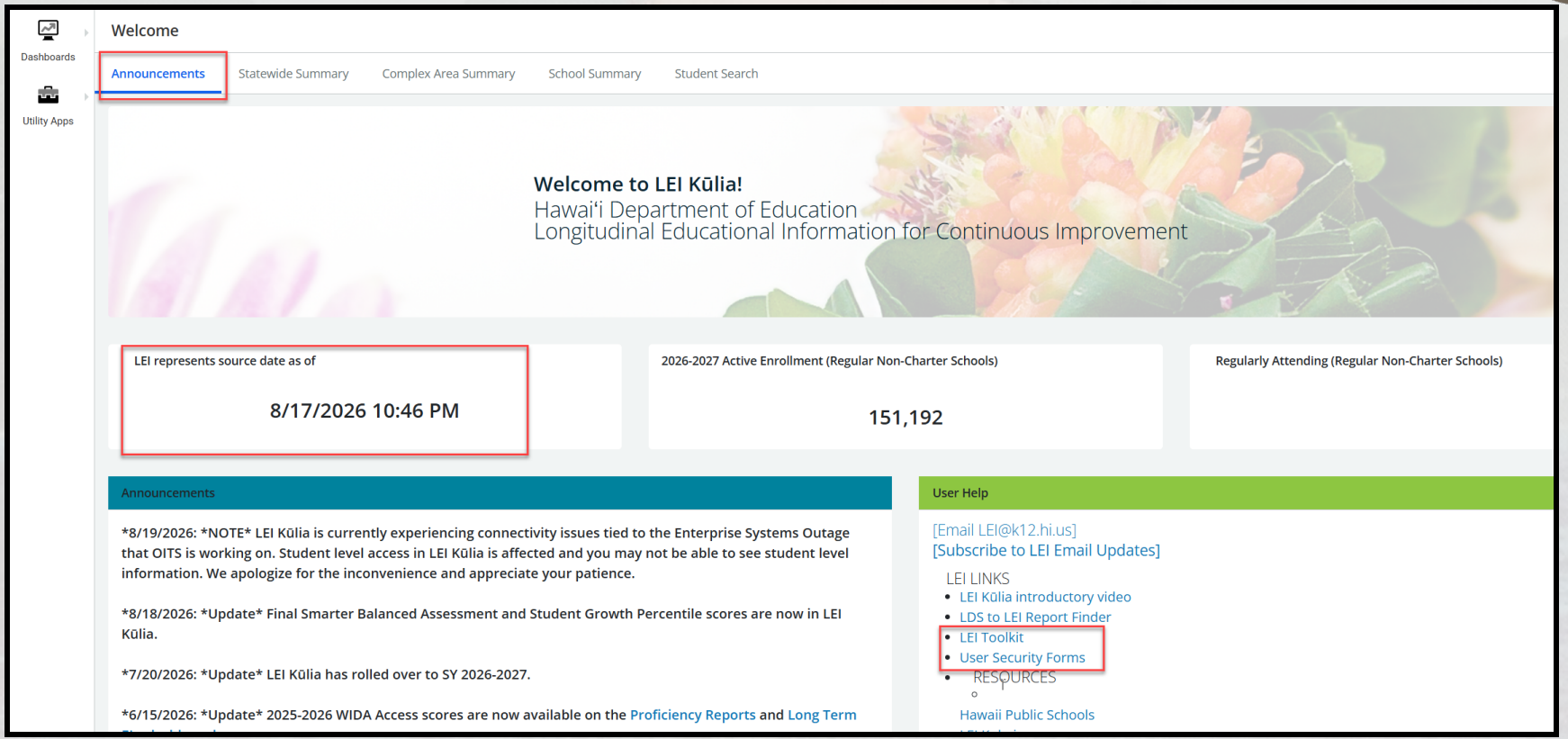
Learn how you can use LEI Kulia to support continuous improvement efforts for your school using current and trend data for SBA, WIDA Access, attendance, universal screening, report card marks, behavior, SEL and how this information can guide your leadership teams and teachers throughout the school year.

There are two ways to log in.

myapps.microsoft.com

lei.hidoedata.org

Photo Credit: *Hōkūle'a Archives*



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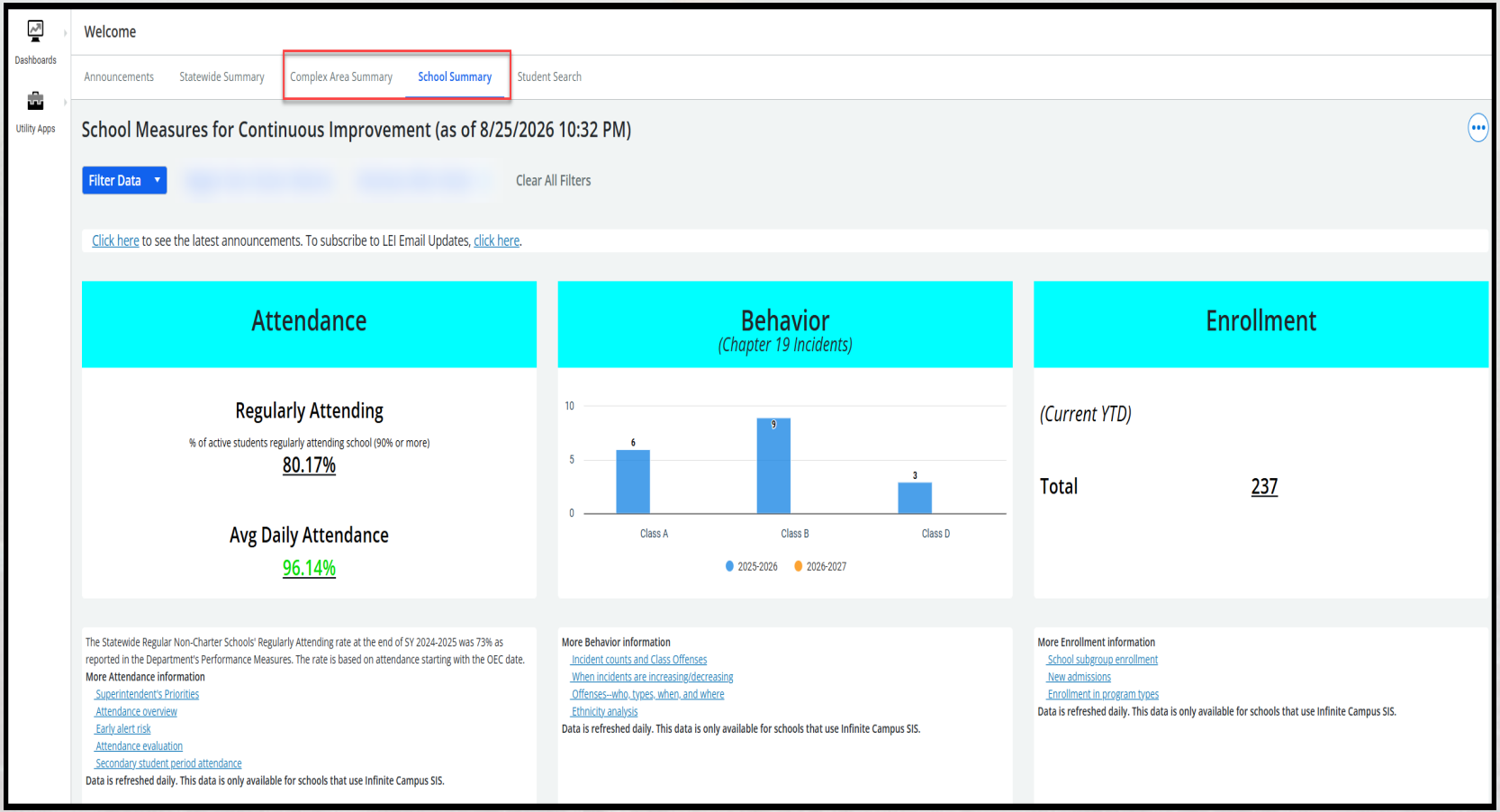
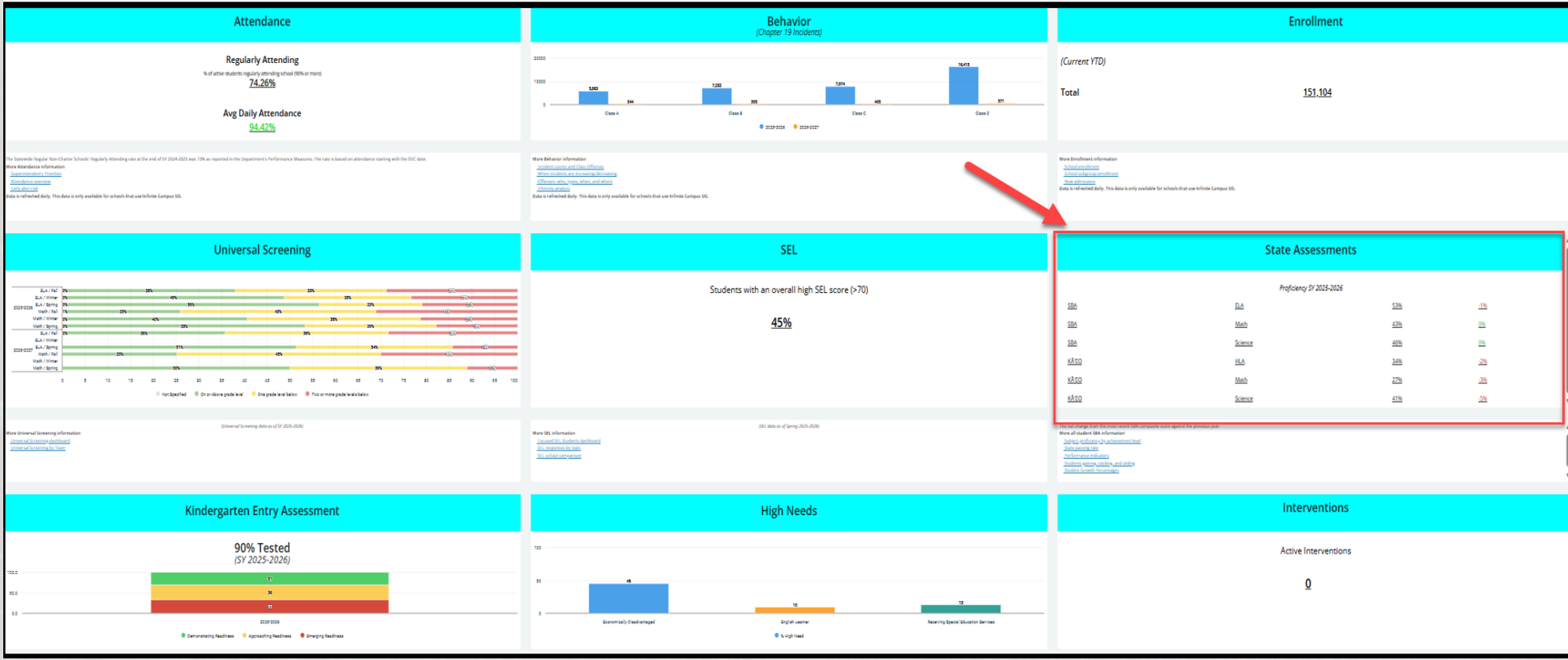


Photo Credit: *Hōkūleʻa Archives*

What are you noticing about the data for your complex area or school in the areas of attendance, behavior, enrollment, universal screening, SEL, State Assessments, Kindergarten Entry Assessment, and High Needs?



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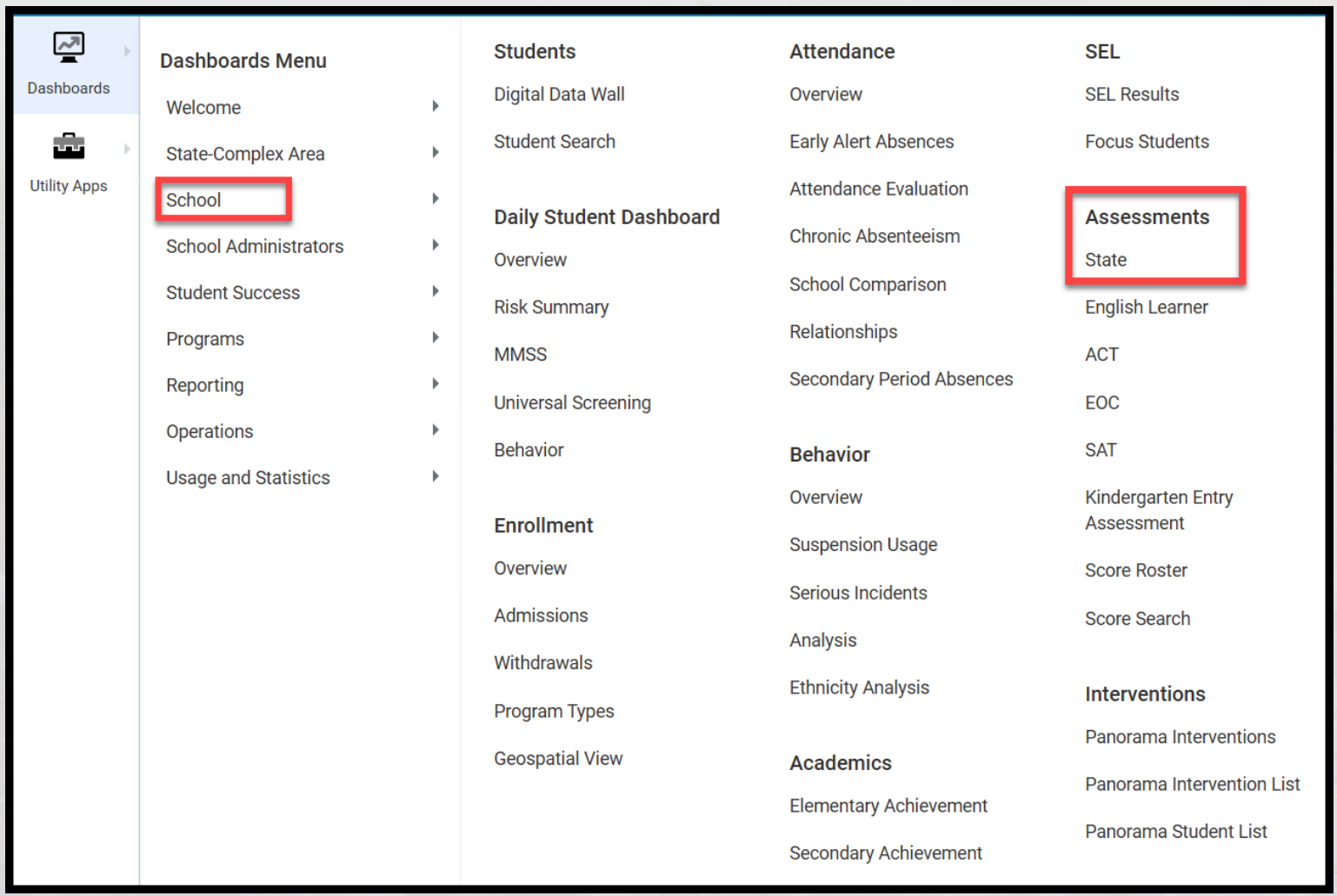
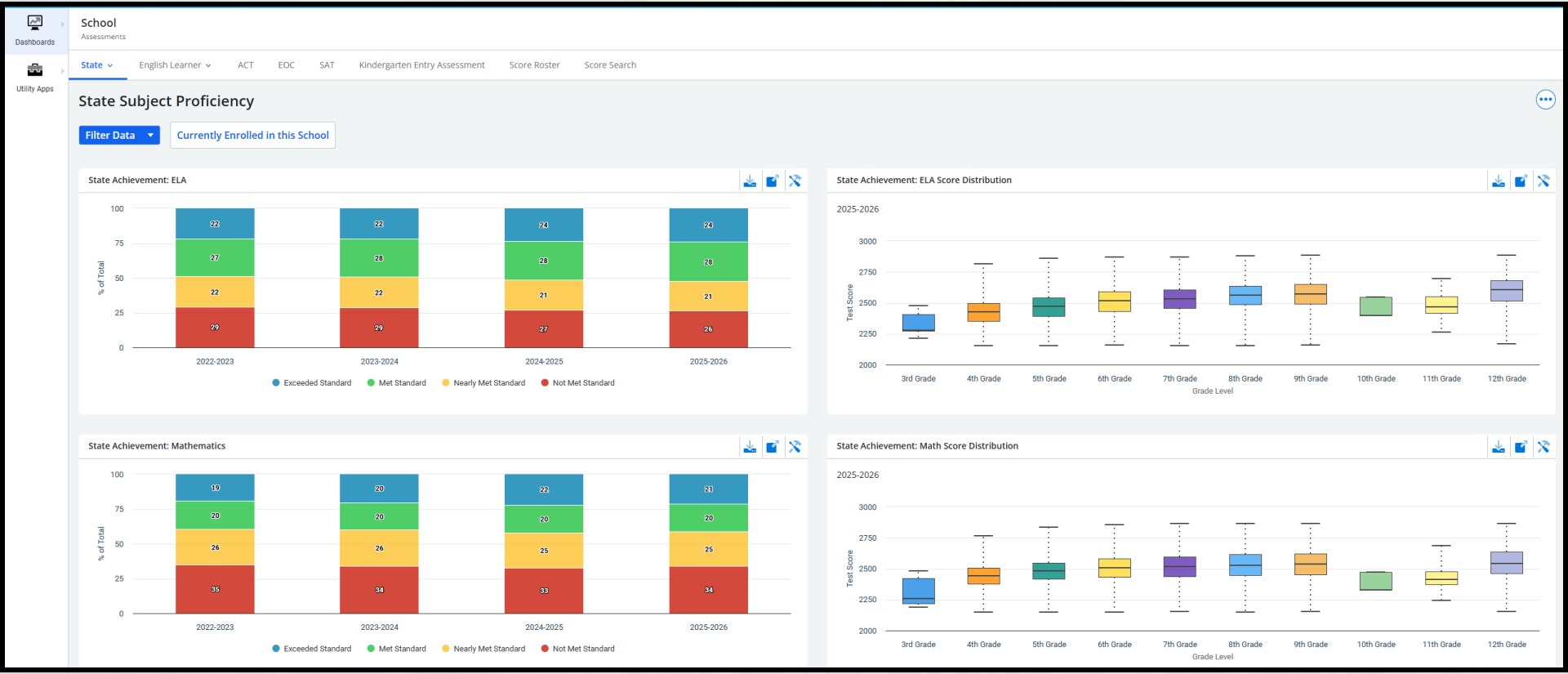


Photo Credit: *Hōkūle'a Archives*

What patterns and trends are you noticing for SBA longitudinally? What do you notice about the range of scores by grade level?



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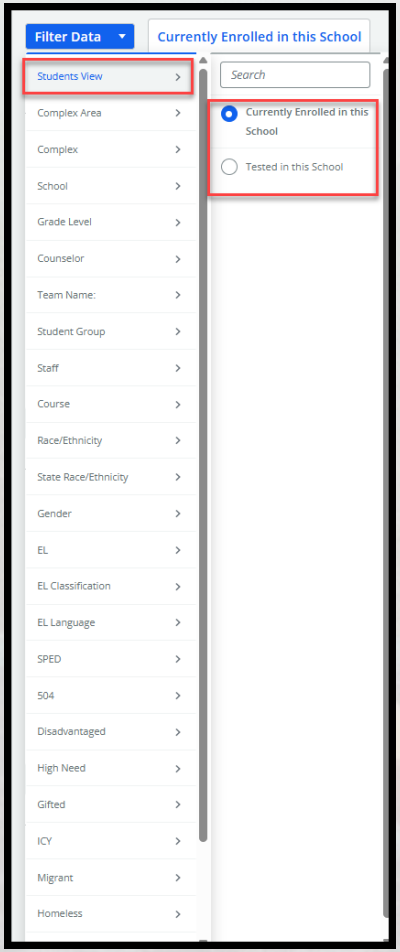
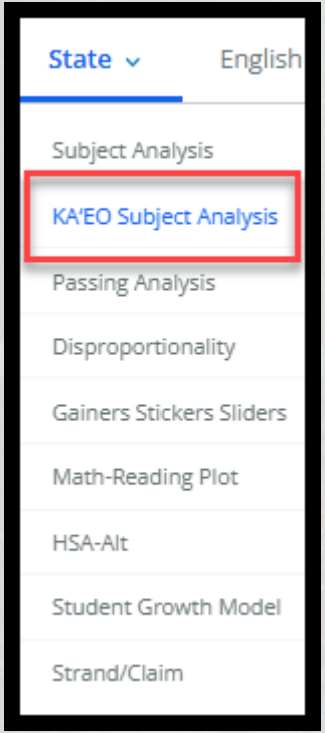
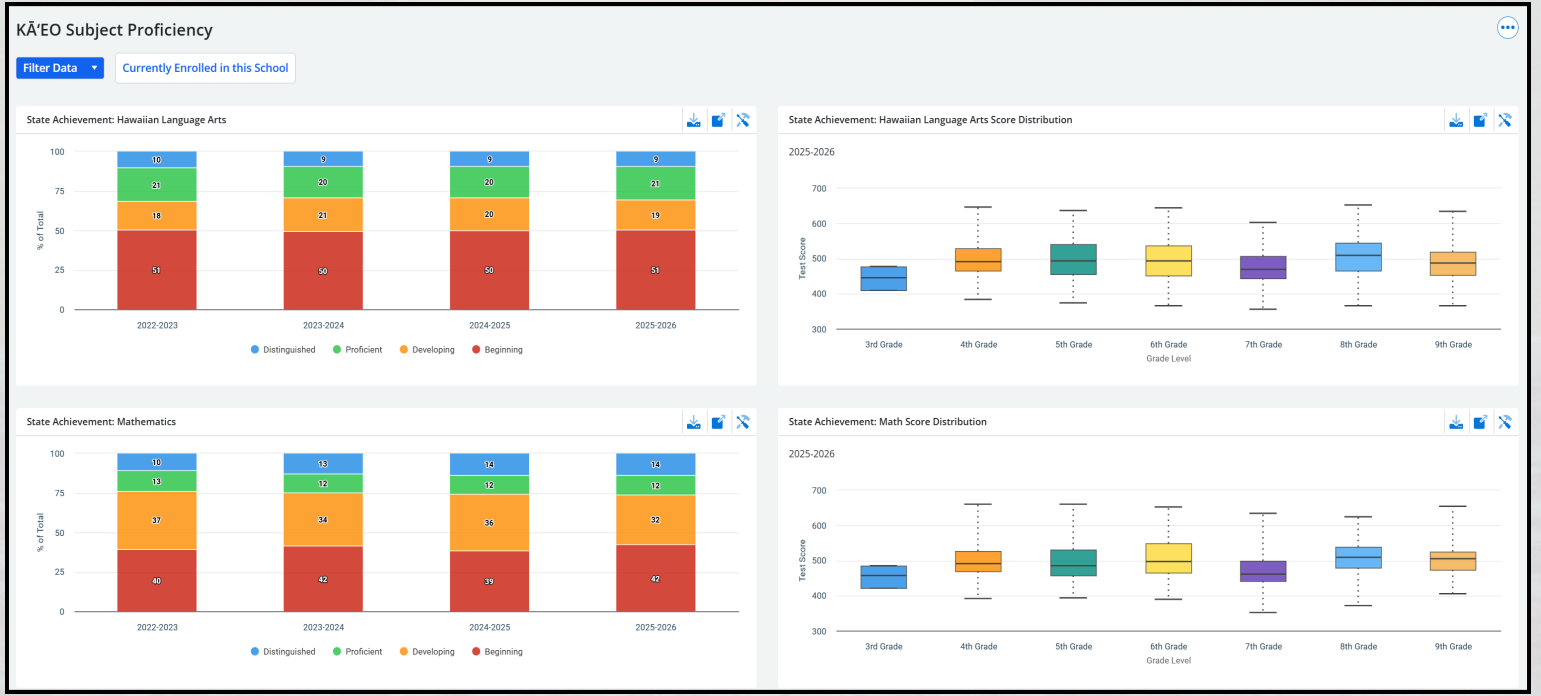


- What patterns and trends do you notice for your EL students?
- What patterns and trends to do notice for 5th grade?
- Staff can filter for their name to view patterns and trends.
- Try to filter for a few inquiries that you might have.

Photo Credit: *Hōkūle'a Archives*

What patterns and trends are you noticing for KĀ‘EO longitudinally? What do you notice about the range of scores by grade level?





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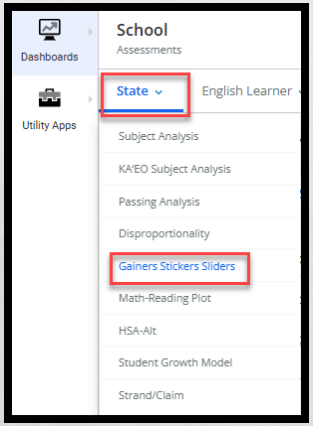
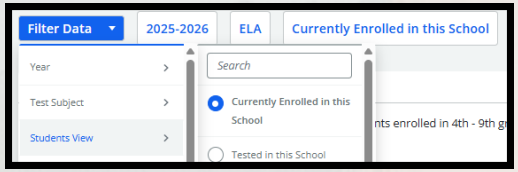


A 5th grade team is meeting to look at current fifth grade students and how they did in the past two SBA testing years.



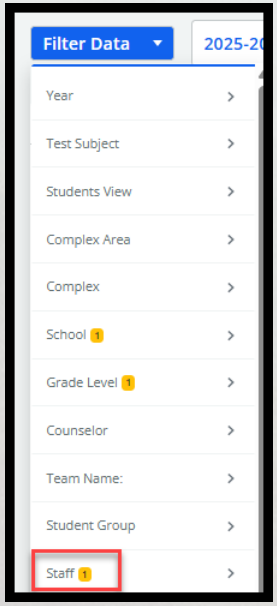
Who gained, stuck, and slid between ELA testing years?

Filter for a test year. Reports on this dashboard include only students enrolled in 4th - 9th grades who have test scores for both selected and prior assessment years.

Click here for the Gainers Stickers Sliders Guide

2024-2025 \ 2025-2026	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	Totals
Exceeded Standard	9	7			16
Met Standard	1	3	5		9
Nearly Met Standard		6	6	5	17
Not Met Standard			4	27	31
Totals	10	16	15	32	73

Photo Credit: *Hōkūle'a Archives*



Which students do I want to find out more about by looking at a longitudinal view for attendance, report card marks, universal screening, details for SBA, Behavior, SEL?

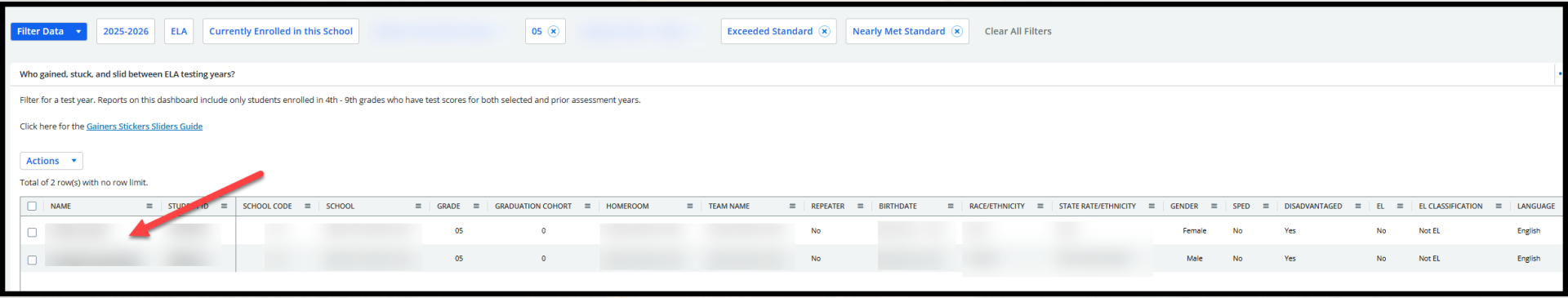
Who gained, stuck, and slid between ELA testing years?

Filter for a test year. Reports on this dashboard include only students enrolled in 4th - 9th grades who have test scores for both selected and prior assessment years.

Click here for the Gainers Stickers Sliders Guide

2024-2025 \ 2025-2026	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	Totals
Exceeded Standard	2	2	2	1	7
Met Standard	1				1
Nearly Met Standard		1	2	3	6
Not Met Standard			1	9	10
Totals	3	3	5	13	24

Photo Credit: *Hōkūle'a Archives*



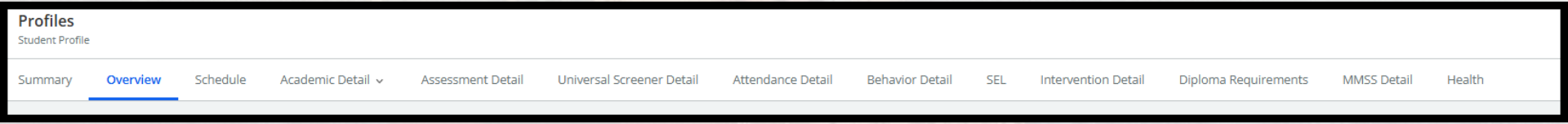


Photo Credit: *Hōkūle'a Archives*

What do you notice about the longitudinal attendance trend for this student?

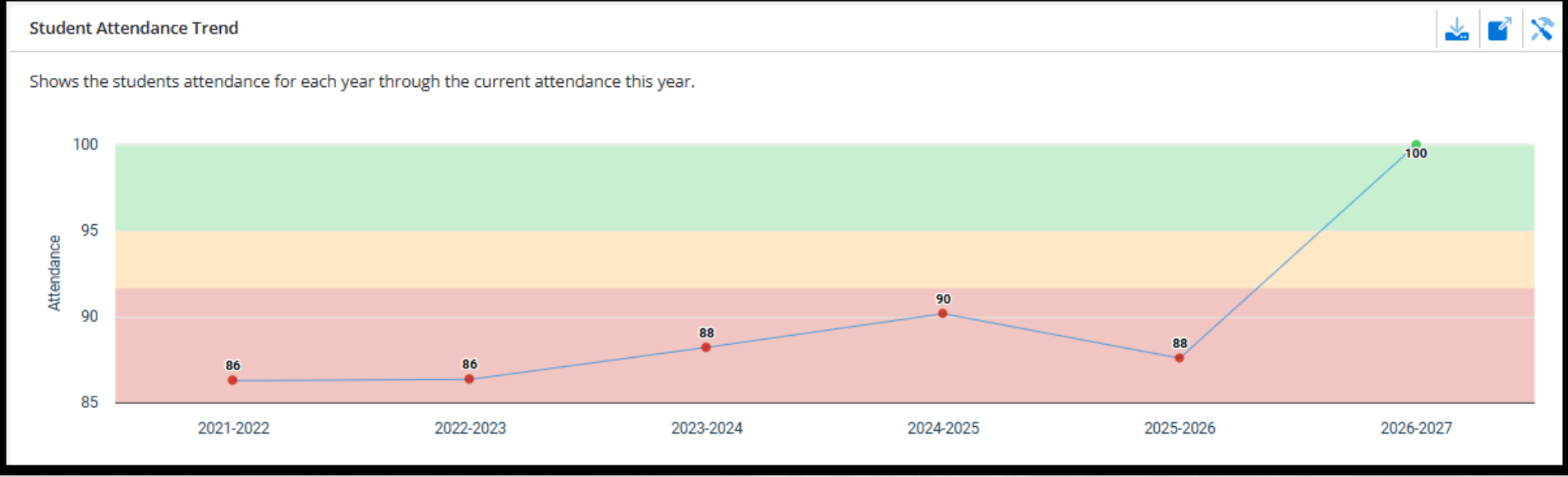


Photo Credit: *Hōkūle‘a Archives*

Is there anything that you notice about what schools this students has been attending?

Detailed Enrollment History

Total of 7 row(s) with no row limit.

YEAR	BEGIN	ADMISSION REASON	SCHOOL	GRADE	END	WITHDRAW REASON	TEAM NAME	PRESCHOOL PR
2023-2024	07/01/2023	Continuous within same school	Solomon Elem School	02	06/30/2024	Continuing Admission		
2024-2025	07/01/2024	Continuous within same school	Solomon Elem School	03	06/30/2025	Continuing Admission		
2025-2026	07/01/2025	Continuous within same school	Solomon Elem School	04	08/01/2025	Transfer to HDOE School		
2025-2026	08/14/2025	From another HI public school	Barbers Point Elem School	04	06/30/2026	Continuing Admission		
2026-2027	07/01/2026	Continuous within same school	Barbers Point Elem School	05	06/30/2027	Continuing Admission		

Photo Credit: *Hōkūle'a Archives*

Student Profile Summary

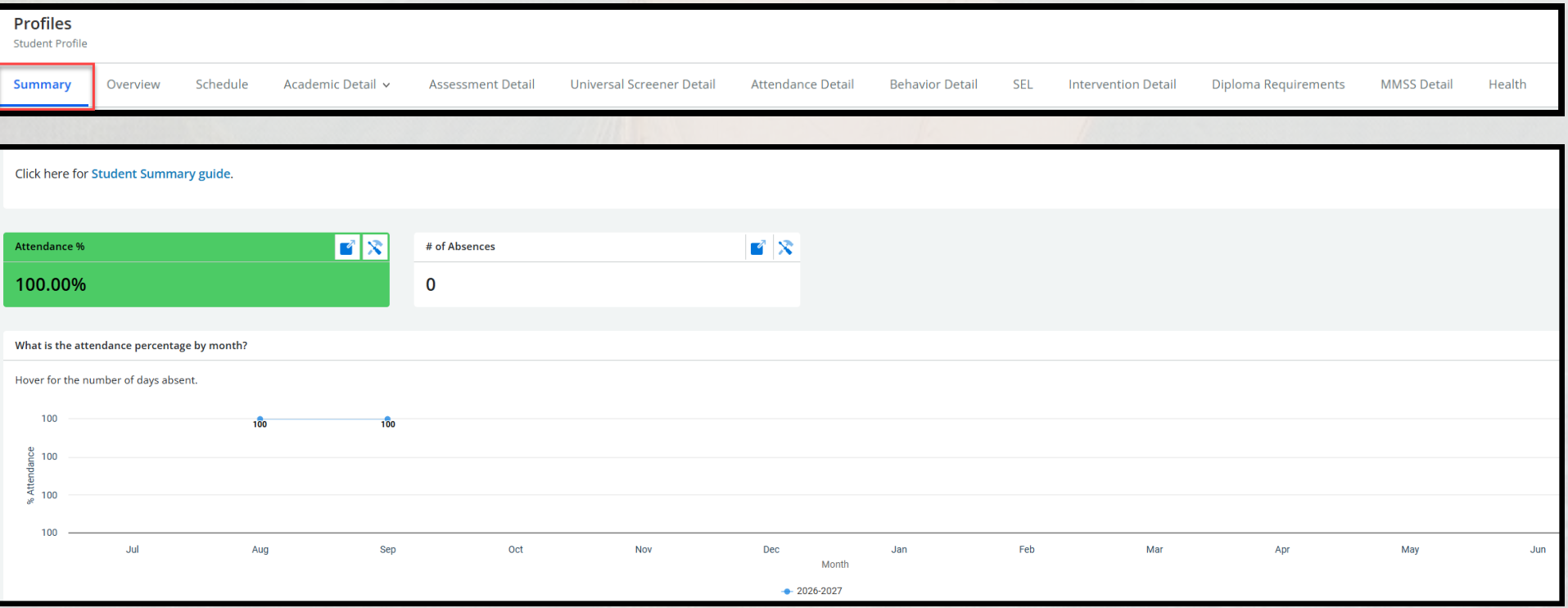
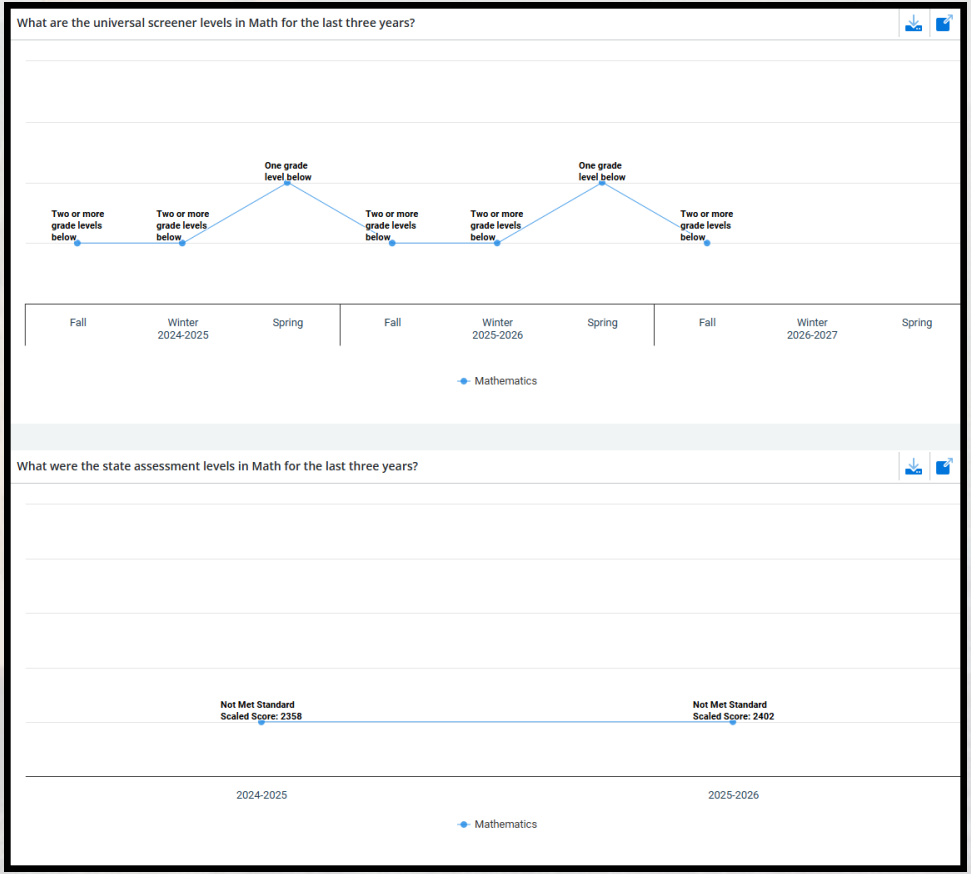


Photo Credit: *Hōkūle‘a Archives*

Math marks last school year

Total of 5 row(s) with no row limit.

CURRICULUM STRAND	Q1	Q2	Q3	Q4	YR
Geometry	NA	NA	NA	DP	DP
Measurement and Data	WB	DP	WB	WB	WB
Number and Operations - Fractions	NA	WB	MP	WB	DP
Number and Operations in Base Ten	DP	WB	WB	WB	WB
Operations and Algebraic Thinking	MP	DP	WB	ME	MP



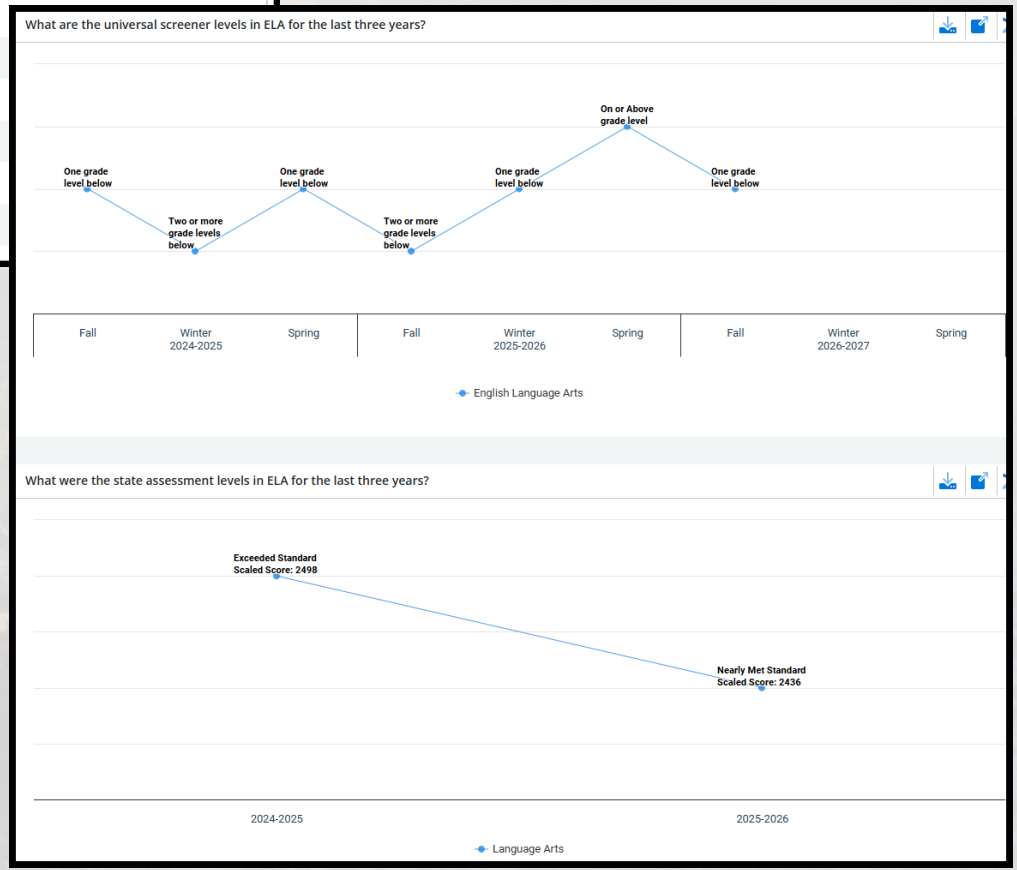
Triangulating Data
Does the data show the same thing in report card marks, universal screener and SBA?

Photo Credit: *Hōkūle'a Archives*

ELA marks last school year

Total of 6 row(s) with no row limit.

CURRICULUM STRAND	Q1	Q2	Q3	Q4	YR
Language	WB	MP	DP	DP	DP
Reading: Foundational Skills	DP	DP	DP	DP	DP
Reading: Informational Text	DP	WB	WB	WB	WB
Reading: Literature	WB	WB	WB	WB	WB
Speaking and Listening	DP	DP	WB	DP	DP
Writing	WB	MP	DP	DP	DP



Triangulating Data
Does the data show the same thing in report card marks, universal screener and SBA?

Photo Credit: *Hōkūle'a Archives*

Social Emotional Survey
How does a student feel in these areas?

SEL Survey Category Ratings

YEAR	SURVEY WINDOW	OVERALL SCORE	ITEM GROUP	Emotion Regulation	Growth Mindset	Perseverance	Self-Efficacy	Self-Management	Sense of Belonging	Social Awareness	Supportive Relationships
2025-2026	Winter	62.84%		2.00	4.00	4.00	3.80	3.33	3.33	3.75	5.00
	Spring	67.11%		2.60	3.75	4.40	3.40	3.67	2.75	4.38	5.00
2024-2025	Winter	45.27%		2.00	3.50	3.40	3.00	4.00	2.00	1.88	5.00
	Spring	68.92%		3.40	3.00	4.00	3.60	4.40	2.75	4.25	5.00

SEL Survey Category Ratings

SEL Overall Score	>70%		50%-70%	>0% and <50%		SEL risk is based on the most recent survey for an individual student. Each survey question a student answers is equally weighted; however, categories may be weighted differently based on the number of questions that are answered in each category.
SEL Average Response Value for a Topic	Strongly Agree 3.50-5.00	Agree 3.00-3.49	Neither Agree or Disagree 2.50-2.99	Disagree 2.00-2.49	Strongly Disagree >0.00-1.99	The SEL Average Response Value is calculated based on the answered questions in a SEL Topic. No color = No Response.

Student Incident Trend

Shows the students incident count for each year through the current count this year.

No Data Found.

Photo Credit: *Hōkūle'a Archives*

Student Profile- Assessment Detail
Longitudinal View by Claims and Strands

Profiles
Student Profile

Summary | Overview | Schedule | Academic Detail | **Assessment Detail** | Universal Screener Detail | Attendance Detail | Behavior Detail | SEL | Intervention Detail | Diploma Requirements | MMSS Detail | Health

2024-2025	03	AIR	HSA SBA	Strand	Grade 3 ELA - Listening/Speaking	Language Arts	--	At/Near Standard	2326	2	Listening/Speaking
2024-2025	03	AIR	HSA SBA	Strand	Grade 3 ELA - Reading	Language Arts	--	At/Near Standard	2471	2	Reading
2024-2025	03	AIR	HSA SBA	Strand	Grade 3 ELA - Research/Inquiry	Language Arts	--	At/Near Standard	2493	2	Research/Inquiry
2024-2025	03	AIR	HSA SBA	Strand	Grade 3 ELA - Writing	Language Arts	--	Above Standard	2558	3	Writing

2025-2026	04	AIR	HSA SBA	Strand	Grade 4 ELA - Listening/Speaking	Language Arts	--	At/Near Standard	2486	2	Listening/Speaking
2025-2026	04	AIR	HSA SBA	Strand	Grade 4 ELA - Reading	Language Arts	--	Below Standard	2383	1	Reading
2025-2026	04	AIR	HSA SBA	Strand	Grade 4 ELA - Research/Inquiry	Language Arts	--	At/Near Standard	2470	2	Research/Inquiry
2025-2026	04	AIR	HSA SBA	Strand	Grade 4 ELA - Writing	Language Arts	--	At/Near Standard	2449	2	Writing

Photo Credit: *Hōkūle'a Archives*

Explore and Questions

Tips

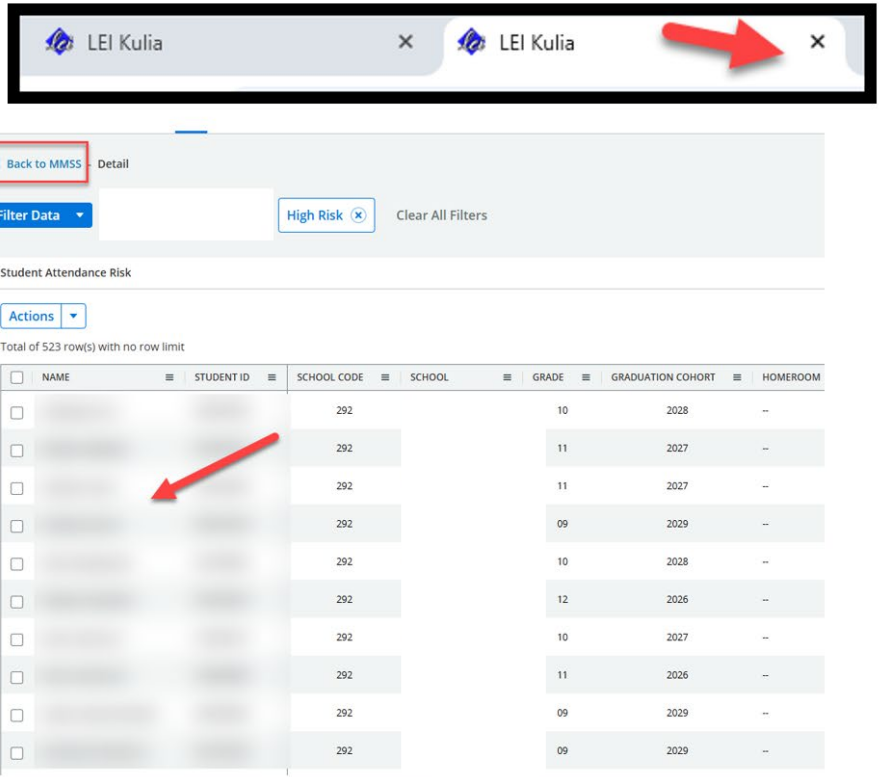
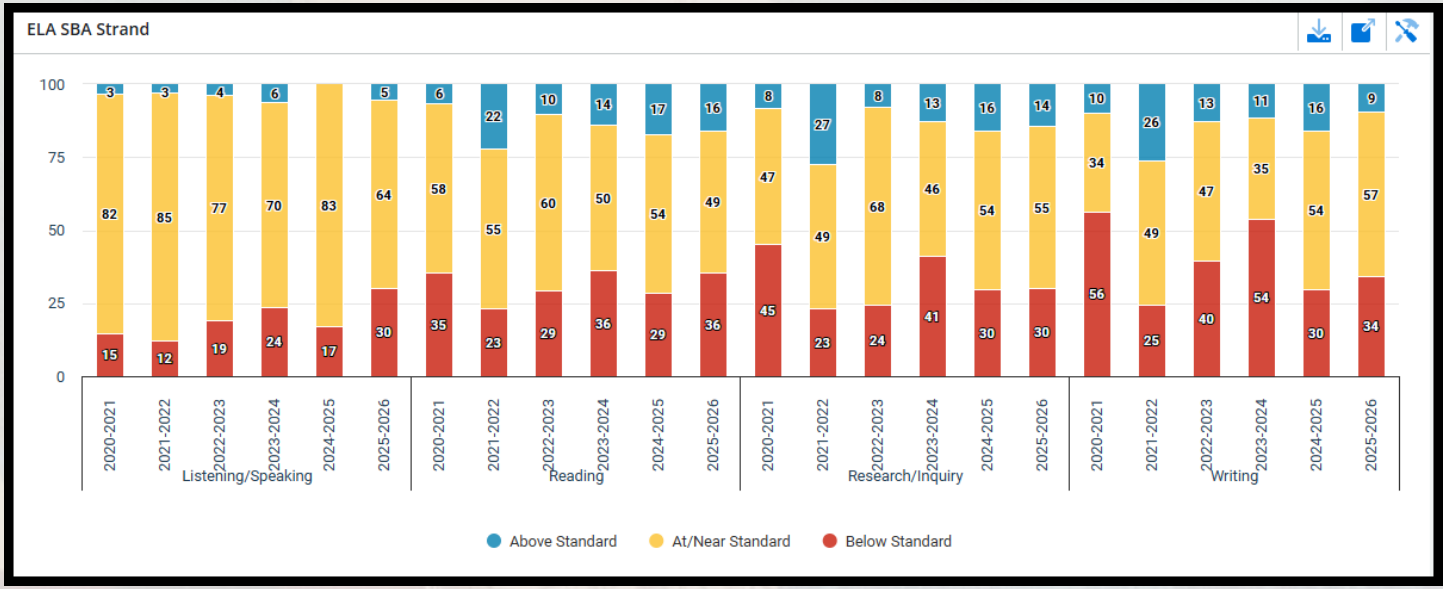


Photo Credit: *Hōkūle'a Archives*

State | English Learner

- Subject Analysis
- KA'EO Subject Analysis
- Passing Analysis
- Disproportionality
- Gainers Stickers Sliders
- Math-Reading Plot
- HSA-Alt
- Student Growth Model
- Strand/Claim



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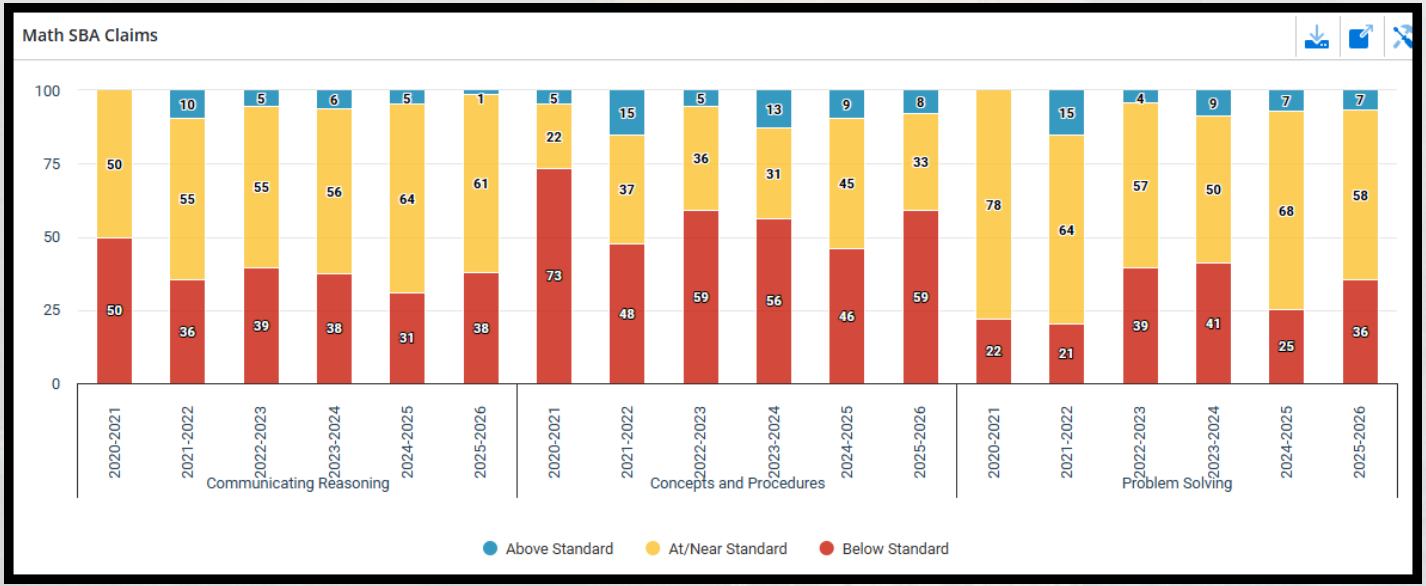

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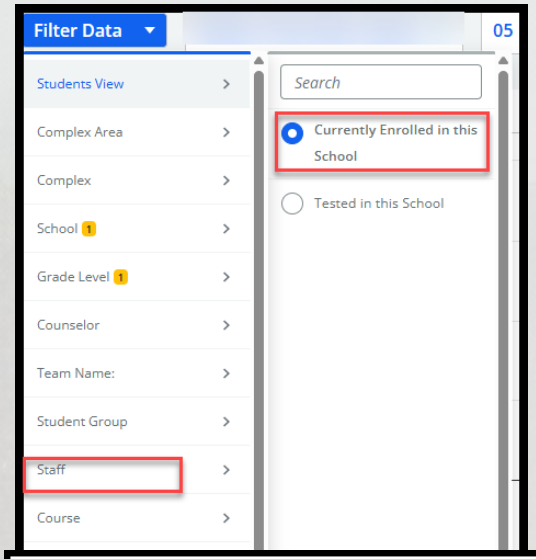
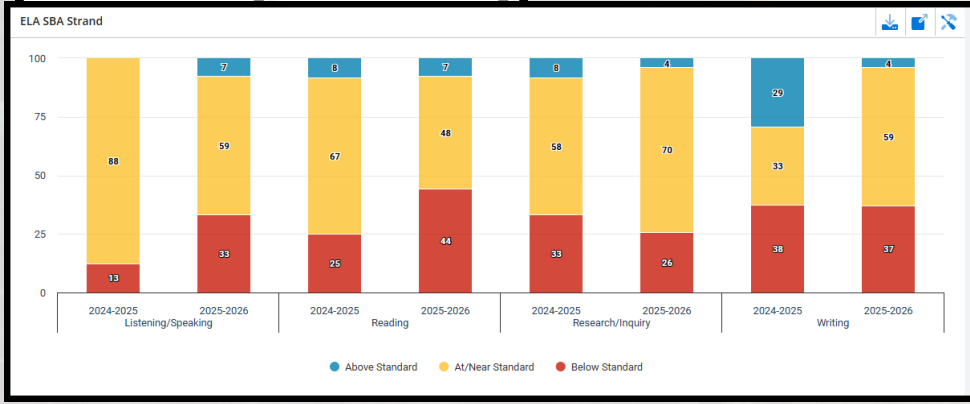




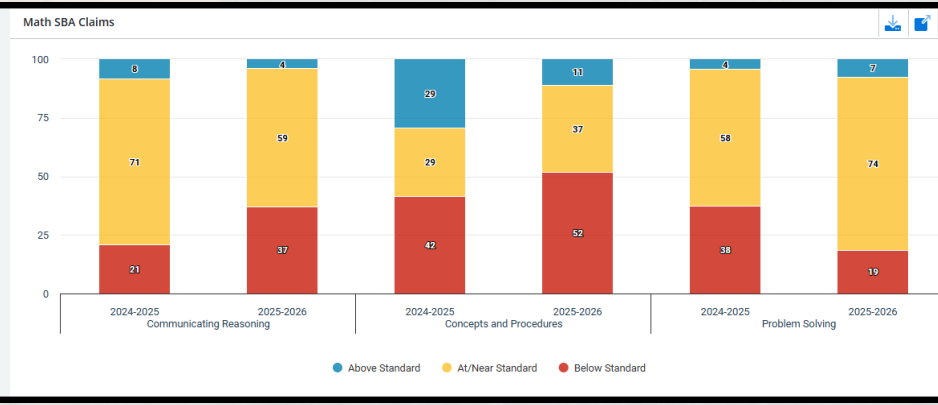


Photo Credit: *Hōkūle'a Archives*

Daily Student Dashboard

School / Daily Student Dashboard / MMSS

Risk factors for students in the areas of attendance, report card marks, universal screeners, SBA, behavior

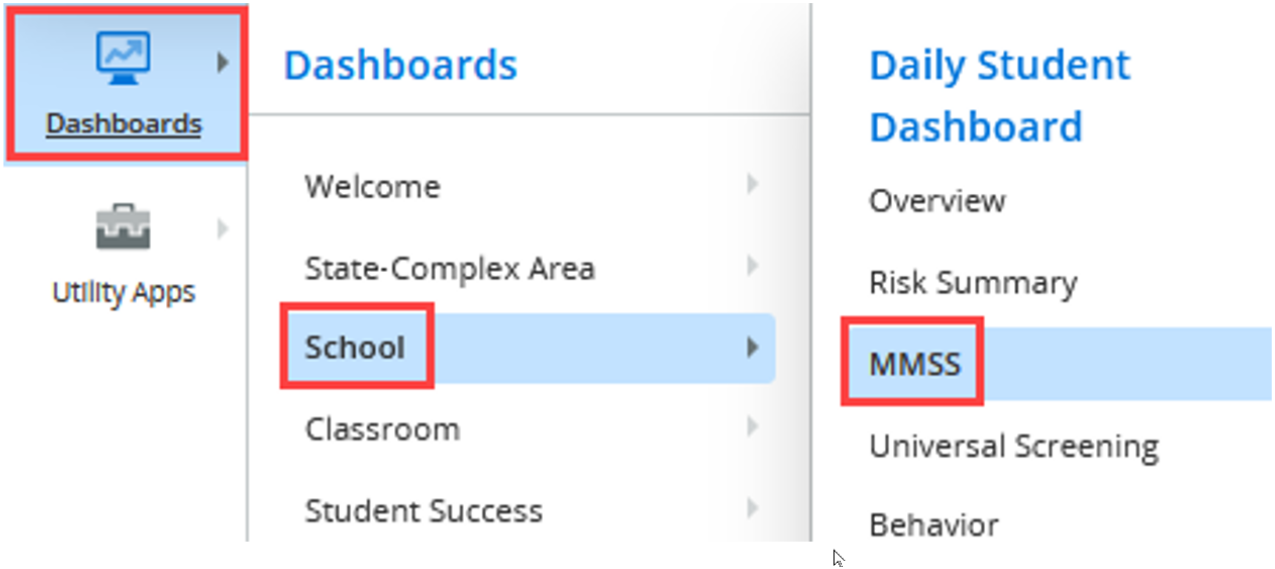
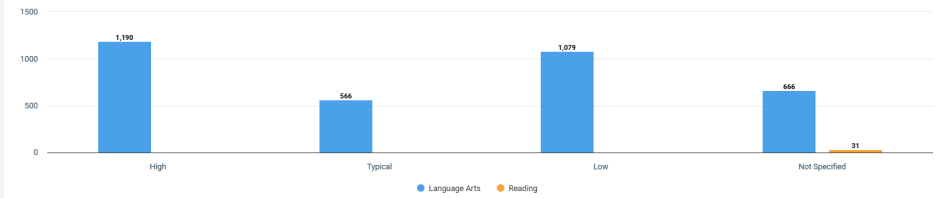
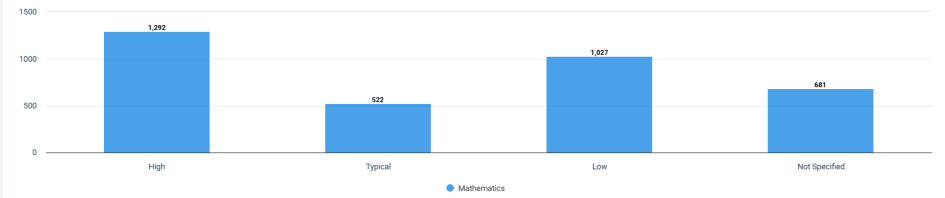


Photo Credit: *Hōkūle'a Archives*

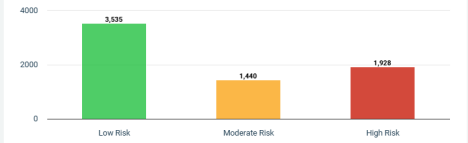
Language Arts / Reading SGP



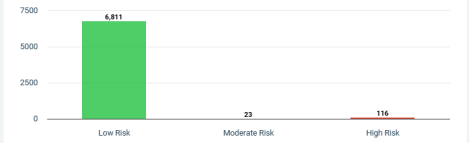
Math SGP



Student Attendance Risk



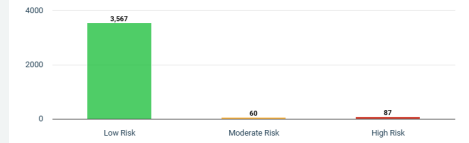
Student Behavior Risk



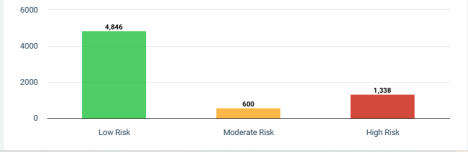
Kindergarten Entry Assessment Overall for Current Year

No Data Found.

Student GLO Risk

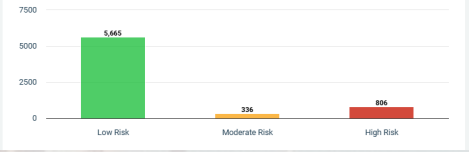


Student English Marks Risk

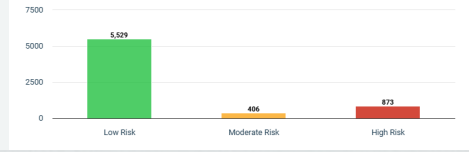


Student Math Marks Risk

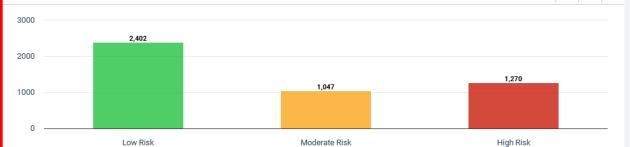
Student Science Marks Risk



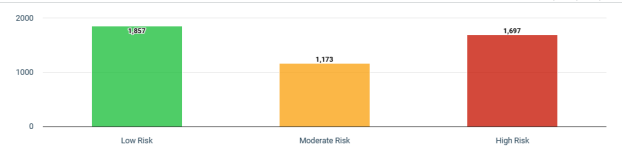
Student Social Studies Marks Risk



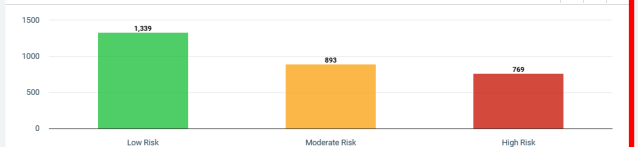
Student SBA Language Arts Risk



Student SBA Math Risk

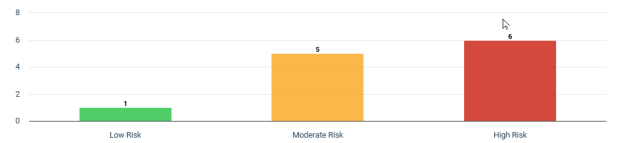


Student HSA Science Risk

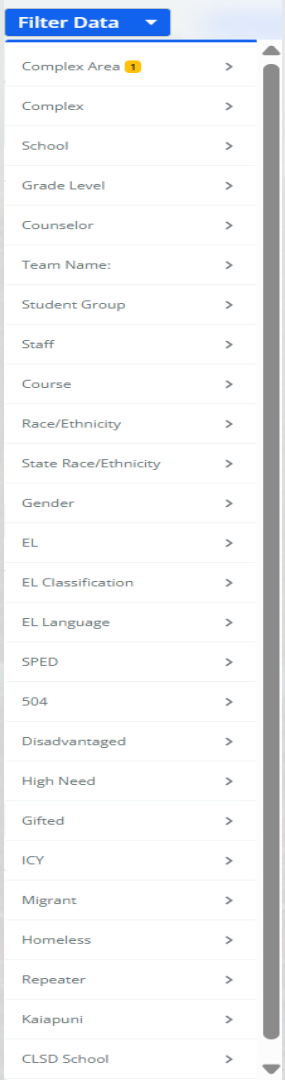


KĀʻEO Subject Proficiency: Hawaiian Language Arts

KĀʻEO Subject Proficiency: Mathematics



KĀʻEO Subject Proficiency: Science



Tips

- *After choosing filter(s), click outside of the Filter Data menus to activate.*
- *Your filters will appear at the top. To delete filter, click on the X or go back to the Filter Data and uncheck the box.*
- Yellow markers w/# indicate the number of filters selected ***(if multiple choices can be selected).***
    - *(Filters such as Disadv, EL, SPED, 504, etc. where there is yes/no/all, no yellow marker will appear.)*

Photo Credit: *Hōkūle'a Archives*

Reporting dashboards

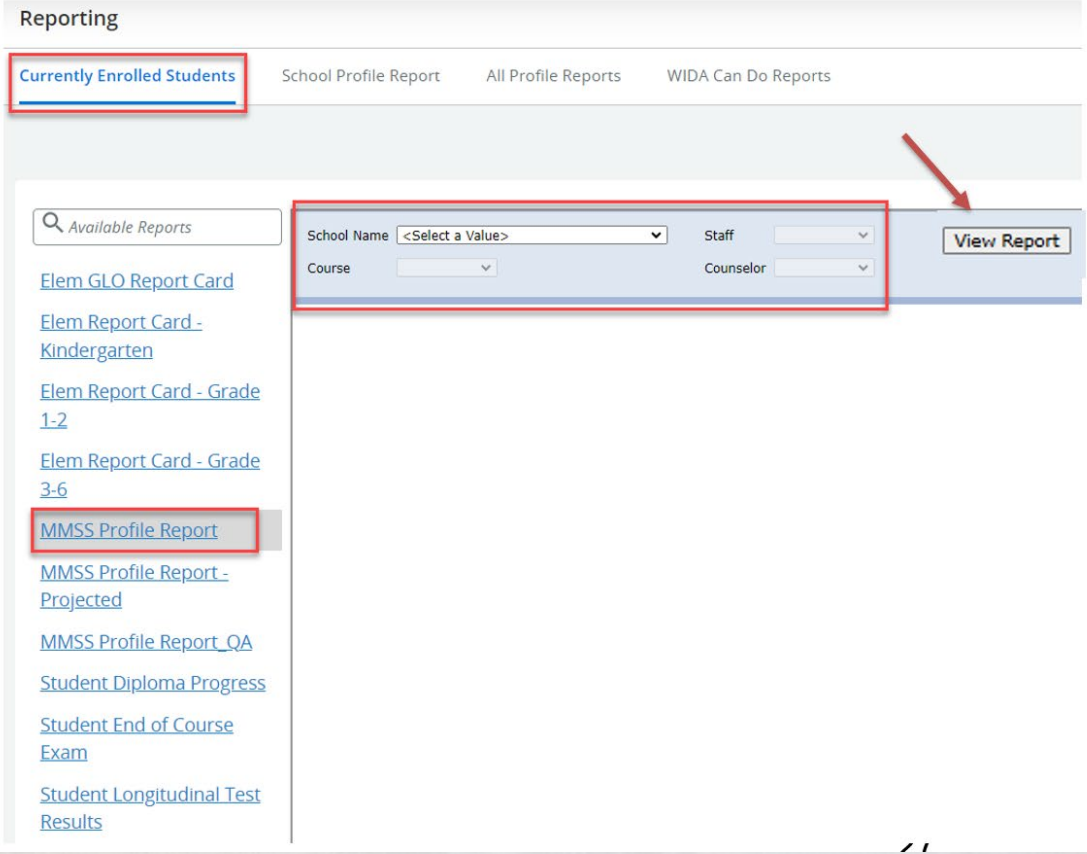


Photo Credit: *Hōkūle'a Archives*

What are the strength and need areas for your class?

							Assessments			Curriculum Marks					Universal Screener																
Student ID	Student Name	Graduation Cohort	Current Grade	Gender	Attendance	Discipline	Language Arts	Mathematics	Science	GLO	Language Arts	Mathematics	Science	Social Studies	Language Arts	Mathematics	Most Recent SEL Survey	Survey Overall Score	Emotion Regulation	Growth Mindset	Perseverance	Sense of Belonging	Self Management	Social Awareness	Self Efficacy	Supportive Relationships	SPED	Low SES	ELL	SPED or ELL or Low SES
			6th Grade	Male	83.5%	Low Risk	SY2324 - 2348	SY2324 - 2312	SY2324 - 453	High Risk	High Risk	High Risk	Low Risk	High Risk	SY2425 - W - 4	SY2425 - W - 22	SY2024-2025 / Winter	51.43%	3.60	3.00	2.67	2.50	3.33	3.13	2.40	5.00	No	Yes	ELL	Yes
			6th Grade	Female	93.4%	Low Risk	SY2324 - 2349	SY2324 - 2328	SY2324 - 452	Low Risk	High Risk	High Risk	High Risk	High Risk	SY2425 - W - 13	SY2425 - W - 13	SY2024-2025 / Winter	57.24%	4.00	3.50	3.00	4.00	3.33	3.25	1.80	5.00	No	Yes	Not ELL	Yes
			6th Grade	Female	92.6%	Low Risk	SY2324 - 2322	SY2324 - 2300	SY2324 - 448	Low Risk	High Risk	High Risk	High Risk	High Risk	SY2425 - W - 55	SY2425 - W - 24	SY2024-2025 / Winter	51.97%	3.20	3.25	3.00	2.75	2.83	3.63	3.00	1.00	No	Yes	ELL	Yes
			6th Grade	Male	95.0%	Low Risk	SY2324 - 2387	SY2324 - 2306	SY2324 - 461	Low Risk	High Risk	High Risk	High Risk	High Risk	SY2425 - W - 34	SY2425 - W - 13	SY2024-2025 / Winter	89.19%	4.20	4.50	4.00	5.00	4.67	4.50	5.00	5.00	No	Yes	ELL	Yes
			6th Grade	Male	95.0%	Low Risk	SY2324 - 2350	SY2324 - 2438	SY2324 - 439	Low Risk	High Risk	High Risk	High Risk	Low Risk	SY2425 - W - 0	SY2425 - W - 0	SY2024-2025 / Winter	86.84%	4.80	4.50	4.60	4.50	4.50	4.25	4.20	5.00	No	Yes	ELL	Yes
			6th Grade	Female	96.7%	Low Risk	SY2324 - 2342	SY2324 - 2464	SY2324 - 467	Low Risk	High Risk	Moderate Risk	Low Risk	High Risk	SY2425 - W - 0	SY2425 - W - 10	SY2022-2023 / Spring	52.44%	5.00	4.33		1.00	2.60	2.43	2.60		No	Yes	ELL	Yes
			6th Grade	Female	93.4%	Low Risk	SY2324 - 2383	SY2324 - 2416	SY2324 - 461	Low Risk	Low Risk	Low Risk	High Risk	Low Risk	SY2425 - W - 22	SY2425 - W - 3	SY2022-2023 / Spring	63.10%	2.20	2.67		4.25	3.70	4.13	3.20		No	Yes	ELL	Yes
			6th Grade	Male	96.7%	Low Risk	SY2223 - 2383	SY2324 - 2202	SY2324 - 462	Low Risk	Moderate Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 64	SY2425 - W - 29	SY2024-2025 / Winter	67.11%	3.20	3.75	3.40	3.75	3.83	3.88	3.60	5.00	No	Yes	ELL	Yes
			6th Grade	Female	96.7%	Low Risk	SY2324 - 2507	SY2324 - 2404	SY2324 - 463	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 34	SY2425 - W - 6	SY2023-2024 / Spring	75.60%	4.20	2.50		4.75	4.40	4.25	3.80		No	Yes	Not ELL	Yes
			6th Grade	Male	94.2%	Low Risk	SY2324 - 2451	SY2324 - 2438	SY2324 - 489	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 0	SY2425 - W - 29	SY2024-2025 / Winter	78.47%	4.00	4.50	4.33	3.50	4.00	4.00	4.60	5.00	No	No	Not ELL	No
			6th Grade	Male	97.5%	Low Risk	SY2324 - 2479	SY2324 - 2420	SY2324 - 479	Low Risk	Low Risk	Low Risk	High Risk	Low Risk	SY2425 - W - 47	SY2425 - W - 12	SY2024-2025 / Winter	50.66%	2.40	3.50	4.40	4.25	3.83	2.13	1.80	1.00	No	Yes	Not ELL	Yes
			6th Grade	Female	89.4%	Low Risk	SY2324 - 2514	SY2324 - 2465	SY2324 - 496	Low Risk	Low Risk	Low Risk	High Risk	Low Risk	SY2425 - W - 9	SY2425 - W - 22	SY2024-2025 / Winter	30.92%	1.40	2.25	2.80	2.00	3.00	2.13	2.20	1.00	No	No	Not ELL	No
			6th Grade	Female	90.1%	Low Risk	SY2324 - 2480	SY2324 - 2431	SY2324 - 484	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 8	SY2425 - W - 0	SY2024-2025 / Winter	42.11%	2.20	2.50	2.20	3.00	3.00	3.25	2.60	1.00	No	Yes	Not ELL	Yes
			6th Grade	Male	89.3%	Low Risk	SY2324 - 2628	SY2324 - 2502	SY2324 - 495	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 29	SY2425 - W - 0	SY2024-2025 / Winter	69.74%	3.00	4.75	4.20	4.00	3.50	2.75	5.00	5.00	No	No	Not ELL	No
			6th Grade	Male	100.0%	Low Risk	SY2324 - 2506	SY2324 - 2470	SY2324 - 491	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 2	SY2425 - W - 30	SY2024-2025 / Winter	71.71%	4.00	4.25	4.20	3.25	4.50	3.50	4.00	1.00	No	Yes	Not ELL	Yes
			6th Grade	Female	99.2%	Low Risk	SY2324 - 2675	SY2324 - 2510	SY2324 - 499	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 15	SY2425 - W - 43	SY2024-2025 / Winter	74.34%	4.60	2.00	4.00	3.50	4.67	4.25	3.80	5.00	No	No	Not ELL	No
			6th Grade	Male	97.5%	Low Risk	SY2324 - 2565	SY2324 - 2604	SY2324 - 502	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 3	SY2425 - W - 14	SY2024-2025 / Winter	76.32%	3.00	4.75	5.00	5.00	4.00	3.88	3.00	5.00	No	Yes	Monitoring ELL	Yes
			6th Grade	Female	100.0%	Low Risk	SY2324 - 2555	SY2324 - 2584	SY2324 - 511	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 15	SY2425 - W - 28	SY2021-2022 / Spring	67.26%	4.20	3.33		5.00	3.70	4.63	1.40		No	No	ELL	Yes
			6th Grade	Male	97.5%	Low Risk	SY2324 - 2594	SY2324 - 2535	SY2324 - 494	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 31	SY2425 - W - 37	SY2024-2025 / Winter	61.84%	3.40	2.75	3.60	3.75	4.00	3.50	2.80	5.00	No	No	Not ELL	No
			6th Grade	Male	99.2%	Low Risk	SY2324 - 2542	SY2324 - 2588	SY2324 - 525	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 26	SY2425 - W - 9	SY2024-2025 / Winter	63.82%	3.80	3.75	3.60	3.50	3.33	3.63	3.00	5.00	No	No	Monitoring ELL	No
			6th Grade	Female	96.7%	Low Risk	SY2324 - 2622	SY2324 - 2599	SY2324 - 502	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	SY2425 - W - 20	SY2425 - W - 15	SY2023-2024 / Spring	82.74%	3.80	4.33		4.25	4.50	4.50	4.20		No	Yes	Former ELL	Yes

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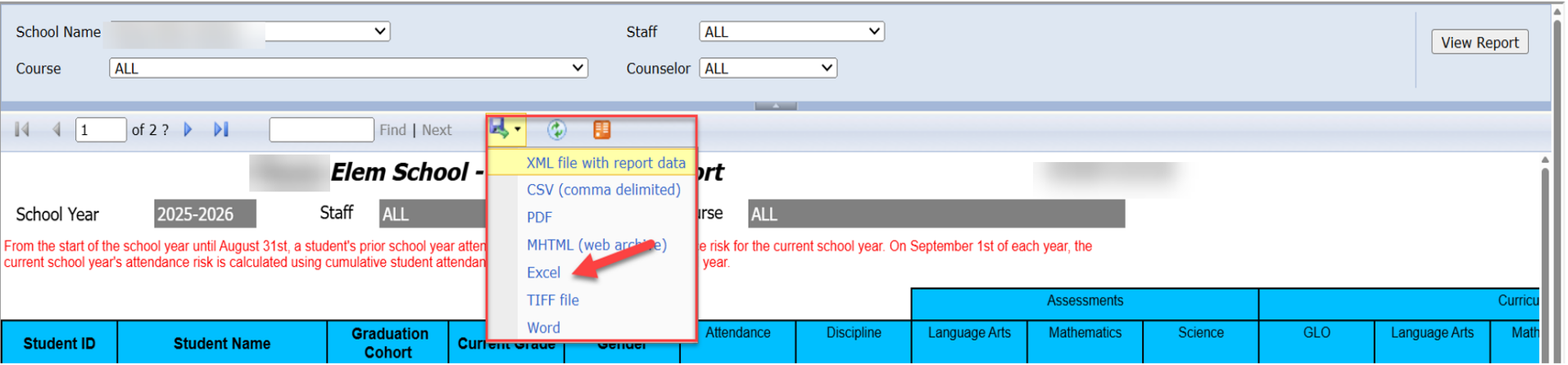
To download this report:



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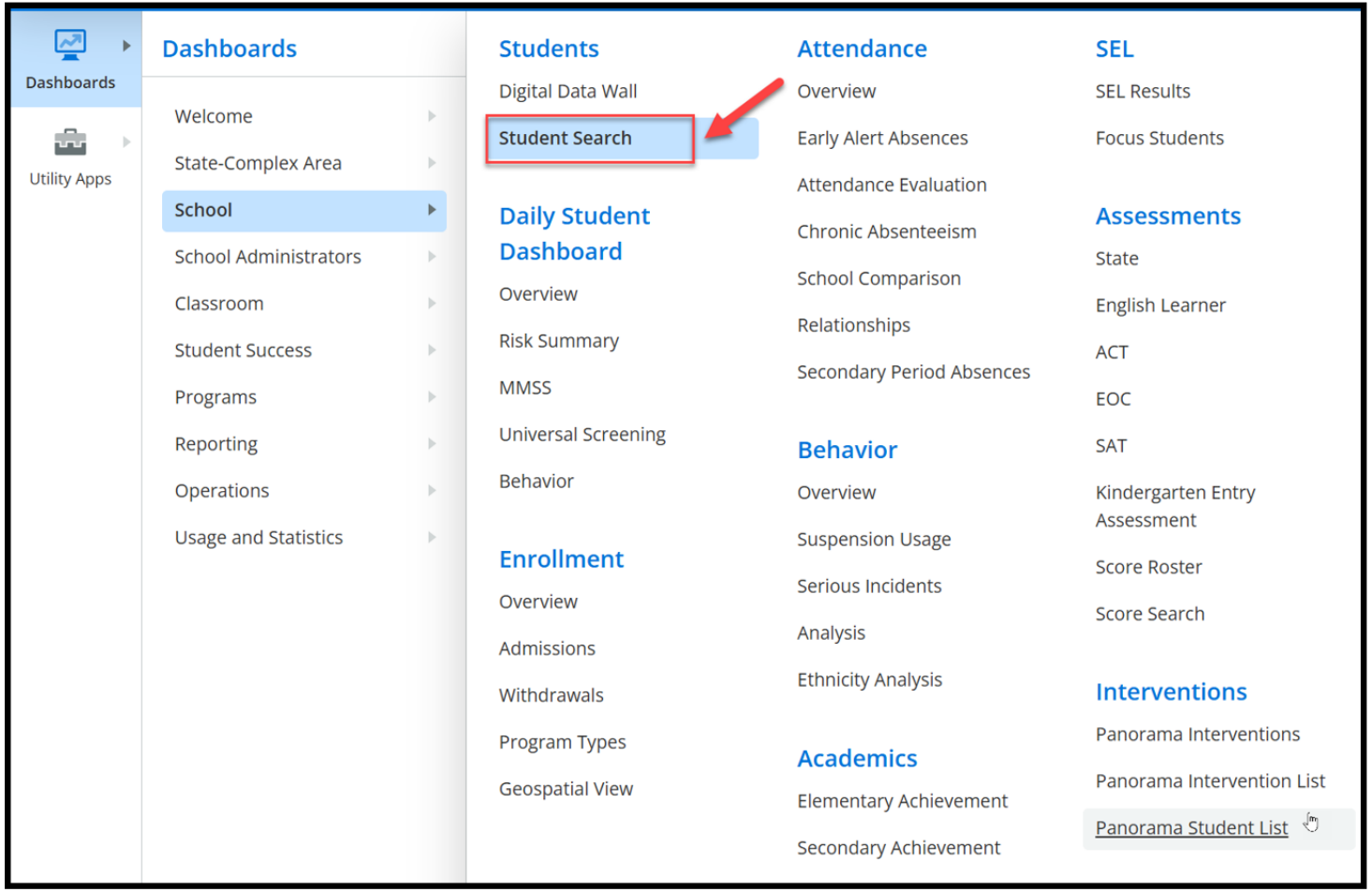


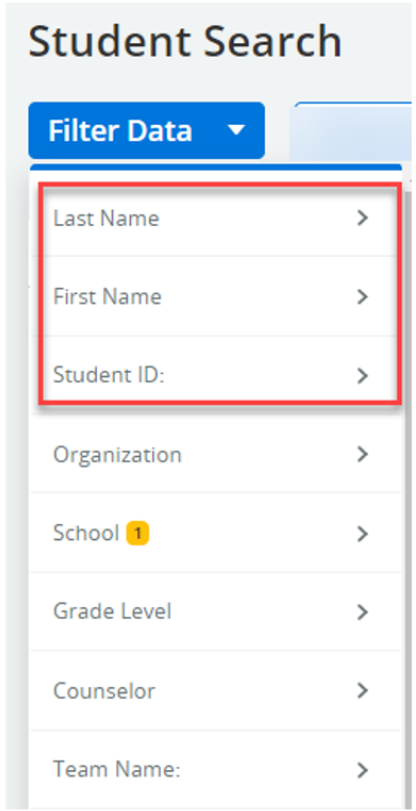
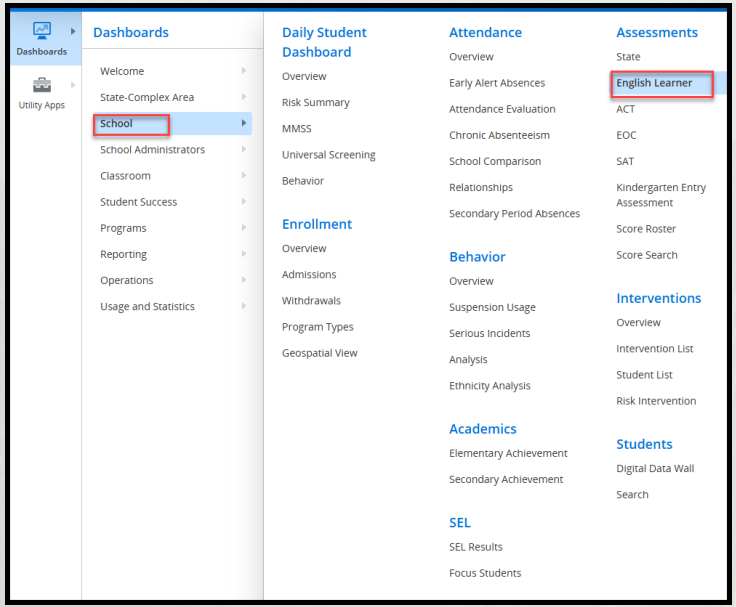
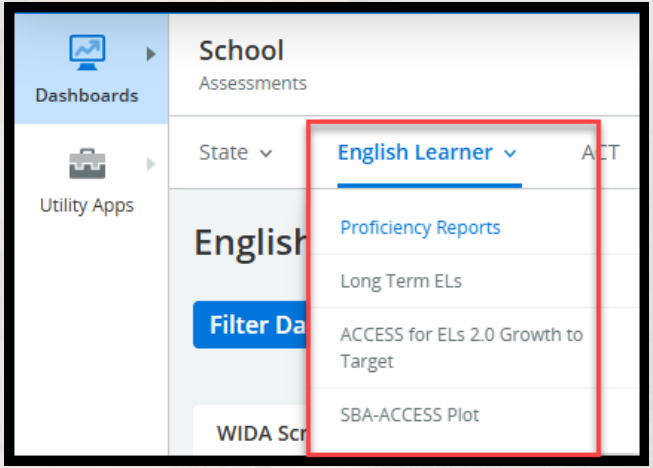
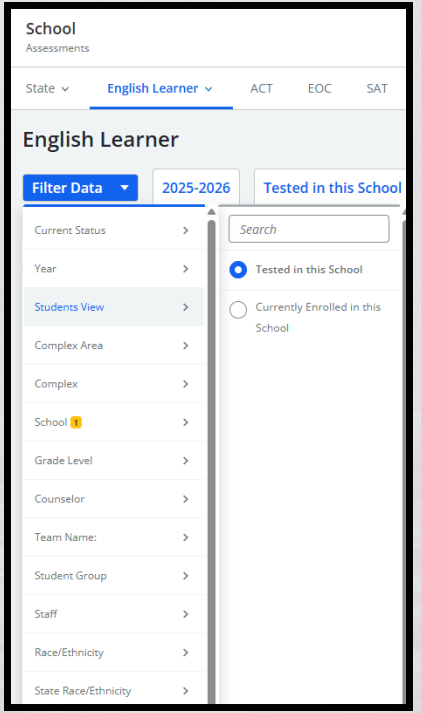


Photo Credit: *Hōkūle'a Archives*







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WIDA Screener Results
For students entering EL, where are the needs and strengths in domain and overall?

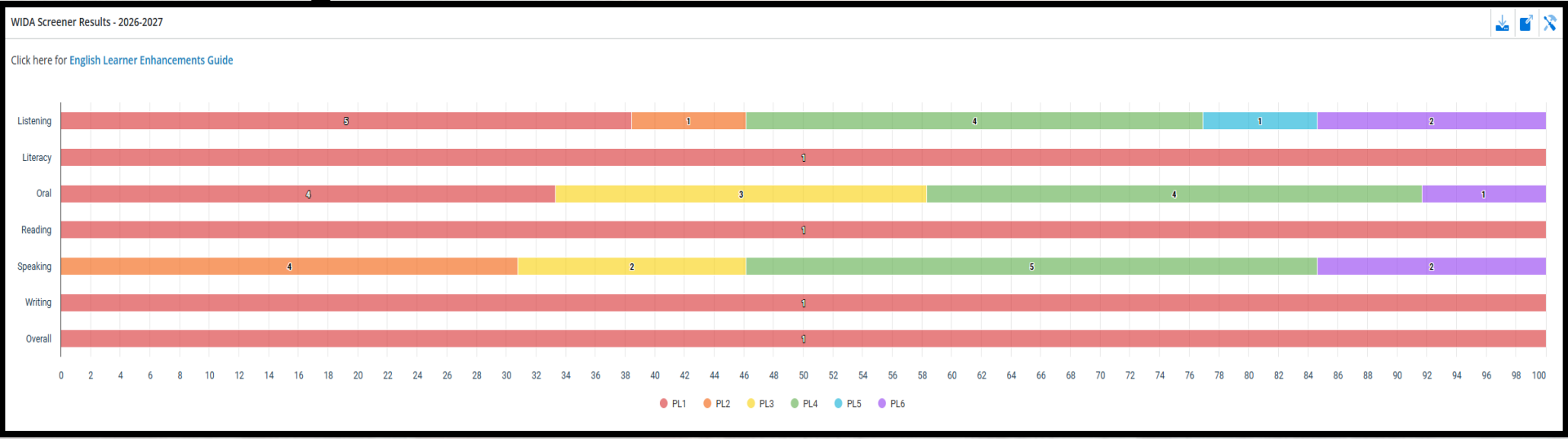
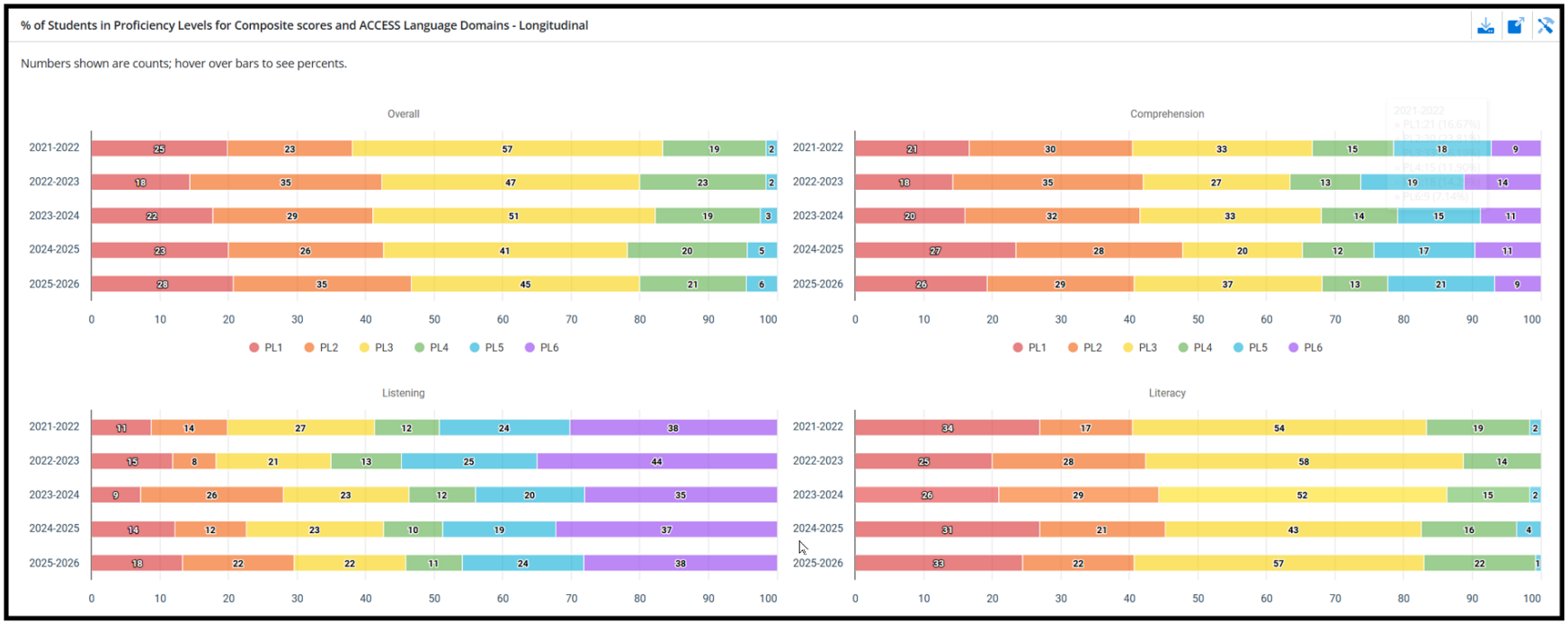


Photo Credit: *Hōkūle‘a Archives*

% of Students in Proficiency Levels for Composite scores and ACCESS Language Domains- Longitudinal

What are the patterns of domain strength and need areas for your EL students? Grade Level, Race/Ethnicity, Classification



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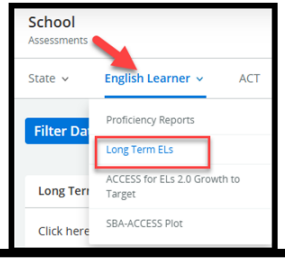
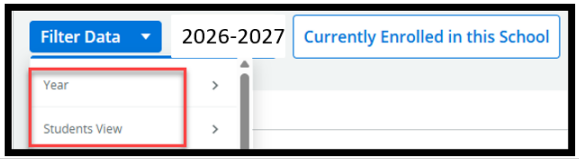
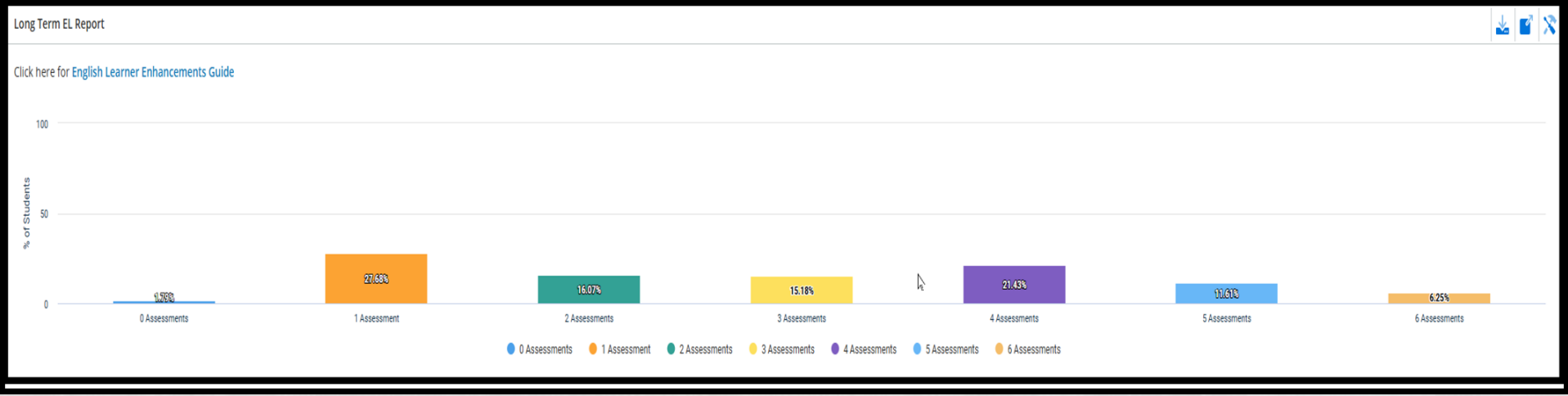
Long Term EL Report

How many years have our students been English Learners? (5 or more tests) Which students have taken 3 or more tests and are not showing adequate progress/growth? For these students consider grouping and viewing reports (Proficiency, Growth and Can Do, Risk Factors)







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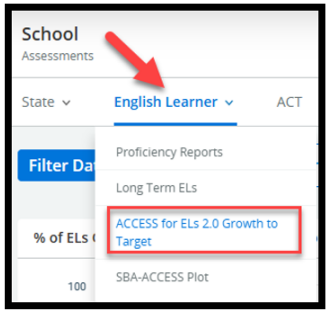
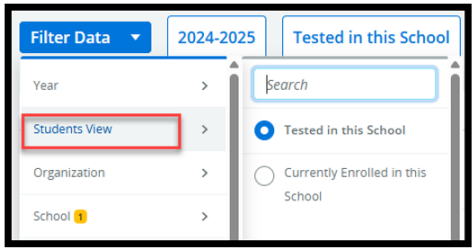
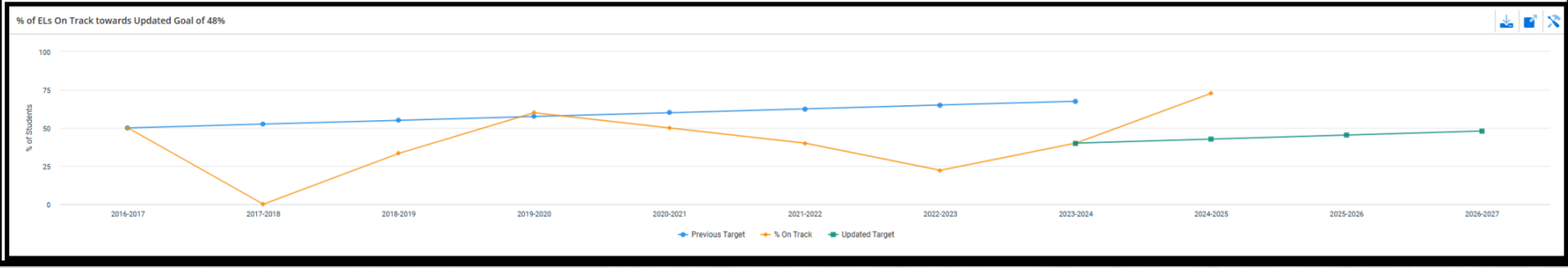
% of ELs On Track towards Updated Goal of 48%

How are our EL students collectively and as individuals doing with growth to target? Have our EL students' proficiency levels increased?







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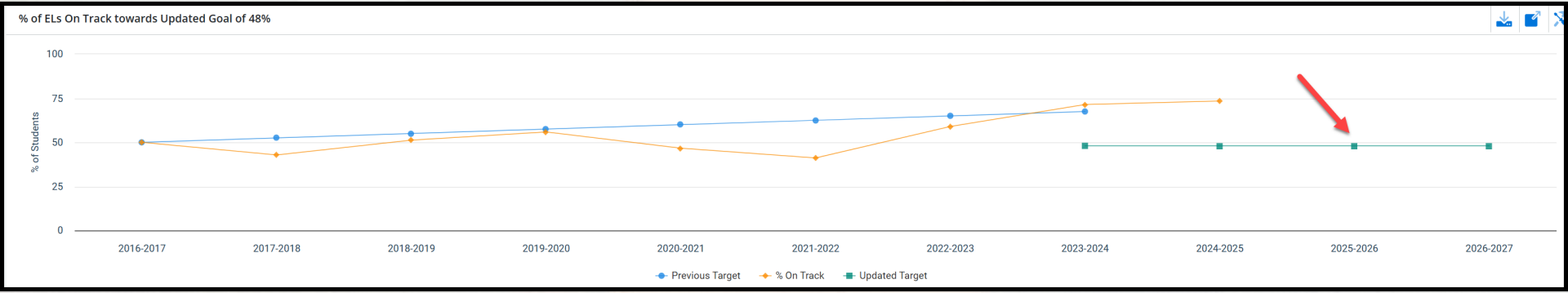

NAME	STUDENT ID	S	EL IDENTIFICATION	ACCESS ATTEMPT	PROFICIENCY SCORE	PROFICIENCY LEVEL	TARGET SCORE	ACTUAL SCORE	DIFFERENCE	SPEAKING SCORE	LISTENING SCORE	READING SCORE	WRITING SCORE	COMPREHENSION SCORE	ORAL LANGUAGE SCORE	LITERACY SCORE
			8/8/2016	ACCESS 2.0 - Test #9	2.6	Emerging		321		292 - 2. Emerging	403 - 5. Bridging	366 - 3. Developing	252 - 1. Entering	377 - 4. Expanding	348 - 3. Developing	309 - 2. Emerging
			8/13/2018	ACCESS 2.0 - Test #7	4.1	Expanding	389	369	-20	356 - 3. Developing	403 - 5. Bridging	386 - 5. Bridging	343 - 3. Developing	391 - 5. Bridging	380 - 4. Expanding	365 - 3. Developing
			9/18/2018	ACCESS 2.0 - Test #7	4.0	Expanding	389	366	-23	366 - 4. Expanding	412 - 6. Reaching	352 - 2. Emerging	361 - 4. Expanding	370 - 4. Expanding	389 - 4. Expanding	357 - 3. Developing
			9/12/2023	ACCESS 2.0 - Test #2	3.5	Developing	331	355	24	344 - 3. Developing	429 - 6. Reaching	341 - 2. Emerging	343 - 3. Developing	367 - 3. Developing	387 - 4. Expanding	342 - 3. Developing
			8/8/2018	ACCESS 2.0 - Test #7	1.9	Entering	389	284	-105	220 - 1. Entering	283 - 1. Entering	301 - 1. Entering	296 - 2. Emerging	296 - 1. Entering	252 - 1. Entering	299 - 2. Emerging
			8/10/2017	ACCESS 2.0 - Test #8	2.9	Emerging		329		292 - 2. Emerging	361 - 3. Developing	330 - 2. Emerging	330 - 3. Developing	339 - 2. Emerging	327 - 2. Emerging	330 - 2. Emerging
			8/20/2024	ACCESS 2.0 - Test #1	1.6	Entering	257	257	0	266 - 1. Entering	321 - 2. Emerging	294 - 1. Entering	188 - 1. Entering	302 - 1. Entering	294 - 2. Emerging	241 - 1. Entering
			3/4/2019	ACCESS 2.0 - Test #6	3.2	Developing	376	340	-36	304 - 2. Emerging	408 - 5. Bridging	317 - 1. Entering	348 - 3. Developing	344 - 2. Emerging	356 - 3. Developing	333 - 3. Developing
			8/30/2018	ACCESS 2.0 - Test #7	4.2	Expanding		375		331 - 3. Developing	429 - 6. Reaching	367 - 3. Developing	378 - 4. Expanding	386 - 5. Bridging	380 - 4. Expanding	373 - 4. Expanding
			2/10/2021	ACCESS 2.0 - Test #5	4.4	Expanding	402	394	-8	331 - 3. Developing	439 - 6. Reaching	404 - 5. Bridging	393 - 4. Expanding	415 - 5. Bridging	385 - 4. Expanding	399 - 4. Expanding

Photo Credit: *Hōkūle'a Archives*

NAME	STUDENT ID	ACCESS ATTEMPT	PROFICIENCY SCORE	PROFICIENCY LEVEL	TARGET SCORE	ACTUAL SCORE	DIFFERENCE	SPEAKING SCORE	LISTENING SCORE	READING SCORE	WRITING SCORE	COMPREHENSION SCORE	ORAL LANGUAGE SCORE
[redacted]	[redacted]	ACCESS 2.0 - Test #1	1.6	Entering	185	185	0	349 - 5. Bridging	318 - 6. Reaching	142 - 1. Entering	100 - 1. Entering	195 - 1. Entering	334 - 5. Bridging
[redacted]	[redacted]	ACCESS 2.0 - Test #1	4.3	Expanding	351	351	0	329 - 3. Developing	397 - 6. Reaching	352 - 5. Bridging	339 - 3. Developing	366 - 5. Bridging	363 - 4. Expanding
[redacted]	[redacted]	ACCESS 2.0 - Test #2	4.0	Expanding	334	343	9	425 - 6. Reaching	349 - 5. Bridging	332 - 3. Developing	317 - 3. Developing	337 - 3. Developing	387 - 5. Bridging
[redacted]	[redacted]	ACCESS 2.0 - Test #3	4.0	Expanding	362	350	-12	293 - 3. Developing	386 - 5. Bridging	337 - 3. Developing	372 - 4. Expanding	352 - 4. Expanding	340 - 3. Developing
[redacted]	[redacted]	ACCESS 2.0 - Test #4	4.4	Expanding	390	372	-18	319 - 3. Developing	441 - 6. Reaching	379 - 5. Bridging	357 - 4. Expanding	398 - 6. Reaching	380 - 4. Expanding
[redacted]	[redacted]	ACCESS 2.0 - Test #2	4.7	Expanding	327	351	24	395 - 5. Bridging	352 - 5. Bridging	313 - 3. Developing	371 - 4. Expanding	325 - 4. Expanding	374 - 5. Bridging
[redacted]	[redacted]	ACCESS 2.0 - Test #3	3.2	Developing	355	309	-46	240 - 2. Emerging	319 - 3. Developing	305 - 2. Emerging	338 - 3. Developing	309 - 2. Emerging	280 - 2. Emerging
[redacted]	[redacted]	ACCESS 2.0 - Test #4	4.5	Expanding	382	369	-13	263 - 2. Emerging	455 - 6. Reaching	377 - 5. Bridging	369 - 4. Expanding	400 - 6. Reaching	359 - 4. Expanding

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Profiles
Student Profile

Summary | Overview | Schedule | Academic Detail | Assessment Detail | Universal Screener Detail | Attendance Detail | Behavior Detail | SEL | Intervention Detail | Diploma Requirements | MMSS Detail | Health

GENDER	STATUS	TEAM NAME	COUNSELOR
Male	ACTIVE	Haaheo Grade 8	--

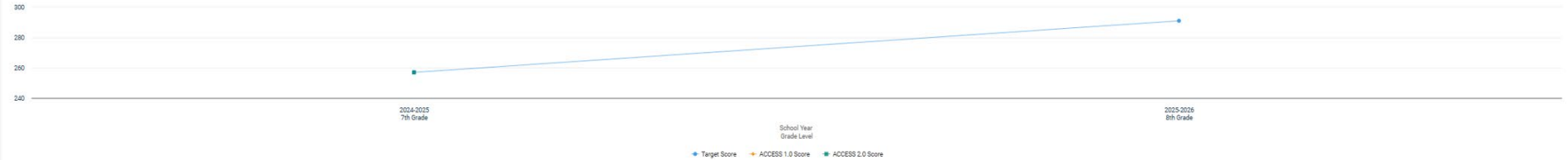
Assessment Details

Student Test Score History

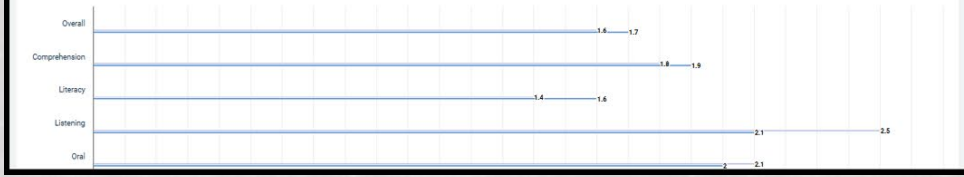
Total of 128 row(s) with no row limit.

YEAR	GRADE	VENDOR	PRODUCT	TEST CLASS	TEST NAME	TEST SUBJECT	PERIOD	TEST RESULT	SCORE	TEST RESULT CODE	TEST GROUP
2024-2025	07	AIR	HSA SBA	Composite	Grade 7 MATH CAT	Mathematics	--	Not Met Standard	2339	1	Total
2024-2025	07	AIR	HSA SBA	Strand	Grade 7 MATH CAT - Comm. Reasoning	Mathematics	--	At/Near Standard	2333	2	Communicating Reasoning
2024-2025	07	AIR	HSA SBA	Strand	Grade 7 MATH CAT - Concepts/Procedures	Mathematics	--	Below Standard	2333	1	Concepts and Procedures
2024-2025	07	AIR	HSA SBA	Strand	Grade 7 MATH CAT - Problem Solving	Mathematics	--	Below Standard	2360	1	Problem Solving
2024-2025	07	AIR	HSA SBA - UNOFFICIAL	Composite	Grade 7 ELA	Language Arts	--	Not Met Standard	2349	1	Total

Growth to Target 5-years



ACCESS Test Scores History



ACCESS Test Details

Total of 16 row(s) with no row limit.

YEAR	TEST GROUP	SCALE SCORE	TEST GROUP	TEST RESULT	TEST RESULT CODE
2025-2026	Comprehension	340	N/A	1. Entering	1.9
2025-2026	Listening	325	N/A	2. Emerging	2.1
2025-2026	Literacy	283	N/A	1. Entering	1.6
2025-2026	Oral	323	N/A	2. Emerging	2.0

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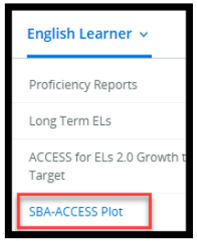
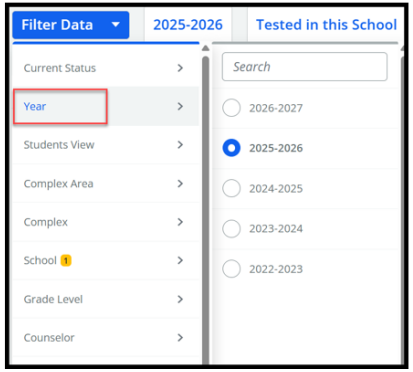
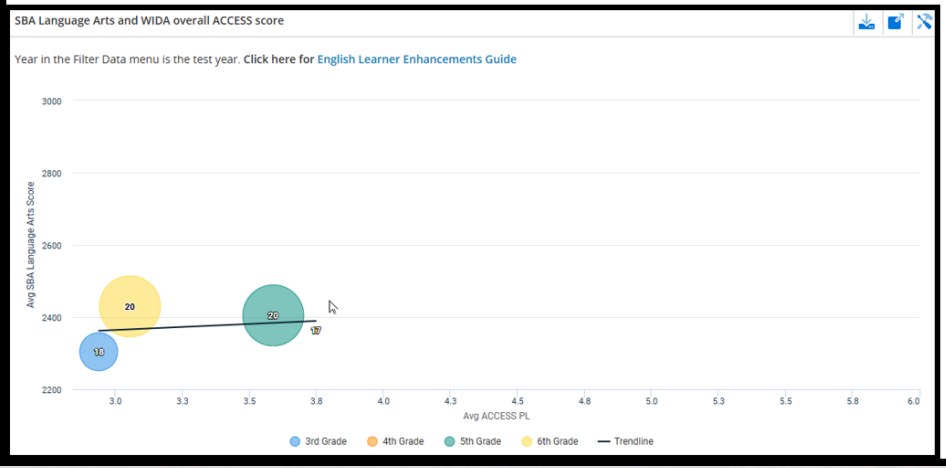
SBA-ACCESS Plot







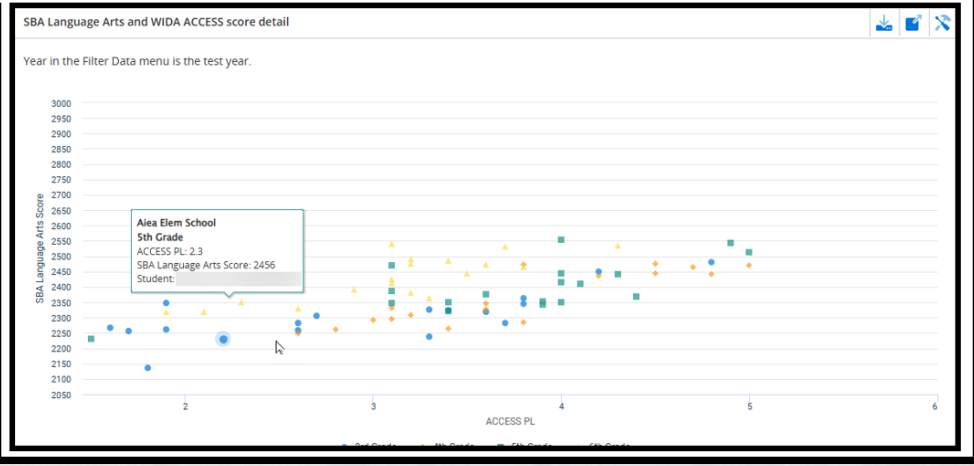
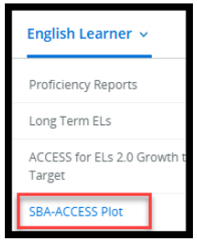
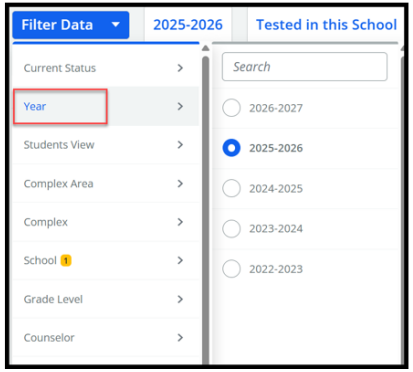
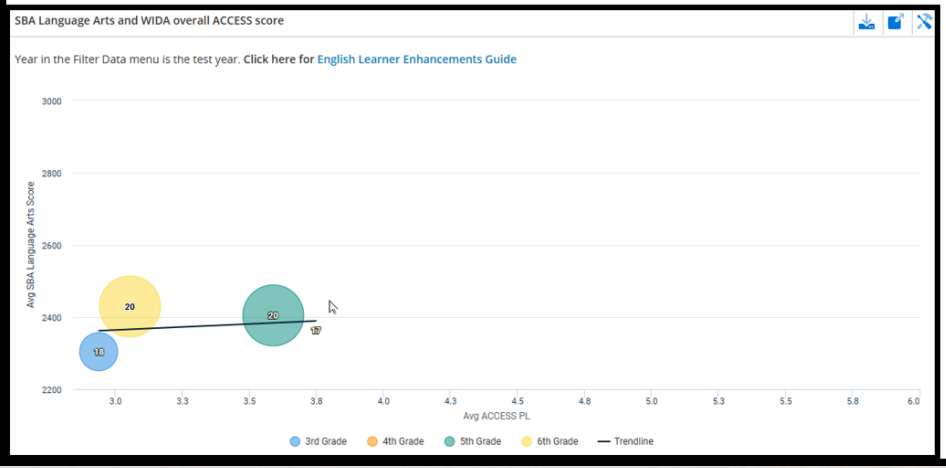


Photo Credit: *Hōkūle'a Archives*

SBA-ACCESS Plot







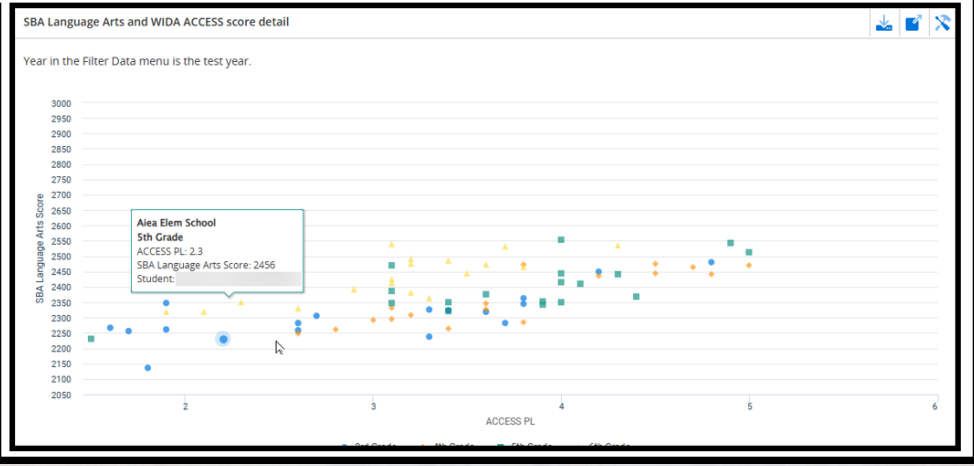


Photo Credit: *Hōkūle'a Archives*

How can you use some of these reports to support continuous improvement efforts at your Complex Area or School?

Please respond in the chat.

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Thank you for joining us!

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: Hōkūle'a Archives