Caspa

Comparison and Analysis of Special Pupil Attainment

Top CASPA reports and graphs

SGA Systems caspa

Introduction...

This slide pack aims to give new users a useful starting point for exploration of CASPA's reports and graphs. It does not aim to provide a comprehensive walkthrough; it aims instead to use feedback from real CASPA users about the reports and graphs they found were most useful to familiarise with first.

The needs of different staff vary; for example those of Head Teachers and Deputies may overlap, but will vary from Teachers and TAs. Your own exploration of CASPA will lead you to find which of CASPA's wide range of reporting best suits your own needs.

Remember that you can use the F1 key at any time to access CASPA's help system to find out more about the reports you are exploring.

Progress vs percentiles...

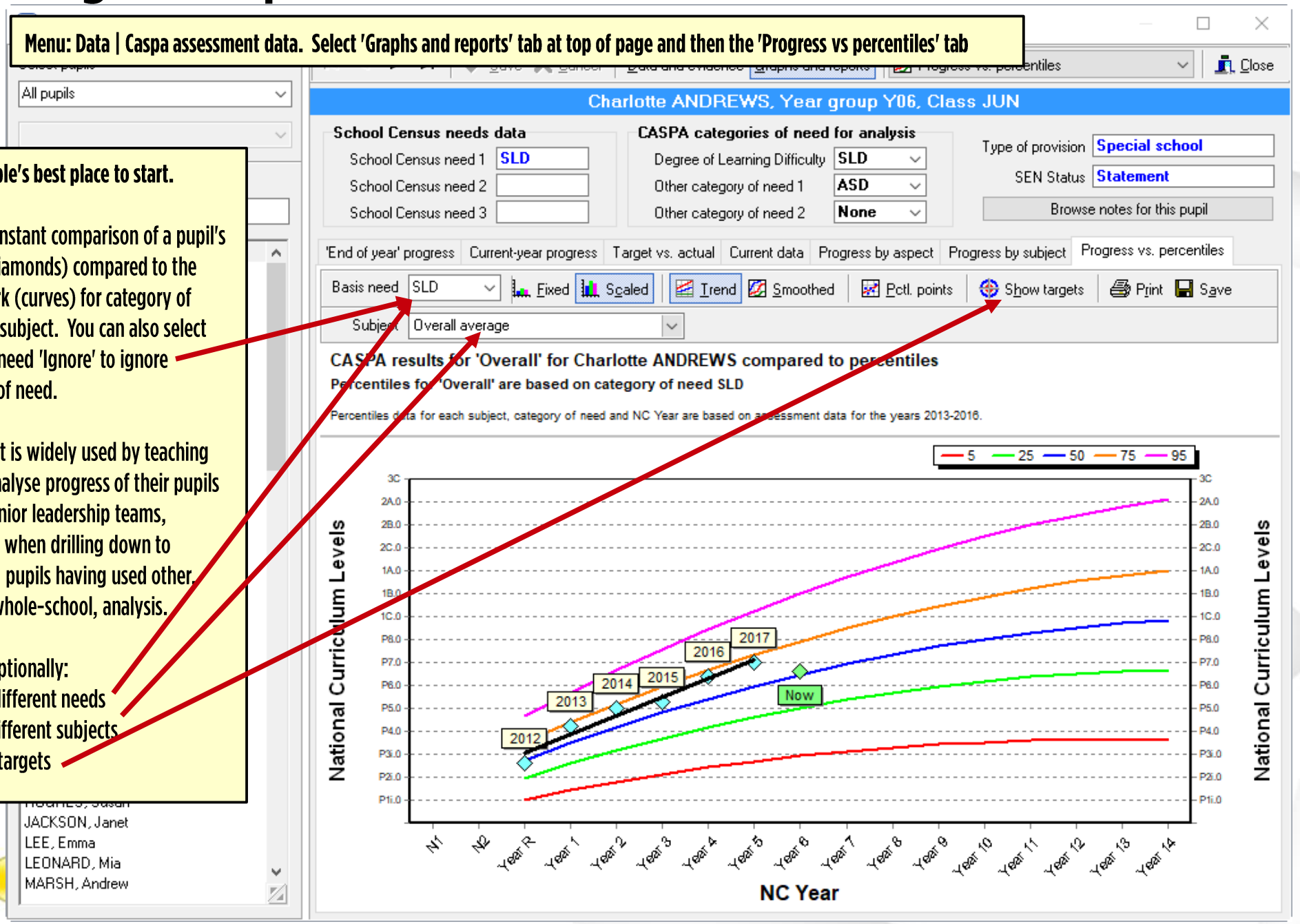
Menu: Data | Caspa assessment data. Select 'Graphs and reports' tab at top of page and then the 'Progress vs percentiles' tab

Most people's best place to start.

Provides instant comparison of a pupil's results (diamonds) compared to the benchmark (curves) for category of need and subject. You can also select the Basis need 'Ignore' to ignore category of need.

This report is widely used by teaching staff to analyse progress of their pupils and by senior leadership teams, especially when drilling down to individual pupils having used other, perhaps whole-school, analysis.

You can optionally:
- Select different needs
- Select different subjects
- Display targets



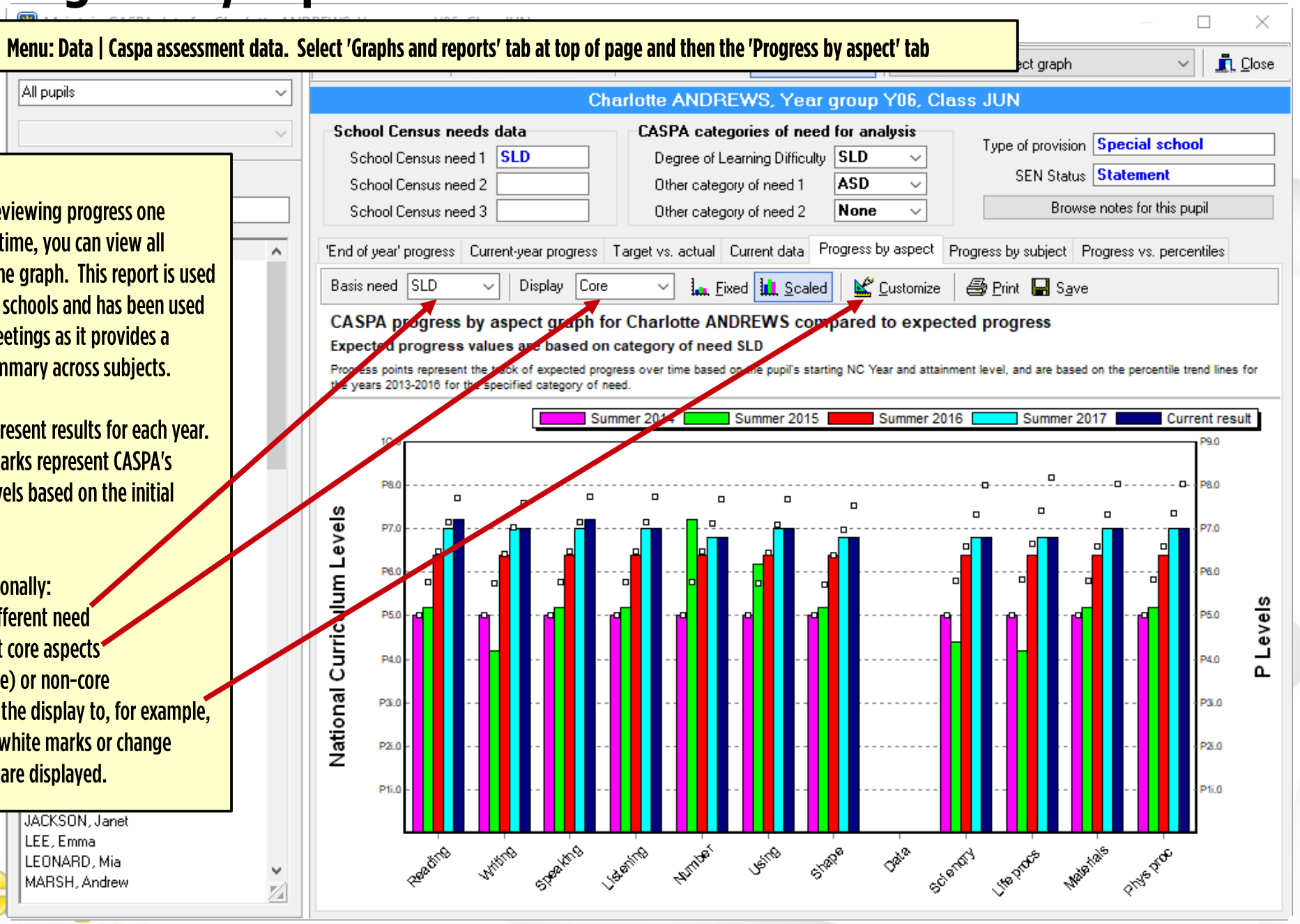
Progress by aspect...

Menu: Data | Caspa assessment data. Select 'Graphs and reports' tab at top of page and then the 'Progress by aspect' tab

Instead of reviewing progress one subject at a time, you can view all aspects in one graph. This report is used internally in schools and has been used in parent meetings as it provides a valuable summary across subjects.

The bars represent results for each year. The white marks represent CASPA's expected levels based on the initial result.

You can optionally:
- Select a different need
- Display just core aspects (as used here) or non-core
- Customize the display to, for example, remove the white marks or change which years are displayed.



Target vs actual...

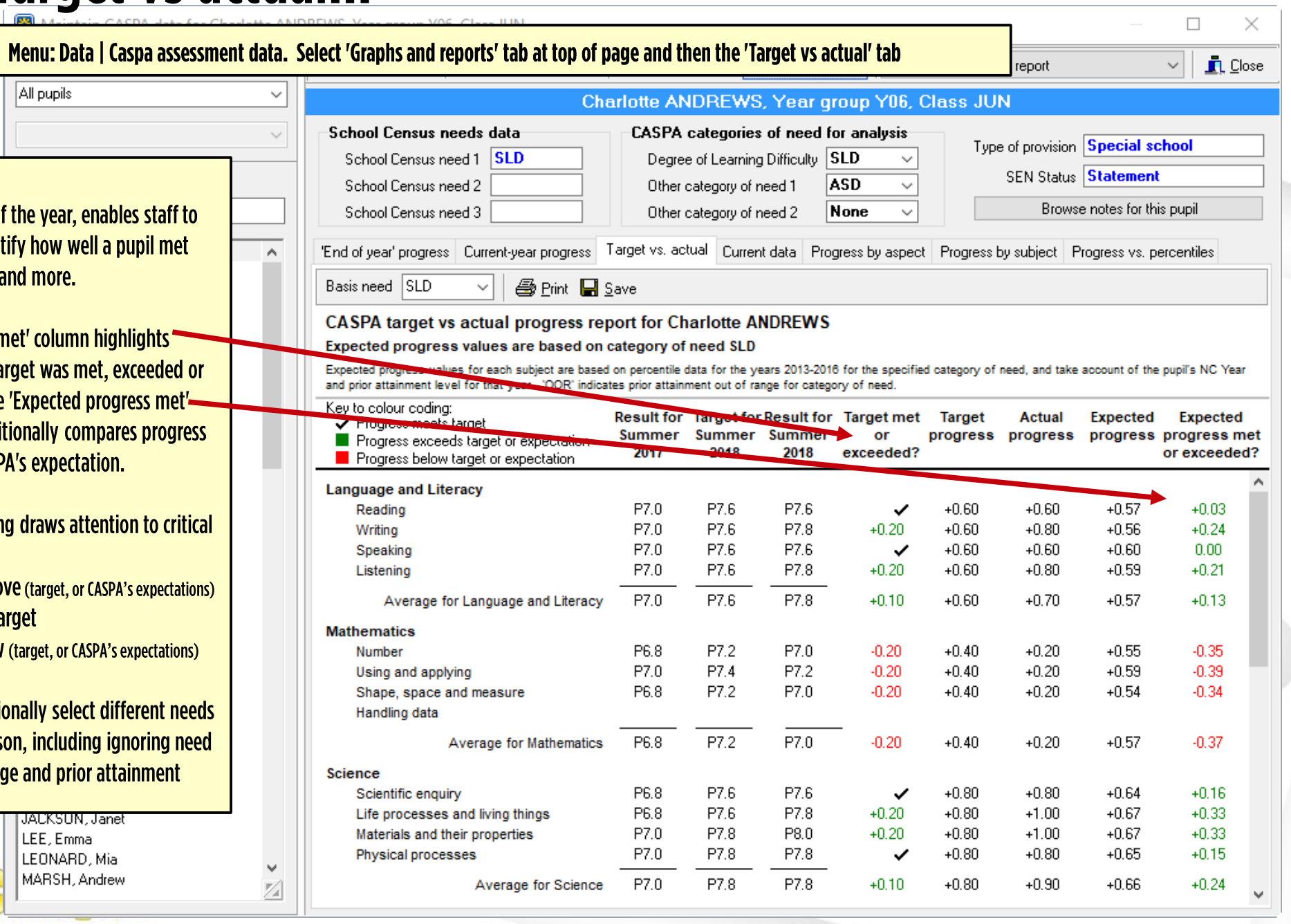
Menu: Data | Caspa assessment data. Select 'Graphs and reports' tab at top of page and then the 'Target vs actual' tab

At the end of the year, enables staff to quickly identify how well a pupil met targets set, and more.

The 'Target met' column highlights whether a target was met, exceeded or not met. The 'Expected progress met' column additionally compares progress against CASPA's expectation.

Colour-coding draws attention to critical analysis:
Green = Above (target, or CASPA's expectations)
Tick = Met target
Red = Below (target, or CASPA's expectations)

You can optionally select different needs for comparison, including ignoring need to use just age and prior attainment



Current year progress...

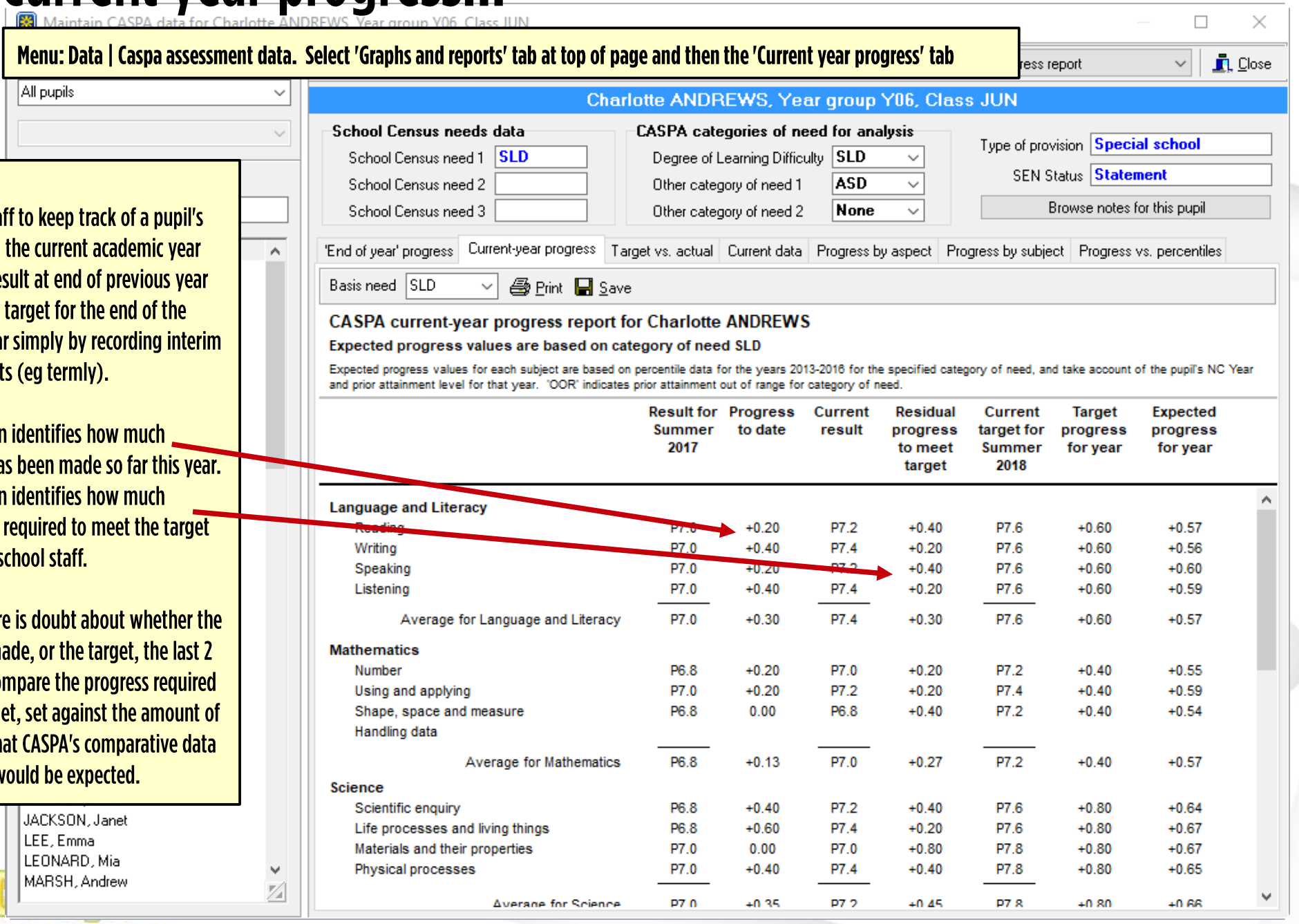
Menu: Data | Caspa assessment data. Select 'Graphs and reports' tab at top of page and then the 'Current year progress' tab

Enables staff to keep track of a pupil's progress in the current academic year from the result at end of previous year toward the target for the end of the current year simply by recording interim assessments (eg termly).

This column identifies how much progress has been made so far this year.

This column identifies how much progress is required to meet the target set by the school staff.

Where there is doubt about whether the progress made, or the target, the last 2 columns compare the progress required by the target, set against the amount of progress that CASPA's comparative data identifies would be expected.



	Result for Summer 2017	Progress to date	Current result	Residual progress to meet target	Current target for Summer 2018	Target progress for year	Expected progress for year
Language and Literacy							
Reading	P7.0	+0.20	P7.2	+0.40	P7.6	+0.60	+0.57
Writing	P7.0	+0.40	P7.4	+0.20	P7.6	+0.60	+0.56
Speaking	P7.0	+0.20	P7.2	+0.40	P7.6	+0.60	+0.60
Listening	P7.0	+0.40	P7.4	+0.20	P7.6	+0.60	+0.59
Average for Language and Literacy	P7.0	+0.30	P7.4	+0.30	P7.6	+0.60	+0.57
Mathematics							
Number	P6.8	+0.20	P7.0	+0.20	P7.2	+0.40	+0.55
Using and applying	P7.0	+0.20	P7.2	+0.20	P7.4	+0.40	+0.59
Shape, space and measure	P6.8	0.00	P6.8	+0.40	P7.2	+0.40	+0.54
Handling data							
Average for Mathematics	P6.8	+0.13	P7.0	+0.27	P7.2	+0.40	+0.57
Science							
Scientific enquiry	P6.8	+0.40	P7.2	+0.40	P7.6	+0.80	+0.64
Life processes and living things	P6.8	+0.60	P7.4	+0.20	P7.6	+0.80	+0.67
Materials and their properties	P7.0	0.00	P7.0	+0.80	P7.8	+0.80	+0.67
Physical processes	P7.0	+0.40	P7.4	+0.40	P7.8	+0.80	+0.65
Average for Science	P7.0	+0.35	P7.2	+0.45	P7.8	+0.80	+0.66

Comparison of progress vs expectations (part 1)...

Menu: Reports | Comparison of progress vs expectations

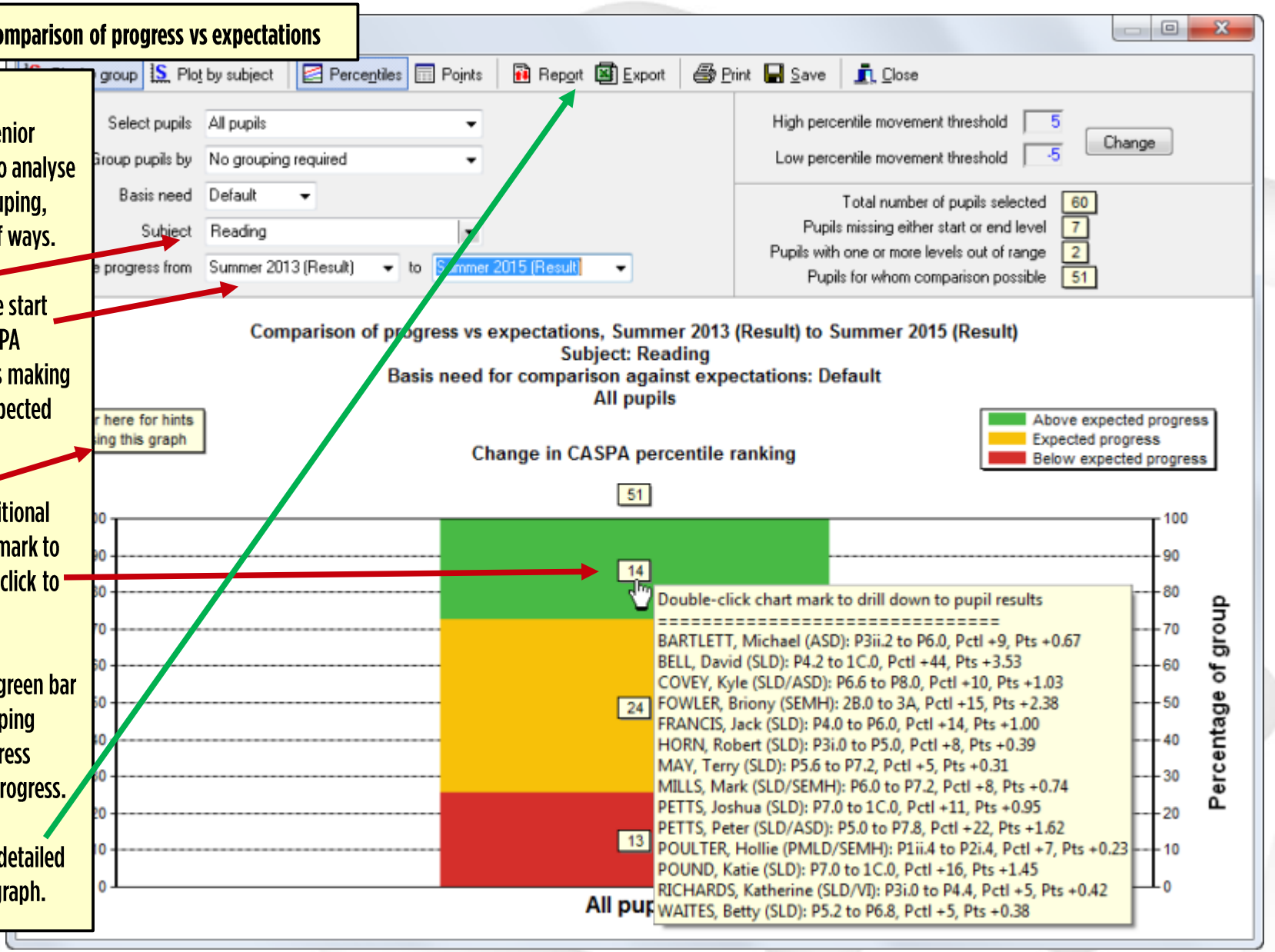
This report is used heavily by senior leadership teams. Allows you to analyse progress across the school, grouping, drilling down, etc in a variety of ways.

Initially, select a subject and the start and end years for analysis. CASPA identifies the numbers of pupils making above, expected, and below expected progress.

Hints are available here for additional options. Eg hover over a chart mark to display a list of pupils. Double-click to drill down into pupil data.

Double click on the red/amber/green bar to display a spread graph, grouping pupils by the difference in progress made compared to 'expected' progress.

Select the 'Report' button for a detailed report of key data used in this graph.

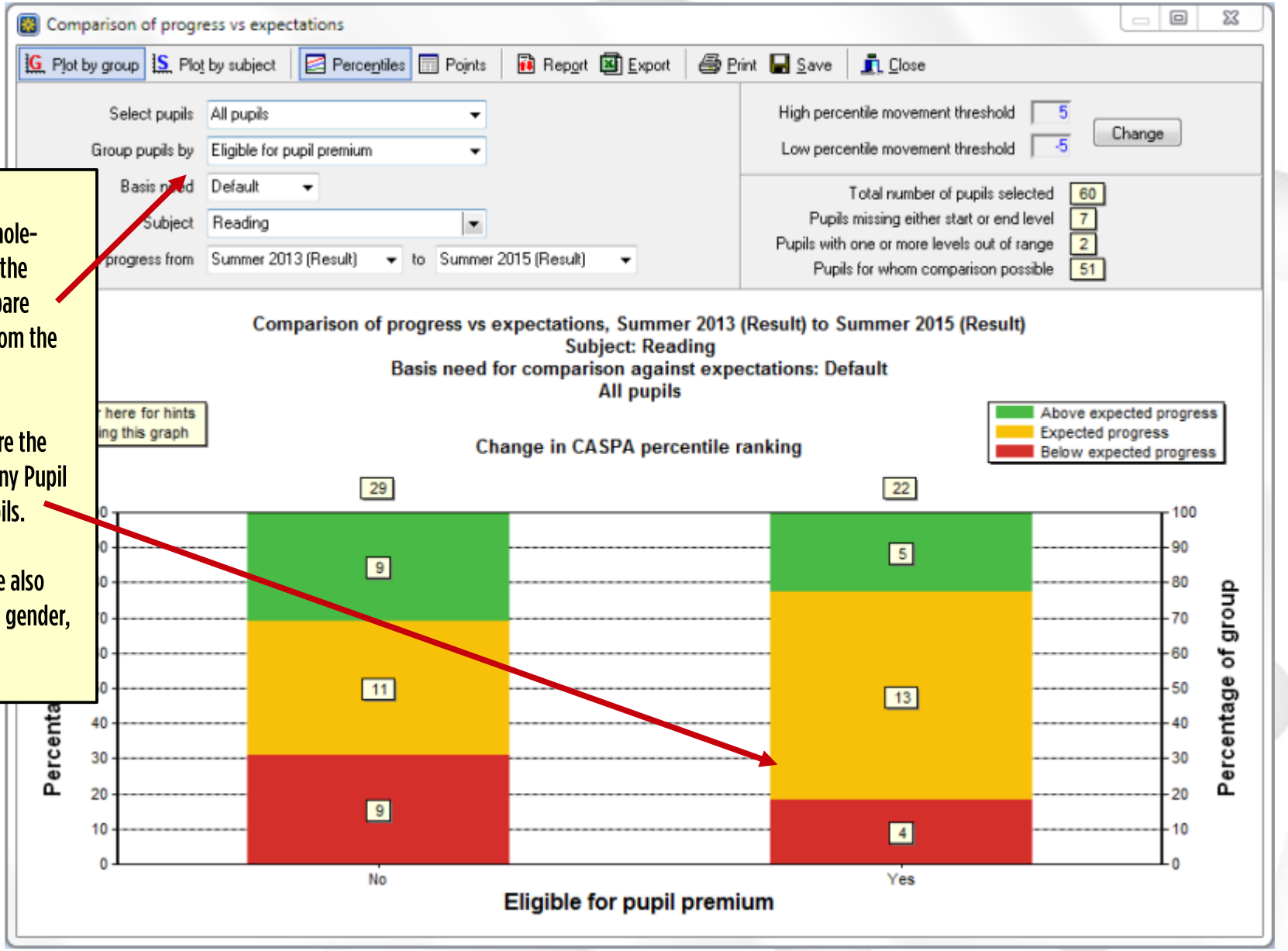


Comparison of progress vs expectations (part 2)...

The previous slide showed a whole-school summary of progress in the selected subject. You can compare groups of pupils by selecting from the 'Group pupils by' menu option.

In this case, I wanted to compare the progress of pupils eligible for any Pupil Premium against the other pupils.

Many other grouping option are also available, such as Looked After, gender, year group, class, ethnicity...

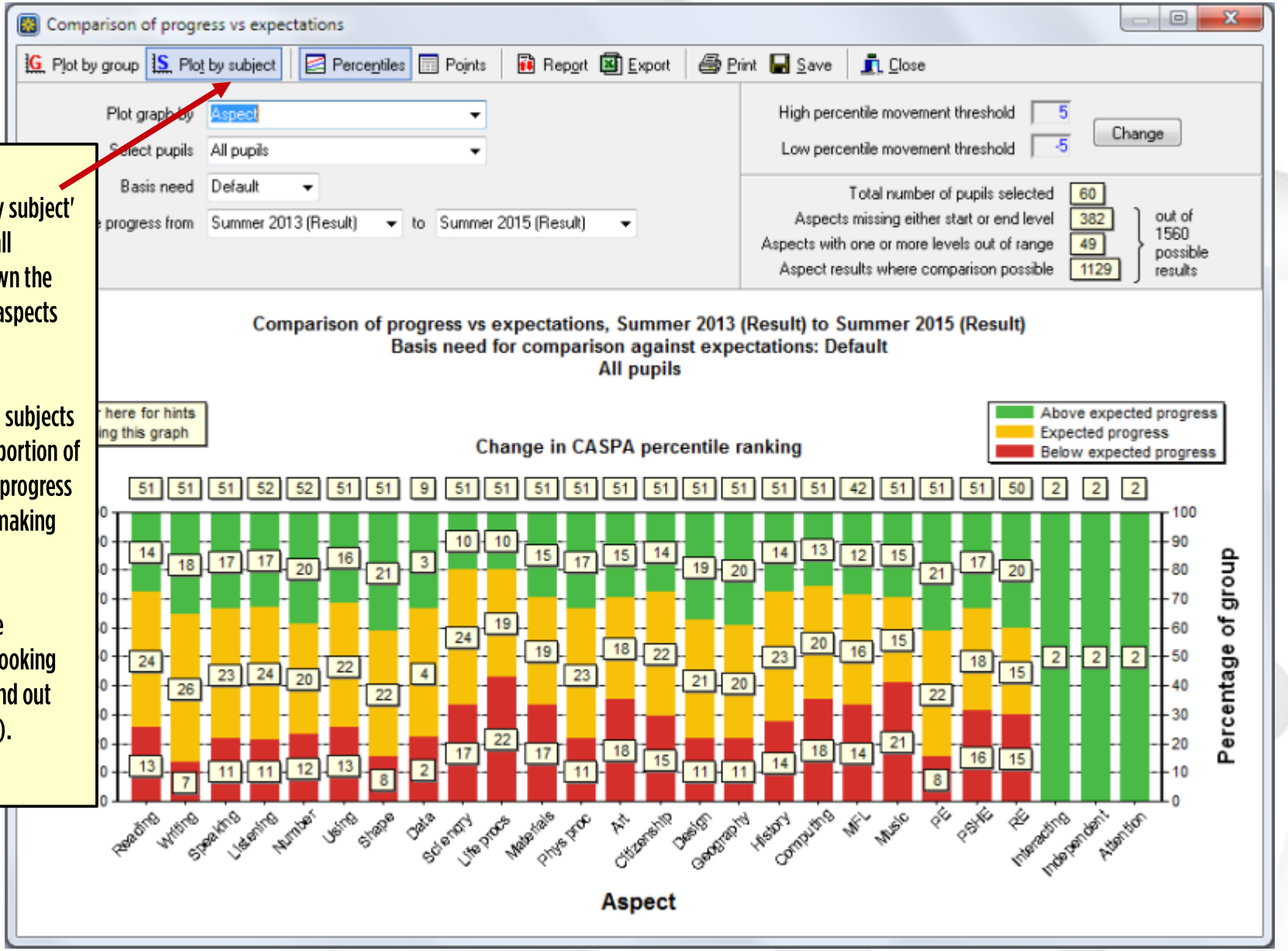


Comparison of progress vs expectations (part 3)...

Alternatively, select the 'Plot by subject' button to display progress for all subjects and perhaps break down the subject averages to display all aspects (as used here).

This may highlight one or more subjects that have a relatively large proportion of pupils making below expected progress or perhaps a small proportion making above expected progress.

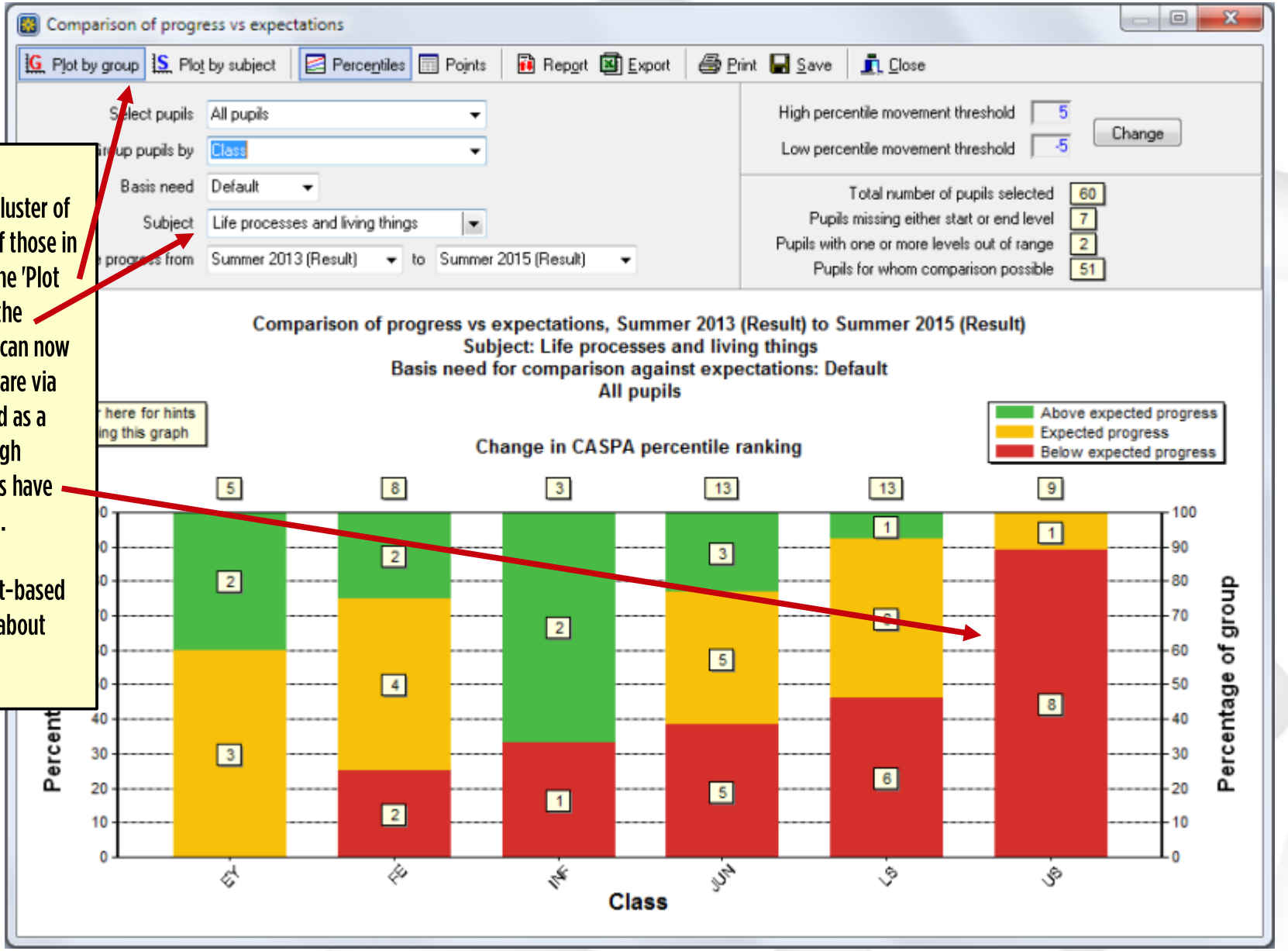
In this example, one of the Core subjects, Life Processes, is not looking too healthy. I would want to find out more about this (see next slide).



Comparison of progress vs expectations (part 4)...

I would like to see if there is a cluster of pupils who made up the bulk of those in the red band. I have selected the 'Plot by group' button and selected the subject I want to investigate. I can now select different groups to compare via the option 'Group pupils by' and as a result have discovered that a high proportion of pupils in one class have made below expected progress.

I can now have meaningful, fact-based discussions with relevant staff about these pupils/this class.



Key Stage reporting using Progression Materials (part 1)...

Menu: Reports | Key Stage transitions using Progression Materials

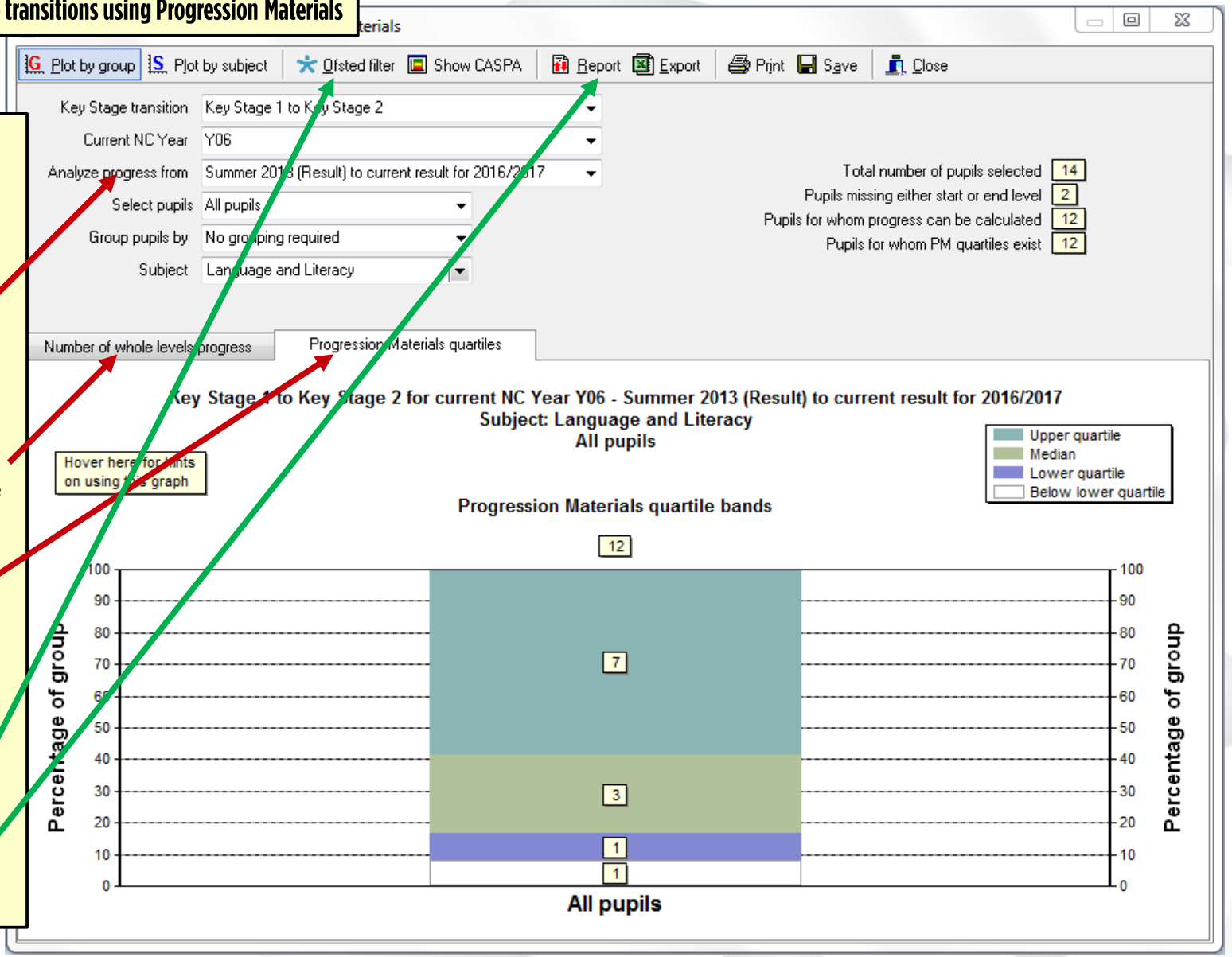
Key Stage reporting can be used internally and to support discussions with external agencies (eg Ofsted).

Select the Key Stage transition of interest, year group, start/end years (if required) and subject.

Analysis of number of levels progress is available for all subjects and analysis of progress compared against Progression Materials quartiles is available for all published quartiles tables.

Note that all analysis is based on whole levels only, as Ofsted would expect. An Ofsted filter displays only the relevant pupils, according to Ofsted measures.

Select the 'Report' button for a detailed report of key data used in this graph.



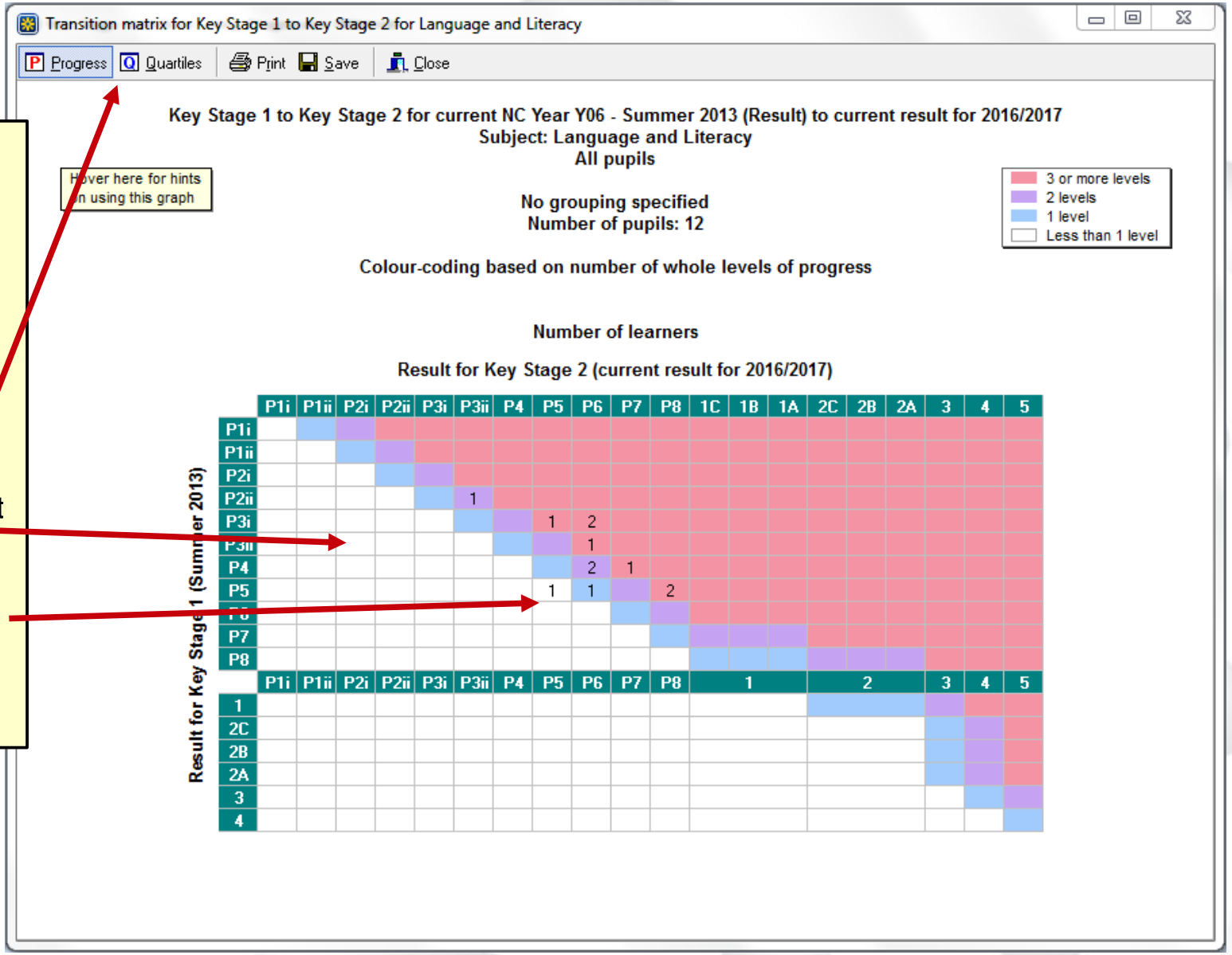
Key Stage reporting using Progression Materials (part 2)...

Double click on the bar graph (previous slide) to display the transition matrix.

Colour-coded for number of whole levels (if opened via number of levels graph) or for quartile (if opened via quartiles graph). Toggle between the two views using button on this graph.

This displays your pupils' data in almost identical format used in RAISEonline.

Hovering over a cell will display names of pupils with key data, as for all of these Key Stage graphs and the Traffic Light graph.



Key Stage reporting using Progression Materials (part 3)...

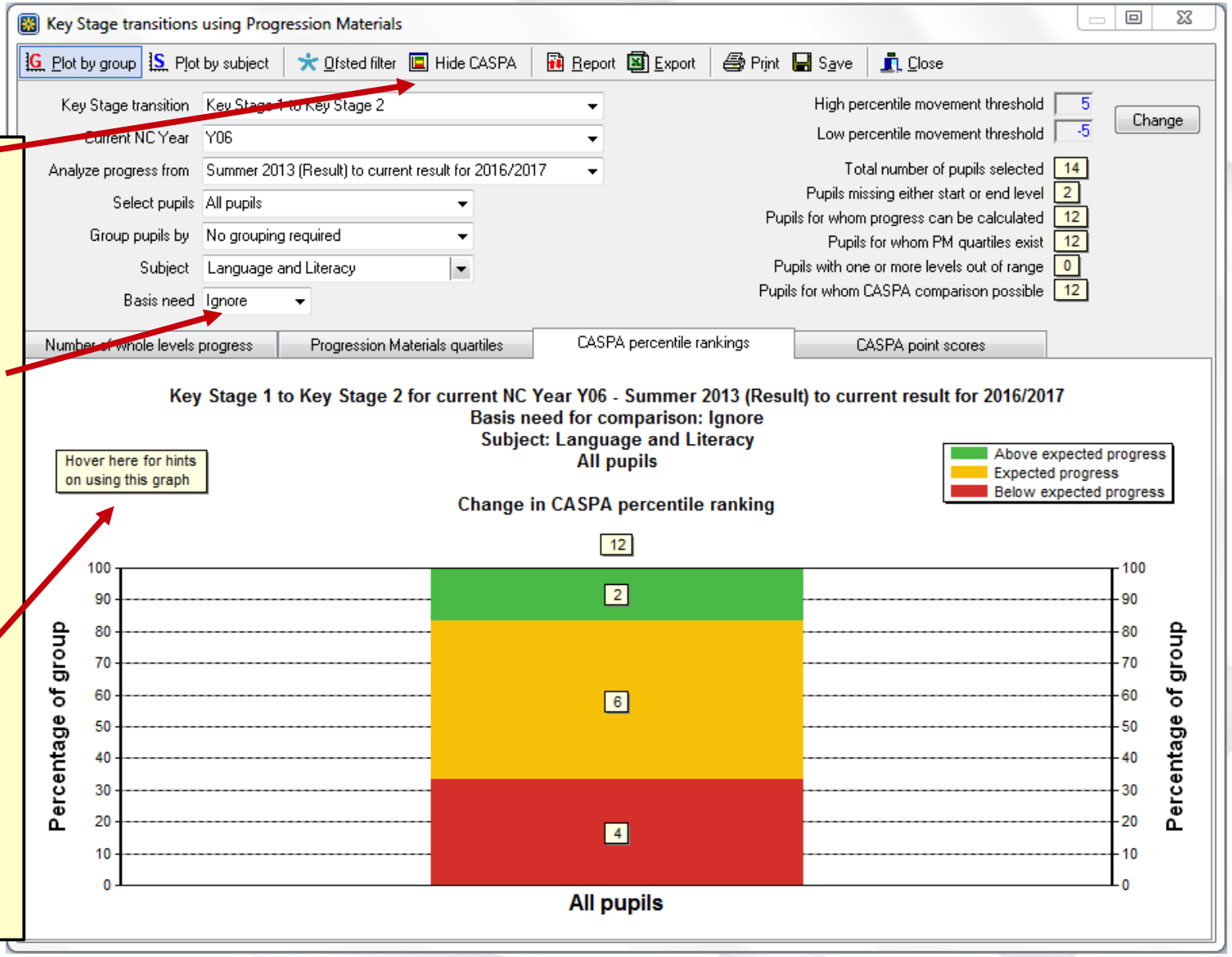
Toggle between 'Show CASPA' and 'Hide CASPA' to bring 'Traffic Light graph' reporting into your evaluation of achievement.

Initially, the CASPA benchmark ignoring category of need is used

For the same selected pupils, this now compares pupils' progress against CASPA's benchmarks, now using sub-divisions of levels, for all subjects.

Relevant features from Traffic Light graph are also available, such as plot by subject, plot by group plus much more. Use hover tip for more information.

Also see video clip for demonstration of this reporting suite's features...
http://www.caspaonline.co.uk/resource-centre/video-clips/



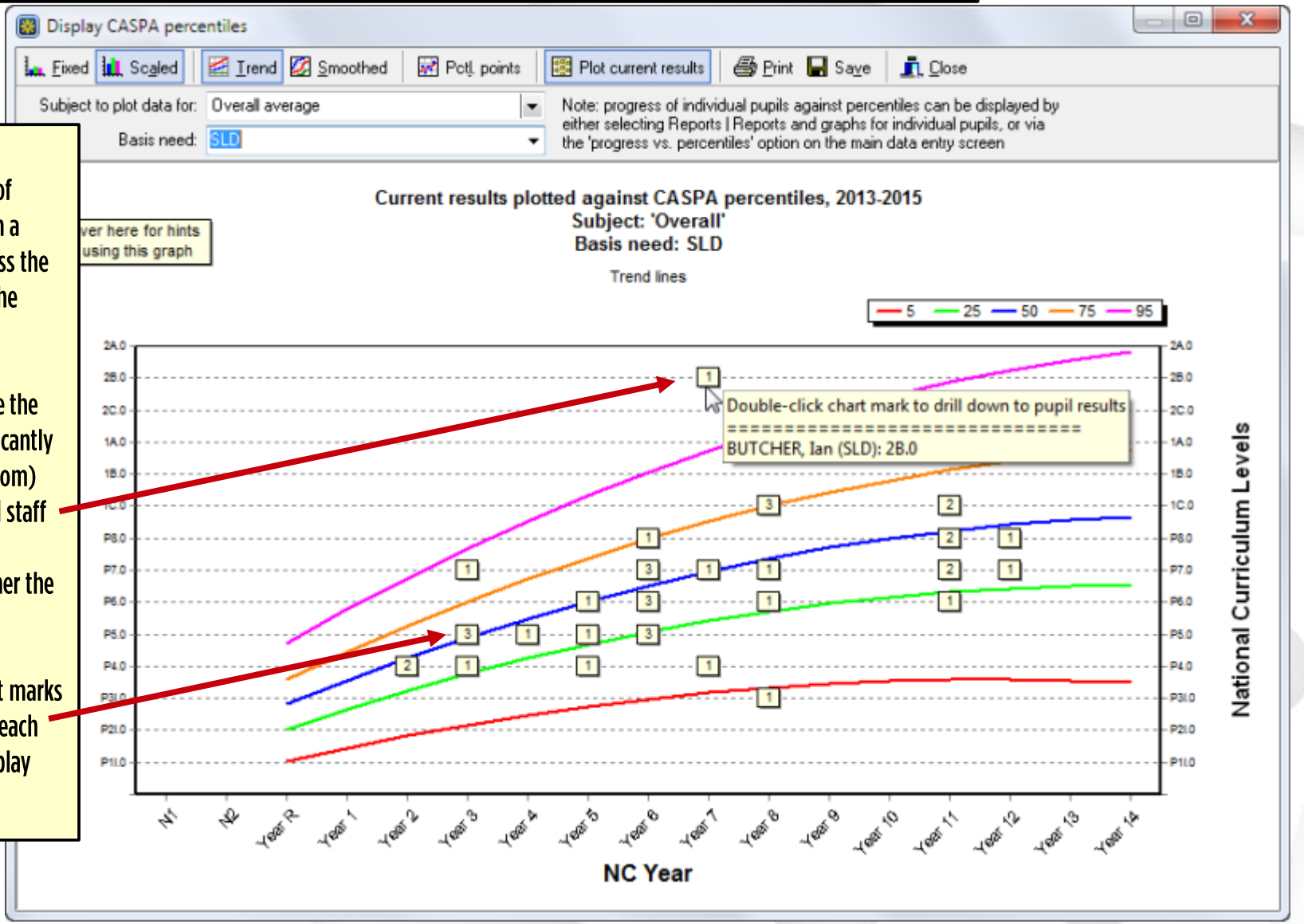
CASPA percentiles graph...

Menu: Reports | Caspa percentiles graph

This graph provides an overview of where attainments for pupils with a specific category of need fall across the range of expected outcomes for the selected need.

Pupils who are significantly above the 95th percentile line (top) or significantly below the 5th percentile line (bottom) are regarded as 'out of range' and staff may consider whether either the assessments are reliable or whether the category of need is appropriate

Select a subject and a need. Chart marks illustrate how many pupils are at each level. Hover over the mark to display the pupils names.



Next steps...

The reports we have just explored represent the reports we are told by CASPA users are certainly an important place to start, and there are many more options to explore with these reports.

Once you are confident with these reports, you may start to seek additional analysis. CASPA contains far more analysis than those shown in these slides. For example, a range of different types of reports and graphs are available via the menu option 'Reports | Reports and graphs about groups of pupils'. Experiment with these to see which ones will meet your needs. Don't forget that the help system (F1 key) will provide more information about each.

The next two slides illustrate just two of the reports in the set of reports and graphs noted above...

Current ranking report for selected aspect...

Menu: Reports | Reports and graphs about groups of pupils | Current ranking report for selected aspect

This report groups pupils according to the result recorded for the selected aspect.

As part of moderation activities, this allows staff to quickly compare pupils who have the same result, even though they may have different classes, year groups, needs, etc recorded.

This may highlight one or more pupils who you might regard as ***not*** working at the same level as others in that grouping, and therefore highlights an inconsistency.

CASPA 2017

CASPA ranking report for 'Reading' for all pupils (continued)

Name	Class	NC Year	SEN Status	Learn diff	Other need 1	Other need 2	Reading	Writing	Speaking	Listening	Number	Using	Shape	Handling data	Sci enquiry	Life procs	Materials	Phys proc	Art & design	Citizenship	Design & tech	Geography	History	Computing	MFL	Music	PE	PSHE	RE	Interacting	Independent	Attention
Result for 'Reading': P7.8																																
FRANCIS, Jack	*JUN*	*Y06*	S	SLD	None	None	P7.8	P8.2	P7.2	P7.6	P8.8	P8.6	P7.2		P5.2	P7.2	P7.6	P6.6	P7.0	P7.2	P7.6	P8.2	P8.0	P7.0	P5.2	P7.2	P7.6	P5.2	P6.6			
MILES, Scott	*JUN*	*Y06*	S	MLD	SEMH	None	P7.8	P7.8	P7.8	P7.8	1C.0	P8.8	P7.6	1C.0	P6.0	P7.0	P6.0	P7.0	P7.0	P7.2	P7.6	P8.0	P8.0	P7.0	P6.0	P7.0	P6.0	P7.0	P7.0			
Result for 'Reading': P7.4																																
ANDREWS, Charlotte	*JUN*	*Y06*	S	SLD	ASD	None	P7.4	P7.6	P7.0	P7.0	P6.6	P6.8	P6.4		P7.2	P7.2	P7.2	P7.2	P6.8	P6.6	P6.8	P6.6	P6.6	P7.0	P7.0	P6.4	P6.8	P7.2	P6.8			
MEWS, Ian	*INF*	*Y03*	S	SLD	PD	HI	P7.4	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2		P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2			
Result for 'Reading': P7.2																																
BARNES, Jo	*LS*	*Y06*	S	MLD	ASD	None	P7.2	P7.2	P6.8	P6.8	P7.6	P8.4	P8.4		P7.4	P7.2	P7.4	P7.6	P5.4	P8.4	P7.2	P7.4	P8.0	P8.0	P7.2	P5.0	P7.2	P7.4	P7.4			
LEONARD, Mia	*JUN*	*Y06*	S	SLD	SEMH	None	P7.2	P6.0	P5.6	P6.2	P5.6	P5.6	P6.8		P7.2	P6.0	P6.0	P6.6	P6.0	P5.6	P6.2	P5.2	P5.0	P6.0	P7.2	P6.0	P6.0	P6.0	P6.6			
MAY, Terry	*JUN*	*Y06*	S	SLD	None	None	P7.2	P5.0	P7.0	P7.6	P7.2	P7.4	P7.6		P5.0	P5.0	P7.0	P6.0	P5.0	P7.0	P7.6	P6.6	P7.0	P7.0	P5.0	P6.6	P5.6	P7.0	P6.0			
MILLS, Mark	*US*	*Y11*	S	SLD	SEMH	None	P7.2	P6.0	P8.0	P8.0	P7.0	P8.2	P8.0		P6.0	P6.0	P8.0	P8.0	P6.0	P8.0	P8.0	P7.0	P8.2	P8.0	P6.0	P6.0	P5.8	P6.0	P5.8			
TRACK, Adam	*LS*	*Y07*	S	MLD	SEMH	None	P7.2	P6.0	P7.2	P7.2	P7.6	P8.8	P8.8		P8.2	P8.2	P8.2	P8.2	P8.2	P8.2	P8.2	P8.8	P8.8	P8.2	P8.8	P8.2	P5.6	P8.2	P8.2			
WAITES, Betty	*JUN*	*Y06*	S	SLD	None	None	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2		P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2	P7.2
Result for 'Reading': P7.0																																
CROFT, Tony	*LS*	*Y09*	S		SEMH	None	P7.0	P7.0	P7.0	P7.0	P7.4	P7.4	P7.4		P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0	P7.0			
Result for 'Reading': P6.8																																
BARTLETT, Michael	*EY*	*Y04*	S		ASD	None	P6.8	P7.0	P6.8	P6.8	P7.2	P7.2	P7.2		P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8	P6.8			

Target vs actuals analysis (for a specified cohort)...

Menu: Reports | Reports and graphs about groups of pupils | Target vs actuals analysis <year> to <year>

In an earlier slide, we saw a report that compared actual progress against targets set for an individual pupil. This report allows you to do something similar for a group of pupils.

Select a group of pupils such as a class or a year group (as seen here), which subjects you wish to include (eg Maths).

You can also separate the report by selecting a grouping option such as Looked After status.

A percentage summary of those achieving, meeting and not meeting their targets is displayed at the foot of the report or each group.

To carry out the same analysis for last year, go to 'Options | Set CASPA effective year' and choose the year of interest

CASPA 2017

CASPA actual vs target analysis report for Mathematics for all pupils

This report details the CASPA result for 2016, the current target for Summer 2017 and the current result, and indicates wh
exceeded or not met. Data that originates from your SIMS system is shown in italics.

						Number				Using				Shape				Data			
Name	*Class*	*NC Year*	*Learn diff*	*Other need 1*	*Other need 2*	Actual 15/16	Target 16/17	Actual 16/17	Tgt met?	Actual 15/16	Target 16/17	Actual 16/17	Tgt met?	Actual 15/16	Target 16/17	Actual 16/17	Tgt met?	Actual 15/16	Target 16/17	Actual 16/17	Tgt met?
ANDREWS, Charlotte	*JUN*	*Y06*	SLD	ASD	None	P6.6	P6.8	P6.6	-0.20	P6.6	P7.0	P6.8	-0.20	P6.2	P6.8	P6.4	-0.40				
BARNES, Jo	*LS*	*Y06*	MLD	ASD	None	P7.6	P7.8	P7.6	-0.20	P8.4	P8.4	P8.4	✓	P8.4	P8.4	P8.4	✓				
BARTLETT, Michael	*EY*	*Y04*		ASD	None	P7.2	P7.0	P7.2	+0.20	P7.2	P7.0	P7.2	+0.20	P7.2	P7.0	P7.2	+0.20				
BELL, David	*JUN*	*Y05*	SLD	None	None	1B.4	1B.4	1B.4	✓	1C.0	P8.8	1C.0	+0.20	1C.8	1C.6	1C.8	+0.20	1A.4	1A.4	1A.4	✓
BROWN, John	*INF*	*Y03*	SLD	ASD	None	P6.6	P6.4	P6.6	+0.20	P6.6	P6.4	P6.6	+0.20	P6.6	P6.4	P6.6	+0.20				
BUTCHER, Ian	*LS*	*Y07*	SLD	None	None	2B.8	2B.6	2B.8	+0.20	2B.8	2B.6	2B.8	+0.20	2B.8	2B.6	2B.8	+0.20	2B.8	2B.6	2B.8	+0.20
CARNES, Sarah	*US*	*Y11*	SLD	PD	None	1C.2	1C.0	1C.2	+0.20	1C.6	1C.4	1C.6	+0.20	1C.4	1C.2	1C.4	+0.20	1C.6	1C.2	1C.6	+0.40
CHIBANGUZA, Mohamed	*EY*	*Y02*	MLD	SLCN	None	P4.4	P4.2	P4.4	+0.20	P4.4	P4.2	P4.4	+0.20	P4.4	P4.2	P4.4	+0.20				
CLARKE, Harold	*INF*	*Y02*	SLD	None	None	P3II.0	P3II.0	P3II.0	✓	P5.0	P5.0	P5.0	✓	P3II.0	P3II.0	P3II.0	✓				
COOK, Connor	*FE*	*Y12*	SLD	ASD	None	1C.6	1C.6	1C.6	✓	1C.4	1C.2	1C.4	+0.20	P8.4	P8.2	P8.4	+0.20	1C.4	1C.2	1C.4	+0.20
COOKE, Scott	*LS*	*Y07*	SLD	ASD	None	P4.4	P4.2	P4.4	+0.20	P4.4	P4.2	P4.4	+0.20	P4.4	P4.2	P4.4	+0.20				
COOPER, Emma	*FE*	*Y08*	SLD	SLCN	None	P5.4	P5.0	P5.4	+0.40	P5.4	P5.0	P5.4	+0.40	P6.4	P6.0	P6.4	+0.40	1B.2	1C.8	1B.2	+0.40
COVEY, Kyle	*FE*	*Y12*	SLD	ASD	None	P8.2	P8.2	P8.2	✓	P8.2	P8.2	P8.2	✓	P8.2	P8.2	P8.2	✓				
CROFT, Tony	*LS*	*Y09*		SEMH	None	P7.4	P7.2	P7.4	+0.20	P7.4	P7.2	P7.4	+0.20	P7.4	P7.2	P7.4	+0.20				
CUX, Tim	*LS*	*Y06*	PMLD	None	None	P3I.8	P3I.8	P3I.8	✓	P3I.8	P3I.8	P3I.8	✓	P3I.8	P3I.8	P3I.8	✓				

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