caspa
Comparison and Analysis of Special Pupil Attainment

Getting started with CASPA

This document provides an overview for first-time users of CASPA to get up and running with CASPA starting with installation and progressing through capturing assessment results and targets and making use of that data in CASPA's reports and graphs. This document is intended to be read in conjunction with other relevant guidance notes which will provide the detail required for the relevant topic, enabling this document to provide a simple overview.

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1. Introduction:

The purpose of CASPA is to allow the analysis and bench-marking of pupil progress, by comparing measured progress between sets of annual summative assessments of pupil attainment against comparative data for pupils of similar age, category of need and level of prior attainment. Comparative data in CASPA is based on the analysis of data submitted to us by all users of CASPA.

2. Installing CASPA:

CASPA is installed via a download from the SGA Systems website for installation. Installation and first use consists of two key steps:
- Installation
- Logging in to CASPA for the first time including creating user accounts

For guidance on downloading the CASPA installer, please refer to the information provided when your CASPA licence was purchased.

Following installation and first login, only limited menu options will be displayed. These will expand once you import pupil records from your school MIS (or enter manually for those schools that do not have a school MIS).

CASPA is a multi-user application and as such you can access CASPA from multiple workstations. When CASPA is installed, it automatically creates shortcuts on the desktop of the machine from which it was installed. To access a network installation of CASPA from another machine, you can either:
- browse to the installation directory and run the file Caspa.exe or
- create shortcuts to Caspa.exe on the desktop of other machines.

No other workstation installation tasks are required.

3. Transferring data from your school MIS

Once installed, your first task is to populate CASPA with basic pupil records from your school MIS in order that CASPA knows which pupils are on roll and key details about them such as UPN, age, year group, etc.

Please refer to the guidance note specific to your MIS type entitled 'Transferring basic pupil data for <MIS type>' where MIS type is one of:
- SIMS .net
- a school MIS other than SIMS .net
- where no school MIS is used

4. Main data entry pages:

Once pupils records have been imported from the school MIS or entered manually, the data can be viewed immediately via the menu option **Data | CASPA assessment data**.

To summarise what is displayed, two sets of tabbed pages can be seen: **Data and evidence** and **Graphs and reports**. The Data and evidence pages enable all of the data used in CASPA to be viewed and/or edited. At the top of this page is the key needs data about the pupil:
- SEN data from school MIS, imported from the school MIS or entered manually
- CASPA needs data, which are the needs used in reports and graphs. These can be changed and additional needs can be added to those imported in the SEN data

Below the needs data are a number of additional tabs, displaying data related to the pupil selected:
- **Basic pupil data:** displays details about the pupil imported from the school MIS or entered manually.
- **Additional data:** allows schools to add notes or additional qualifications to a pupil's record
- **Results targets:** displays two sub-tabs for each of the years enabled:
    - **Results and targets:**
        - Three columns of data for Core and Foundation subjects plus Personal and Social Development aspects:
            - Result representing the last annual snapshot or current assessment
            - Target for the end of the selected academic year
            - Target for the end of the subsequent academic year
    - **Multimedia evidence supporting <year> assessments**, which allows evidence to be added, updated or deleted from a pupil's record

5. Capturing assessment results:

As soon as pupil records have been created as noted above, results can be entered for those pupils. Assessment results are often already stored in IT systems within schools and to avoid the need to re-key data where possible, a number of options are available to import data from various sources. Where importing is not an option (for example, when results are kept in documents or on paper only) results can be entered manually.

The guidance note 'Assessment and moderation in CASPA' is available in CASPA via the menu option **Help | Guidance notes** that describes the CASPA scoring scheme, including use of sub-divisions of levels and discusses features in CASPA that assist improving the consistency of assessment.

Assessment results can be captured in CASPA for annual snapshots as far back as 2000 plus the current result for the current academic year which can be updated many times to reflect termly, or other frequency, assessments. Options for importing assessment results currently include the following sources:
- B Squared
- PIVATS
- BARE Online
- Common Transfer File (CTF)
- SIMS Assessment Manager 7
- Excel spreadsheet or CSV file

Each source above has a guidance document available via the menu option **Help | Guidance notes** designed specifically to guide users to successfully import data from each source.

Where capturing assessment results manually in CASPA, please refer to the guidance document 'Data maintenance in CASPA'.

Note regarding GCSE Grades D-U and A*-C: For all National Curriculum subjects, the range of available outcomes includes two entries corresponding to GCSE grades, namely 'D-U' and 'A*-C'. Whilst these have had to be retained for legacy reasons, we would strongly recommend against their use. The way these outcome levels were originally implemented means that a pupil at KS4 given a outcome level D-U on the basis of an expected GCSE grade of G, say, will be awarded a higher CASPA points score than would be awarded for Level 8 of the National Curriculum, which is clearly inappropriate.

6. Capturing targets:

Assessment results enable users to consider historical progress in the context of comparison against CASPA's benchmark data. Predicted progress for future years can also be analysed in a variety of ways when targets are captured in CASPA.

Targets can be:
- Entered manually
- Imported from Excel spreadsheets, CSV files or from SIMS Assessment Manager 7
- Suggested by CASPA to predict expected progress and adjusted by users to reflect an appropriate degree of challenge

To enter targets manually, please refer to the guidance document 'Data maintenance in CASPA'.

To import targets from Excel spreadsheets, CSV files or from SIMS Assessment Manager 7, please refer to the relevant guidance document available from the menu **Help | Guidance notes.**

To start target setting activities with CASPA's predictions for expected progress, please refer to the guidance note 'Using CASPA to inform target setting'.

7. Guidance and help available within CASPA:

To reduce the need to contact anyone outside of a school for assistance, CASPA is delivered complete with three significant sources of guidance:
- CASPA's built-in help system
- Guidance notes
- On-screen instructions

CASPA's help system is designed to be extensive and context sensitive. Most questions asked are catered for within the help system and there are two ways in which CASPA's help system can be used:
- Traditionally, via the menu option **Help | Contents**
- Context sensitively by pressing the F1 key to directly display the most relevant page in the help system

The F1 key in CASPA is used to short-cut the need to navigate the help system to find the subject you are interested in. For example, you can press F1 under the following circumstances and in all cases, CASPA will display the most relevant page for that topic:
- A menu option is highlighted, but not pressed
- A report has been opened
- A field has been highlighted

For more detailed topics, guidance notes are also available. These have been provided where the topic can be more easily followed, especially the first time it is undertaken, when printed or viewed in its entirety. These are therefore more suitable for users who want to digest the whole process rather than to refer to perhaps a specific element within the help system. To illustrate the difference in approach, when considering

importing assessment results from an Excel spreadsheet, an experienced user may want a reminder of a particular point, in which case that user will press F1 or use the on-screen instructions. A first-time user might instead print the guidance note to get a broader understanding of the requirements of the data in the spreadsheet prior to importing.

Finally, for many activities, CASPA guides users via on-screen instructions displayed as a natural part of the process selected. These are designed to guide users to make the best decisions so should be read and followed.

If further support is required, please refer to the menu option **Help | Support** to identify who you should email or telephone.

8. Using CASPA's reports and graphs:

CASPA provides a wide range of reports and graphs designed to support a variety of requirements for analysis of pupil progress. Reports can be used as soon as the first data is captured in CASPA and the more data is captured, the richer the analysis will become to support internal school improvement, external inspection, etc. All reports can be printed and can also be saved in various formats.

For an introduction to using analysis in CASPA, please refer to the guidance document 'Analysis and benchmarking in CASPA'. This document provides users with a description of the way in which CASPA uses the data available about pupils to compare against an appropriate benchmark that illustrates the progress that individual pupils may be expected to make and how this is used for:
- Individual pupils
- Cohorts within the school
- Whole school analysis

The best way to learn about how CASPA's analysis can support you is to experiment with the reports. Different roles in schools, and outside of schools, will tend to find specific reports lend themselves to their respective roles. A slide pack is available from our website's download area called 'Top CASPA reports and graphs' which provides a good introduction. (http://www.caspaonline.co.uk/resource-centre/downloads/)

The following provides a summary of the types of reports and graphs by menu route:

- **Data | CASPA assessment data.** A set of reports are available via the tab 'Reports and graphs' at the top centre of this page. The reports and graphs describe progress for the pupil selected using the greatest amount of detail. For example, these reports will aid an understanding as to over achievement or under achievement and assist target-setting by comparing historical progress and targeted progress to expected progress using CASPA's comparative data.
- **Reports | Reports and graphs about individual pupils.** These reports and graphs enable the generation of detailed analysis for each pupil but to generate these reports for a number of pupils at a time. For example, users can generate a specific detailed report for a whole class with a different page for each pupil.
- **Reports | Reports and graphs about groups of pupils.** A range of reports and graphs are available from this option that allow summary-level analysis for groups of pupils. Additional options are available that enable many variations on the report or graph selected. For example, a report may be generated that filters the school to focus on one group of pupils, eg a year group, and within that report, groups the pupils according to an attribute (perhaps class, whether entitled to Free School Meals, etc) and ordered by, for example, Degree of Learning Difficulty. The grouping and filter options change according to each selection made.
- **Reports | CASPA percentiles graph.** Using this graph, users can identify the degree of severity of need for a cohort based on need and subject. This graph can also be instrumental in highlighting where a pupil's category of need perhaps needs reviewing to ensure confidence in the catagorisation.
- **Reports | Comparison of progress vs expectations.** This graph enables a powerful set of whole school analysis, allowing schools to consider progress in the context of different groups of pupils (eg Looked After, by class, year group, etc) or across all subjects. This reports starts out as whole school analysis and then, using the different options drills down to cohort-level and even enabling identification of individual pupils.

- **Reports | Comparison of progress vs value added median.** This report enables the progress of pupils to be compared to the value added median. Pupils who have made better than expected progress will show above the value added median, and pupils who have made less than expected progress will show below the value added median.

9. Exporting data from CASPA:

Data can be exported from CASPA for a range of needs:
- Export to an LA Module (where relevant) for aggregation, analysis at that level and exporting anonymised data for inclusion in comparative data updates
- Submission of anonymised data for inclusion in comparative data updates (for single school licences)
- Export to a school MIS, for end of key stage results or full historic data, dependant upon MIS type
- Export CASPA data for transfer to another school using CASPA
- Export historic data to an Excel spreadsheet
- Export data to other CASPA installations within a school

For further information on each of these, please refer to the guidance note 'Exporting results and targets from CASPA'.