



# **caspa**

## **Comparison and Analysis of Special Pupil Attainment**

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### **What's New in CASPA 2012**

#### **1. Introduction:**

This document summarises key changes introduced for autumn 2011. CASPA's extensive Help system (including context sensitive use via the F1 key) and guidance notes have been updated and extended to reflect changes in CASPA 2012.

September 2011 sees CASPA becoming a true family of modules; not only have the school and LA modules of CASPA been updated for the 2011/2012 academic year, but there is now an additional module offered, as described below:

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### **The School Module of CASPA**

#### **2. Updating School Modules to CASPA 2012:**

For users of CASPA 2011, CASPA 2012 installs as an update via CASPA's built-in 'Check for updates' functionality. The update will also cause all data entered into CASPA 2011 to remain available to CASPA 2012 whilst enabling additional features for capturing results and targets relating to the 2011/2012 academic year. The update also populates relevant data fields for the current academic year with data already available from the previous academic year.

Any users still using CASPA 2010 will need to update through CASPA 2011 to ensure that the data already recorded in the existing CASPA installation is retained. To do this please download guidance specific to CASPA 2010 users via the following link:

<http://www.sgasystems.co.uk/caspa/downloads/Installing%20CASPA%202012%20for%20CASPA%202010%20users.pdf>

#### **3. Rolling forward to the 2011/2012 academic year:**

The process of updating to CASPA 2012 is completed by the creation of pupil data for the 2011/2012 academic year in CASPA 2012, a process referred to in CASPA as the '**roll-forward**'. For further details on rolling forward to the 2011/2012 academic year, please refer to which ever of the following documents,

available in PDF format via the menu option **Help | Guidance notes**, is applicable to your school:

- Transferring basic pupil data for SIMS users
- Transferring basic pupil data for MIS types other than SIMS
- Transferring basic pupil data for schools with no MIS

This refresh provides CASPA with details about which children are on roll in the new academic year, thereby allowing users to confirm leavers from the previous summer term and new admissions as well as updating remaining pupils' details with any changes that may have taken place.

The update to CASPA 2012 creates a new tab for the recording of assessments and targets for the 2011/2012 academic year. The roll-forward process referred to above populates the relevant results and targets fields on the 2011/2012 academic year tab by carrying forward the assessment results and targets in place at the end of Summer term 2011 as the current result for the 2011/2012 academic year and the current target for Summer 2012.

To assist with ensuring that a CASPA Degree of Learning Difficulty is automatically recorded wherever possible, the way in which the CASPA Degree of Learning Difficulty used in analysis is updated during refreshes of pupil data by import of data from the school MIS imports has been enhanced. If the category of need data exported from the school MIS includes one of the values PMLD, SLD or MLD, and no CASPA Degree of Learning difficulty is currently recorded in CASPA, then the CASPA Degree of Learning Difficulty will be set to the value found in the data exported from the school MIS. Please note, however, that the CASPA Degree of Learning Difficulty is only updated by a refresh from the school MIS if no CASPA Degree of Learning Difficulty previously existed; once a CASPA Degree of Learning Difficulty has been recorded, any subsequent changes must be made manually via the main CASPA data entry screen.

All analysis will then be based, by default, on the current-year cohort. As available in CASPA 2011, users are able to set the effective year to an earlier year, depending on which previous versions of CASPA were used and upgraded. For example, for CASPA installations upgraded from CASPA 2011, users can set the effective year as CASPA 2011 to analyse progress for pupils who were on roll in the school during the 2010/2011 academic year and for whom details were entered into CASPA 2011.

#### **4. Bringing relevant data forward to the new academic year:**

For CASPA School Module installations upgraded from CASPA 2011, data that is normally re-used in the new year is brought forward for use in the new academic year, avoiding re-entering of data that already exists.

The summer 2011 assessment results are brought forward into the data entry page for 2010/2011 as the new 'Current result' representing the starting point of the new academic year.

In the same way, where targets for summer 2012 were entered into CASPA 2011, these are brought forward into the data entry page as the current targets for summer 2012 in the 2011/2012 tab. Note that any target levels in CASPA 2011 that are unverified CASPA-generated levels are not carried forward as these are not regarded as targets unless amended or verified. If required, these should be re-generated in CASPA 2012.

During roll-forward, the categories of need that were recorded in CASPA 2011 for the purposes of CASPA's analysis are also brought forward to the 2011/2012 academic year, ensuring users can continue to analyse the progress of pupils in CASPA 2012 based on the same needs that were used in CASPA 2011.

#### **5. Entering results termly, or at other times**

The new tab for the 2011/2012 academic year enables users to update current results and targets for Summer 2012 immediately, and to set targets for Summer 2013. The current assessment result for a pupil, and their targets for Summers 2012 and 2013 can be updated at any time throughout the 2011/2012 academic year, with the changes made recorded and available for inspection via CASPA's audit history features, accessed by right-clicking any result or target and selecting the appropriate option from the pop-up menu displayed.

With features to allow you to record progress from last Summer's assessment and to identify residual progress required to meet the Summer 2012 target, CASPA meets your needs for a continuous assessment tool.

This 'current result' can be used in relevant analysis as soon as it is recorded. One key example is the need to track pupils' progress towards targets. The Current-year progress report (Data | CASPA assessment data, select Graphs and reports tab and select 'Current-year progress' report) enables users to immediately identify how much progress a pupil has made towards the most recent result, and how much progress is required to meet the target set for the end of the year. Users can therefore very quickly review how well a pupil is progressing towards a target and how likely they feel it is that the pupil can meet the target.

## **6. Updated comparative data:**

CASPA 2012 includes updated comparative data that takes account of the Summer 2011 data submissions made by users of CASPA. For further details about the comparative data available in CASPA 2012, please refer to the document available in PDF format via the menu option **Help | Guidance notes | CASPA's comparative data**. All analysis immediately makes use of this updated comparative data

## **7. Other enhancements:**

CASPA 2012 also includes a number of other enhancements that have been introduced since the launch of CASPA 2011, as follows:

- The import of assessment data from PIVATS have been enhanced to take account of changes to the structure of the PIVATS CSV export file and also to manage changes to the format of data in the CSV export file that can occur when the file is opened in applications such as Excel prior to import into CASPA
- The import and export features for assessment data relating to Common Transfer Files and SIMS Assessment Manager 7 have been updated to take account of changes to standards and interfaces.
- Additional validation and data integrity checks now take place prior to the import and export of data to ensure the integrity of data in CASPA and the reliability of CASPA's analysis.
- The update process in CASPA has been further enhanced and, should problems be encountered during the update, an error log is automatically generated to allow users to remedy any circumstances that may have prevented the update from completing
- Exception management in CASPA has been greatly enhanced to handle the rare situations in which exceptions occur during the operation of CASPA and to ensure they are dealt with elegantly and to provide information that allows us to provide assistance to users of CASPA. Should an exception occur, you will be given the opportunity to send an error report by e-mail direct to our development team to allow our developers to understand what had occurred.
- A new installer for CASPA provides a simple and easy route to installing CASPA, both for new users of CASPA and for existing users of CASPA wishing to create new Classroom or Guest installations of CASPA.

# **The LA Module of CASPA**

## **8. The CASPA 2011 and 2012 LA Modules**

The CASPA 2011 LA Module can be updated to the latest release of the CASPA software using CASPA's built-in Check for updates feature. Please bear in mind that the updated application will remain a CASPA 2011 LA Module in order that you can continue to analyse progress for those pupils on roll at Summer 2011 using the details in place at Summer 2011, but that the CASPA program itself will be updated to the latest version, ensuring you can make use of the latest features available in CASPA.

The CASPA 2012 LA Module installs as a new and completely separate installation of CASPA and can be used to collect and analyse data for the 2011/2012 academic year submitted by schools using the School Module of CASPA 2012 at any time from the start of the 2011/2012 academic year.

## 9. Expanding the scope of the CASPA LA Module

In order to meet the need to include data at the Local Authority level for pupils at schools where the School Module of CASPA is not available, and which therefore cannot use the School Module of CASPA to create a single electronic return of data for import into the LA Module of CASPA, new features are available in the LA Module of CASPA to support the electronic import and refresh of basic pupil records and the electronic import and refresh of assessment data, as follows.

### Importing basic pupil details:

Basic pupil details can now be imported electronically into the LA Module for schools who do not use the School Module of CASPA from a suitable Comma Separated Variable file. For more information, please refer to the document available in PDF format via the menu option **Help | Guidance notes | Create or refresh basic pupil records from comma separated variable file (LA Module)**.

### Importing results or targets:

To support the import and refresh of assessment data for pupils at schools who do not use the School Module of CASPA, the LA Module of CASPA now supports the electronic import and refresh of assessment data from the following sources:

- B Squared
- PIVATS
- BareOnline
- Common Transfer File
- SIMS Assessment Manager 7
- Excel or CSV file

### Enhanced analysis:

To support the increasing maturity of LA-level analysis of SEN pupil progress, additional grouping options have been enabled to compare the progress of pupils by school and by type of provision, allowing the progress of pupils to be compared school-by-school or by type of school.

For examples, the Comparison of progress vs expectations graph (aka Traffic light, or RAG graph) to analyse progress in a specific subject across all schools for which data has been collected in one view. the ability to group analysis by school will give SEN Advisory Teams the ability to identify examples of best practice in order that these can be shared between schools. Simply open this graph and in the 'Group pupils by' dropdown select 'School' or 'Type of provision'.

### Comparative data update:

Updated comparative data that takes account of the Summer 2011 data submissions made by users of CASPA will automatically be installed during the update to version 1.2.0.0 of the LA Module of CASPA 2011. All analysis in the LA Module makes immediate use of this latest comparative data set. For further details about the comparative data available in CASPA 2012, please refer to the document available in PDF format via the menu option **Help | Guidance notes | CASPA's comparative data**.

## The Super LA Module of CASPA

### 10. Introducing the Super LA Module

To meet the needs of Local Authorities that collaborate together, either as part of a Regional SEN Hub or as part of a grouping such as a City Challenge area, we are pleased to announce the release of the Super-LA Module of CASPA. The Super-LA Module of CASPA is capable of importing data from multiple LAs and, in addition to the analysis available in the School and LA Modules of CASPA can analyse data either for all pupils in the Super-LA Module, or analyse data grouped by Local Authority. As such, it is a powerful tool for analysing data for groups of Local Authorities and identifying areas of best practice across Local Authorities.

The SLAM allows a group of authorities to pull together the data for the participating authorities to understand how the progress of pupils compares authority-by-authority, school-by-school, etc, and even pupil-by-pupil. The SLAM is administered in a location of the group's choosing, usually a nominated analysis or support team in one of the authorities. Data is transferred from each LA module to the SLAM adopting a hierarchical approach:

- schools export data to their LAs as they normally do
- LAs export their data to the SLAM user for their group of authorities.

So if a school's data return has already been imported into the LA module, no additional data return is required from the school unless there is a need to obtain newer data later in the year. A simple export from the LA Module will provide all that is required by the SLAM using a new export option enabled in participating LA's CASPA LA modules.

The SLAM adopts the same look and feel as school or LA modules and inherits the same types of analysis with additional options relevant to analysis at this aggregated level. So existing CASPA users will easily make the leap to becoming SLAM users.

For reasons of data protection and privacy, data exported from a LA Module of CASPA for transfer to a Super-LA Module of CASPA is fully anonymised; all information by which a pupil could be directly identified is removed and replaced with a unique identifier that is shared between the Super-LA Module and the LA Module from which the pupil record was exported.

This module is already set to be used across some authorities and can be used for any group of authorities; it is not tied to a whole region or even within a single region. Any group of authorities can work together in this way.

Since this is a new offering, supply and configuration of the SLAM attracts a licence fee. We will be in touch with our LA contacts in the near future with additional details but if you require information earlier, please contact SGA Systems Ltd via e-mail to [enquiries@sgasystems.co.uk](mailto:enquiries@sgasystems.co.uk)