



caspa

Comparison and Analysis of Special Pupil Attainment

Using CASPA to inform target setting

This document describes how CASPA's benchmarking can support target setting activities within schools and, in particular, how CASPA's feature to populate target fields with CASPA-generated expected outcome levels assists this process.

Introduction:

Target setting is rapidly becoming more sophisticated and schools now more commonly use multiple sources of information to support and guide target-setting activities. CASPA has been one of these sources for a number of years because CASPA's benchmarking provides a guideline for *expected* progress for a pupil.

Targets are expected to be 'aspirational' or 'challenging' to ensure pupils are provided with an environment that stimulates them to make the best progress possible. As a result, target setting now often uses multiple sources of information to arrive at appropriate targets for each pupil including:

- Teachers' knowledge of the pupil and their circumstances
- CASPA's benchmark expectations

CASPA's role in setting targets:

CASPA users are able to use CASPA's comparative data not only to compare the historical progress of pupils against the benchmark but also to understand what 'expected' progress would be for one or two years ahead for pupils based on the amount of progress that statistically would be expected for a pupil of the same age, category of need and level of prior attainment.

User have three options for adding targets into CASPA that will enable CASPA's analysis to assist with considering future progress:

- Manually enter targets
- Import targets from Excel spreadsheets or CSV files, or from SIMS Assessment Manager 7 for SIMS users
- Use CASPA to generate expected outcome levels to inform target-setting

This guidance note addresses the third option above. Other guidance notes describe the processes of manual entry or importing.

CASPA's feature for generating expected outcome levels for pupils aims to inform the target setting process by populating target fields with CASPA's expected level. This automates the manual activity that was achieved historically by adding the amount of progress expected to the previous year's assessment result arriving at an expected level. This level is then used to inform the decisions about what will be set as a target.

For clarity, CASPA does not 'set targets' for pupils – no IT system could do this in any reliable way as there are too many factors to take into account, many of which rightly rely on the professional judgement of school staff and could never be captured in any IT system. However, CASPA's benchmarks provide a valuable starting point to inform target-setting as they describe the level the child would reasonably be expected to achieve if he/she progressed in line with peers. By doing this, you remove an element of guesswork about what might be 'expected' progress.

Users are optionally able to ask CASPA to calculate expected progress for every subject for each pupil and populate the relevant target fields in CASPA with this expected level for all pupils within the range of outcomes found for children of the same NC year and category of need in a subject. These are then reviewed, amended as appropriate for each pupil and verified to arrive at a set of targets that will be used to drive and monitor progress. Analysis is immediately able to be used to consider these expected outcome

levels to inform target setting activities.

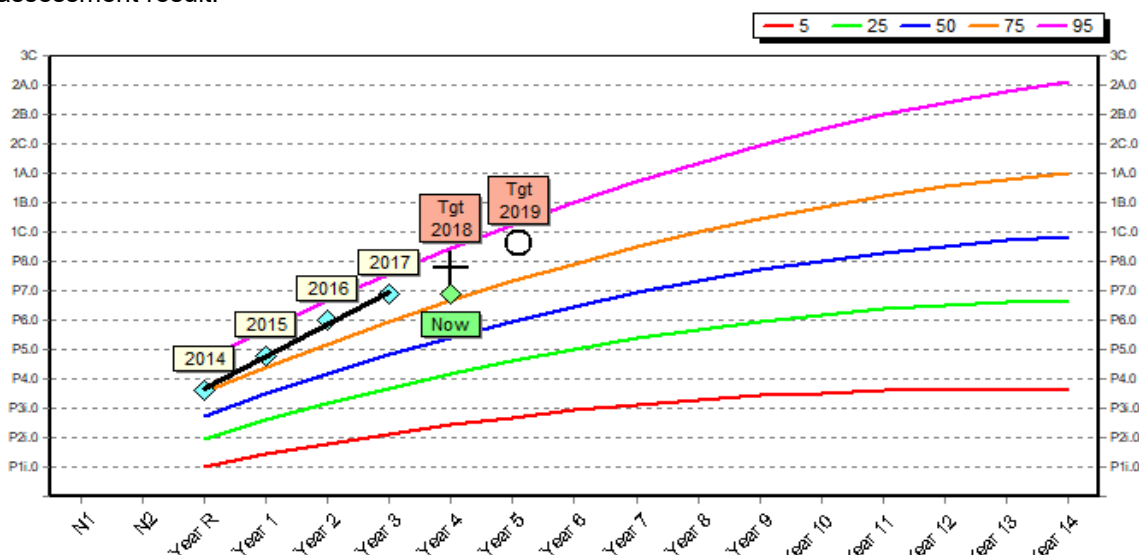
How does CASPA calculate these expected outcome levels?

When generating expected outcome levels, CASPA uses the last annual assessment result from the previous summer term as the starting point, or prior attainment. From this level, CASPA uses its benchmark data to identify what progress would be expected from this prior attainment. CASPA's expectation is that a pupil's progress will follow a percentile ranking. In other words, the prior attainment will place a pupil's assessment on a percentile ranking and CASPA will expect that the pupil will maintain that same ranking in later years.

It should be noted that CASPA does not base these levels on the result for the current academic year (called 'Current result' in the data entry pages, or 'Now' in the example below) since it is not possible to describe expected progress from an interim result *within* the year, to the end of the year.

Where target values already exist for the end of the current academic year, CASPA will calculate expected levels for the subsequent year from these target levels. This enables, where targets are set separately, expected levels for the 2nd year to be based on the percentiles associated with targets set for the end of the current year rather than the results for the previous year. Where expected levels are generated for both years at the same time, they will, both be based on the same percentile as the previous summer term result.

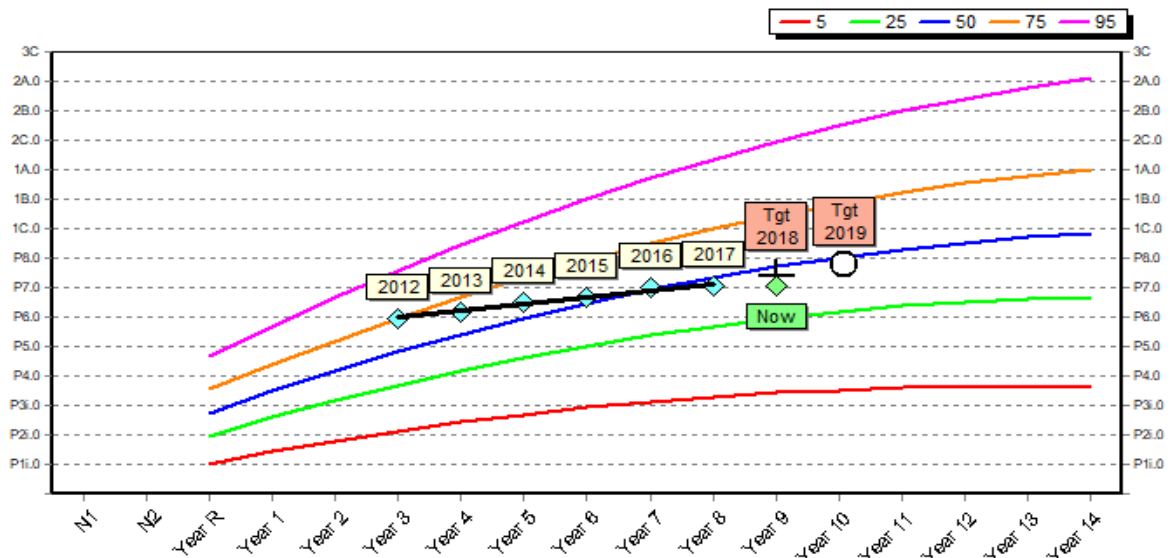
The following graph illustrates two years of expected outcome levels generated for a pupil based on their 2017 assessment result.



When we consider this pupil, we can see that her rate of progress has been, on the whole, above the rate we might reasonably have expected as she has moved up through the percentile lines. We can also see visually that the target values (with tan coloured year markers), instead of following the same rate of progress seen in the previous years, follow an imaginary percentile line starting from the 2017 assessment. This is exactly how CASPA generates expected levels, based on the last end of year result. If the expected outcome levels followed the previous rate of progress, the targets would have been set considerably higher. CASPA does not assume that any previous rate of progress will be maintained, because there is no statistical evidence to justify this to be the case. The most reliable progress that can be predicted is expected progress from the most recent end of year result.

In the case of this pupil, it is quite likely that to set a challenging target for this pupil would require the levels CASPA has suggested to be increased. However, what is regarded as challenging is also based on a judgement that also takes into account the circumstances of the pupil and therefore also requires knowledge of the pupil and her learning environment. For example, if this pupil was known to be scheduled to be out of school for a term, even maintaining the percentile ranking may become challenging.

In the next graph, we can see a pupil who, historically, has made, on average, below expected progress for the results available.



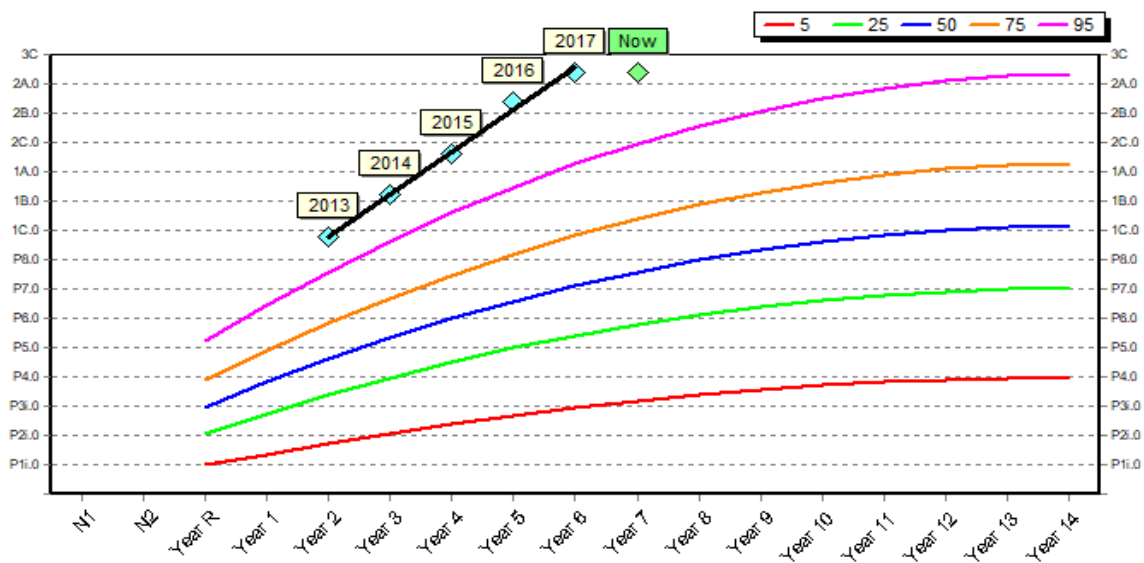
CASPA's expected outcome levels for this pupil, which are based on her making 'expected' progress, would appear challenging; when we take progress across all years into account, she has not demonstrated progress consistent with her peers.

The point of illustrating these two scenarios is to not only describe how CASPA arrives at the level expected in each of the years as target suggestions, but also to highlight that these suggestions immediately inform the essential debate that will result in targets being set that teaching staff can believe are appropriate and, crucially, justifiable. In addition, these also illustrate how CASPA's analysis can be used to consider visually targets in comparison to historical progress and CASPA's benchmark.

There are some circumstances where CASPA is unable to make a prediction for progress and where this is the case, target suggestions would not be made for those pupils, perhaps only for some subjects. There are three scenarios where this could be the case:

- There is no summer term assessment for the subject for a pupil
- Where a pupil is out of the range of expected outcomes
- Where a pupils' target year would take them beyond the benchmark data

For the first point, the following graph illustrates a pupil whose most recent assessment places him significantly above the highest percentile ranking for the category of need assigned. The implication of this is that the benchmark data, which is based on actual assessments submitted by schools using CASPA would suggest that an assessment so high would not be appropriate for the assigned category of need. As a result, CASPA would not be able to benchmark this pupil and a prediction would therefore not be possible. In reports, this pupil will be identified as 'Out of range' or OOR.



Options for selecting 'expected progress'

CASPA allows the user to base CASPA's calculation on one of a number of types of expected progress, either using one of the categories of need recorded in CASPA or, using the same approach described in National Strategies' Progression Guidance, using only age and prior attainment; ignoring category of need entirely.

Generating expected outcome levels using category of need:

CASPA traditionally uses three primary factors in determining expected progress:

- the prior attainment of the pupil
- the pupil's age
- the pupil's category of need

CASPA will always provide you with an option to use the 'default' category of need when identifying expected outcome levels. The default category of need will be the Degree of Learning Difficulty, if assigned. If no Degree of Learning Difficulty is assigned, the 'Other category of need 1' is used. CASPA also allows users to use a specified need for one pupil or a group of pupils.

You can also specify the need to be used when calculating expected outcome levels so that you can control which benchmark is used for each pupil if you wish. To illustrate this, normally you will see two options for basis need, Default or Ignore because the pupils may include pupils with differing needs.

If you wished to, for example, use a specific need as the basis for the calculations, you can select all pupils with that need, eg ASD. The basis need dropdown menu will then have three options:

- Default
- ASD
- Ignore

Selecting 'Default' will use the default need noted above. Selecting 'ASD' will use CASPA's benchmark data for ASD pupils for expected progress when calculating expected outcome levels. Selecting Ignore is described in the next sub-section below.

So, for a pupil who has two or three needs recorded, you can choose which of these you wish to use to determine expected progress. Each selection is likely to result in a different expectation for expected outcome levels.

Generating expected outcome levels ignoring category of need:

National Strategies' Progression Guidance adopted an approach that requires schools to be able to consider pupils' progress initially using only age and prior attainment, ignoring category of need.

Following on from the selections available, noted in the sub-section above, selecting 'Ignore' as the basis for comparison against expectations will result in users adopting the Progression Guidance approach, using only age and prior attainment. This will determine different expected levels to some degree when compared with using a category of need but offers users an extra level of option that some will find valuable as a successful starting point for target setting.

Users can also set CASPA to ignore category of need as a global setting thereby applying to all analysis and also when generating expected outcome levels whilst logged on. A new menu option alongside the toolbar buttons on CASPA's main menu provides the global selection of taking category of need into account (default) or ignoring category of need. If Ignore has been selected at this global level, when generating expected outcome levels users will not be able to select a need to be used as the basis for comparison against expectations as this will have already been set to 'Ignore' by the global setting selected.

Generating expected outcome levels

The default settings for most schools ensure that the option to generate expected outcome levels is immediately available via menu options. It is therefore most likely that the **Data | Advanced tasks** menu will already include this option.

Enabling generation of expected outcome levels:

Should the option to generate expected outcome levels not be available via the **Data | Advanced tasks** menu option as mentioned above, it is possible to make them available by changing system configuration options. The ability to switch generation of expected outcome levels on and off is only available to users with the System Manager or Administrator roles; similarly, the ability to generate expected outcome levels is restricted to users with the System Manager or Administrator roles.

To make expected outcome levels enabled, select **Options | CASPA configuration options** and under 'Target data options', ensure 'Maintain and display targets for <year>' and 'Enable generation of expected outcome levels for <year>' are both checked for each year required. Once checked, the option under the Data menu will be available. Note that the ability to switch generation of expected outcome levels on and off is only available to users with System Manager or Administrator privileges.

Where a Local Authority or equivalent has advised that these options should not be available to schools in that authority/organisation, the options for 'Enable generation of expected outcome levels for <year>' will not be available.

Generating expected outcome levels:

Users with System Manager or Administrator privileges are able to access the menu option to generate expected outcome levels. This menu option is available under the **Data | Advanced tasks** menu.

On-screen prompts guide users to confirm that they understand the implications of generating expected outcome levels. In particular, that there are 3 stages to using CASPA's expected outcome levels:

1. Generate expected outcome levels making selections of pupils, needs and years to calculate: this is achieved by running the menu option **Data | Advanced tasks | Generate expected outcome levels**.
2. Review expected outcome levels and adjust them to reflect a degree of challenge appropriate to the pupil in each subject, based on professional judgement and knowledge of the pupil: reviewing of targets and entering of modified targets can be accomplished via the Main CASPA data entry screen; until targets have been verified as being correct, targets will appear on-screen and in selected reports in a red font.
3. Where your chosen target levels are the same as CASPA's expected levels, verify that these are the targets you wish to set: CASPA-generated expected outcome levels will be displayed in a red font. If you choose to use this value as a target, you need to verify that this is the case. See the section below 'Converting expected outcome levels to targets' below for details about verifying these levels.

Users are offered choices during the generation of expected outcome levels. The user will be able to choose for which pupils CASPA should attempt to calculate expected outcome levels and the year(s) that should be populated. On-screen prompts also allow the user to choose whether to overwrite targets that already exist.

Select pupils for generation of expected outcome levels:

You might want to generate expected levels for all pupils, or for a subset of pupils, eg a single class or year group. This step allows you to select which pupils will have levels generated. You can select pupils individually by checking the box to the right of each pupil's name, select all pupils using the button below the list to select all pupils, or by using the first dropdown menu, select a subset of the pupils in your school and then, as above, either select all of these pupils or select pupils individually from this list.

In addition, you can choose the basis need on which CASPA will base expected progress for each child. If, for example, you wanted to use ASD as the benchmark used for generating expected outcome levels, you must naturally select just pupils with ASD as one of their needs recorded in CASPA. The screen capture below artificially displays both dropdowns selected at the same time in order that you can see the type of selections available. In the example below, in the first dropdown we have selected 'Other categories of need include' which displays a second dropdown to its right, in which we have selected ASD. This filters the list of pupils to display just pupils with ASD recorded in CASPA. The 'Basis need for comparison against expectations' dropdown now offers the three options Default, ASD, or Ignore, as discussed in the section above.

Select pupils for generation of expected outcome levels

Select the pupils to appear in the browse grid...

Other categories of need include ASD

All pupils
Key Stage in the range
Key Stage equals
NC Year in the range
NC Year equals
Class equals
Degree of learning difficulty is
Other categories of need include

...ing with...

...t expectations...

...tations Ignore
Default
ASD
Ignore

Name	Year	Class	Select?
▶ ACKROYD, Marc	Y09	9B	<input type="checkbox"/>
ADAM, Briony	Y12		<input type="checkbox"/>
ADAMS, James	Y11	11A	<input type="checkbox"/>
ADAMS, Kathryn	Y08	8B	<input type="checkbox"/>
AFZAL, Kashif	Y11	11F	<input type="checkbox"/>
AGATHOCLEDUS, Sulvina	Y10	10F	<input type="checkbox"/>

Select all Other Need ASD Deselect all Other Need ASD

Next Close

Set options for generation of expected levels:

In the next step, you select the years you want to generate expected outcome levels and, where targets values already exist, whether you wish to overwrite them or not.

Set options for generation of expected levels

Select years for which to generate expected levels...

Populate CASPA's target fields with expected outcome levels (based on age, category of need and prior attainment) for:

- Summer 2018 and Summer 2019
- Summer 2018 only
- Summer 2019 only

Options for overwriting existing targets...

Where existing targets are found:

- overwrite only unverified CASPA-generated expected levels
- overwrite all targets

Next Cancel

As can be seen in the screen capture above, you are offered options to:

- generate levels for one or both years
- overwrite all values, or populate just blank values also overwriting previous CASPA-generated levels (leaving verified targets unaffected). Where key data has been altered (eg, prior attainment, category of need), any unverified values will be recalculated using the amended data.

On completion, a report can be viewed and printed detailing the outcome of generating expected levels. The report lists the outcome for every subject for each pupil selected. Where an expected level cannot be generated for a subject, the reason(s) will be displayed, enabling you to identify the issue and to make a correction to key data where appropriate prior to re-running this feature.

You can use the feature to generate expected levels as many times as is required.

On completion of the generation of expected outcome levels, CASPA will, for the pupils selected and for the years selected, have attempted to calculate expected outcome levels for each subject. Bearing in mind the discussion above in the section 'How does CASPA calculate these expected outcome levels?', all pupils who are within the range of expected outcomes and also do not have targets being set for years later than a comparison can be made, will have target values populated representing expected outcome levels for each year requested.

Converting expected outcome levels to targets:

All CASPA-generated expected outcome levels will be highlighted in a red font to distinguish them from manually entered or imported targets which are displayed in a black font. It is vital that these statistical suggestions are used as a starting point for target-setting and reviewed and adjusted to reflect an agreed target for each subject for each pupil.

These levels can be adjusted up or down until each subject contains a level that will then be used as a target against which progress will be measured. Once a CASPA-generated expected outcome level is edited, the font will change from red to black to indicate that this is no longer a CASPA-generated value.

When target fields have all been reviewed, any values that are to be left as the CASPA-generated level need to be verified as targets. After CASPA's expected outcome levels have been generated, options are made available to verify one, or a number of targets:

- If you right click a target for Reading for a pupil, the dialog will display three verification options:
 - 'Verify all unverified targets for <year>'. This will change the status of all unverified target values for that year for every subject
 - 'Verify all unverified targets for <year> for Language and Literacy'. This will change the status of all unverified target values for that year for every aspect within Language and Literacy
 - 'Verify target for <year> for Reading.' This will verify the unverified target value for the Reading aspect only
- If you right click a target for the first target in any other subject group, the dialog will display two verification options:
 - 'Verify all unverified targets for <year> for <subject group>'. This will change the status of all unverified target values for that year for every aspect within that subject group
 - 'Verify target for <year> for <aspect>'. This will verify the unverified target value for the aspect selected only
- If you right click any target that is not the first in a subject group, the dialog will display one verification option; 'Verify target for <year> for <aspect>'. This will verify the unverified target value for the aspect selected only

Once targets have been verified, target values will appear on-screen in a green font until saved, after which, and in reports, target values will display in a black font.

Prior to saving the verification changes (whilst displayed in a green font), the right-click menu also allows you to cancel one or more of the verifications made.

This verification needs to be completed for each pupil when that pupil's targets have been set. After verification, users continue to be able to edit the target values so that, for example, if targets are reviewed, they can be amended in CASPA.

NOTE: You will not be able to export unverified targets. CASPA-generated levels that are amended or verified will be exported, but unverified levels will be excluded from the export. Unverified target levels are excluded to avoid confusion about whether they are intended to be targets or are a 'work in progress'; effectively a draft target level, still to be reviewed.