



caspa 2010

Comparison and Analysis of Special Pupil Attainment

Data maintenance in CASPA

This document gives an overview of activities around manually maintaining data in CASPA, including the entering and importing of assessment results, to assist with maintaining data, and the rules CASPA applies to ensure data remains valid.

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1. Introduction:

There are two stages to populating CASPA with assessment results and targets for your pupils:

1. create pupil records in CASPA for each of your pupils; then
2. record assessment results and targets for these pupils for both the current year and historic years

Information on the creation of pupil records in CASPA for each of your pupils, either by import of data from your school MIS, or by direct manual entry where your school does not use a MIS, is described in the 'installation and first use' notes for CASPA that relate to your school MIS type.

Having created pupil records in CASPA, there are now two ways to populate CASPA with assessment data for your pupils, for both the current year and historic years, as follows:

- Direct entry of assessment data into CASPA – please refer to the 'Manual data entry in CASPA' section below
- Import of existing assessment data in electronic form

To allow schools to make use of existing assessment data held in electronic form, CASPA supports a number of electronic import channels; for further details, please refer to the following documents listed below, each of which is available via the **Help | Guidance notes** menu in CASPA:

- Import assessment results from B Squared
- Import assessment results from PIVATS
- Import assessment results from BAREonline
- Import assessment results from Common Transfer File
- Import results or targets from SIMS.net Assessment Manager 7 results file
- Import results or targets from Excel spreadsheet or CSV file

All import channels allow for the import of current and historic assessment data into CASPA.

2. Validation in CASPA:

CASPA goes to great lengths to ensure that only valid data can be recorded in CASPA and exported from CASPA. All imports of data into CASPA are fully validated and error reports will advise you if mandatory data is missing or if invalid data is found.

Prior to export, there are two types of messages that CASPA may display during validation:

- where mandatory data is missing or invalid data is found, CASPA will display an error message, prefixed 'ERROR - '; if errors of such type are found, the export will be aborted
- CASPA will also check if any of your pupils have incomplete assessment or target data; if so, a warning message prefixed 'INFO - ' will be displayed. Messages of this type are for information only, as CASPA allows you to enter as much or as little assessment data for each of your pupils as you see fit. If warnings are reported, but no errors, you will have the option to continue with your export

Prior to export of data for transfer to your LA, every pupil in CASPA must be assigned a Degree of Learning Difficulty from the selection PMLD, SLD, MLD or None.

3. Manual data entry in CASPA:

Assessment results and targets in CASPA can be entered either by selecting from the drop-down list for each aspect result or target, or by direct entry from the keyboard; as you start to type a result, CASPA will match the text you have entered against the list of valid values. Once a value has been entered or selected, it can be modified by using the Up and Down arrow keys to scroll through the list of valid values. For experienced typists who prefer to use the keyboard to a mouse, CASPA supports all the standard Windows keyboard short-cuts, e.g. SpaceBar to toggle a check-box on and off.

When entering results or targets in CASPA, please be aware of the following:

- Changes to field values do not take effect until you move out of a field; so if you change a result for an aspect, the average for the relevant subject will not update until you tab out of the field you have changed
- To cancel a change for the current field, press the 'Esc' key; to cancel all changes to the current record, click the 'Cancel' button
- To delete a result or target, select the drop-down and press the delete key. This will remove the value previously selected
- All changes you have made to a pupil record are automatically saved when you move to a new pupil record, or explicitly saved when you click the 'Save' button

Note that when tabbing between fields, CASPA supports horizontal tabbing or vertical tabbing; a vertical tab order enables you to enter, for example a column of results; a horizontal tab order allows you to enter all data for one subject (result plus targets) before moving on to the next subject. The tab order preference can be configured via the menu **Options | CASPA configuration options**.

CASPA also has specific features designed to help speed up the manual entry of data, as described in the sections below.

4. Copying results or targets:

To assist in those cases where it is necessary to enter the same assessment result or target for many aspects for a pupil, right-click popup menus have been provided to allow the value entered in the first assessment result or target field for a subject group to be copied for all the other aspects in that subject group.

In addition, the right-click popup menu for the assessment result and target fields for Reading allows the result for Reading to be copied to all aspects in all subject groups. Please note, however, that if the value for Reading that is to be copied is not a valid value for the Personal and Social Development aspects, i.e. the Reading result is a National Curriculum level, then the Personal and Social Development aspects will be left blank. Also, since no P Level descriptors are published for Handling Data, the Handling Data aspect will be left blank.

5. Enable the display of historic data in CASPA:

In order to keep CASPA as uncluttered as possible, features for the display of historic data are only enabled as required. To enable historic data features for the main data entry screen and for all analysis, display, reporting and graphing of data, please select the menu option **Options | CASPA configuration options** and on the 'Basic configuration options' tab select an appropriate year for the 'Earliest year for which assessment data is available for use in CASPA', then click OK.

Whilst CASPA is capable of displaying historic data back to the year 2000, it is usually safe to say that the older the historic data, the less reliable and well-moderated it tends to be. Schools are therefore advised to consider the number of years of data for which they have confidence in their historic data, and to restrict CASPA to using just data for those years; otherwise, the use of unreliable historic data will result in unreliable analysis and bench-marking.

6. Add or edit current assessments, historic data and targets:

Assessment results can be entered at any time throughout the current academic year by users with Administrator or System Manager privileges. In addition, the snapshot representing the end of year teacher assessment can be captured for previous years, as far back as 2000 if required. Two years of targets can also be entered.

Current assessment results can be entered via the menu option **Data | CASPA assessment data**. These assessment results are updated throughout the academic year. An audit trail maintains details of the changes made for later analysis of progress within the academic year and for data security purposes.

Targets for the end of the next two academic years can be entered and edited in the same way that current assessment results are maintained. During the summer term, targets for the end of the next academic year can be maintained. After rolling forward in the autumn term, targets for the end of the subsequent academic year can also be maintained.

After rolling forward in the autumn term, the final assessment result from the summer term is used as the initial current assessment result in the new academic year. That final assessment result is then used as the snapshot, representing the pupil's assessment for the end of the summer term of that academic year.

Historic results can be entered and edited via the menu option **Data | Advanced tasks | CASPA historic data**. This view of the data entry screens enables editing of all historic years enabled in just the same way as described above for current year data. Please ensure you have confirmed that you have selected the correct year tab before making any changes to data as it could be easy to add data into the wrong year. Since there is an increased opportunity for inadvertently changing the wrong data, this option is located under the Advanced tasks menu to reduce the chance of mistakenly selecting this route rather than the main data entry screen.

7. Audit History:

All changes to data are captured as an audit history. To view the audit history, right click any data entry field to view the previous and new value for the field, when the change was made and by how (eg manual entry). All users can view a summary of the changes made to a field; System Managers have additional information available about the changes made identifying which user made the change and from which PC.

8. Converting Levels:

All levels in CASPA use terminology using either the national level (eg 6 for NC level 6B) or, for the P Scales and lower NC levels, using terminology supplementing this with the option to record smaller amounts of progress between levels by breaking down these levels into sub-divisions. These may be referred to as 'CASPA Levels'.

Many CASPA Levels cater for five subdivisions of a level to assist schools to record progress between levels. These sub divisions represent 5 equal steps between one level and the next which can also be described as equal to 20% progress per sub-division. These subdivisions are catered for within CASPA to assist those schools who use an assessment tool (an IT tool or paper-based assessment systems) to reuse this finer granularity rather than reverting back to whole levels.

Use of sub-divisions is optional and, where a school uses just whole levels, a whole level equates to the level value suffixed with '.0', for example, P6.0 for a whole level representing that P Scales level 6 has been completed. Sub-divisions representing progress towards P7 are displayed as P6.2, P6.4, P6.6 and P6.8 before P7.0 represents P7 as being regarded as complete.

In this way, assessments made using a wide variety of assessment systems can be converted into CASPA levels and used in the analysis of progress.

9. Generate expected outcome levels in CASPA:

CASPA has a feature for the automatic setting of expected outcome levels 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; whilst the aim of this is to inform the target setting process, please note that these expected outcomes reflect no degree of challenge and also cannot take account of the circumstances of individual pupils, and therefore targets are considered suggestions only until they have been reviewed and verified in CASPA as being appropriate. CASPA's feature for generating expected outcome levels will only be enabled if your Local Authority or equivalent has requested the option to be available to you.

For further details, please refer to CASPA's Help system and/or the Guidance Note 'Using CASPA to inform target setting'.

10. Rolling forward to a new academic year:

At the start of each academic year, the pupils on roll usually change and this change in pupils needs to be reflected in various systems. This process is referred to using different names from school-to-school. In CASPA, as with many IT systems, this process is referred to as 'rolling forward' to reflect the notion that data rolls forward into the next academic year.

Rolling forward in CASPA will enable pupil's assessment results for a new academic year to be entered and will enable targets to entered related to that academic year.

Where CASPA's pupil data is refreshed from a school MIS via import, no explicit action is required to roll forward in CASPA. When refreshing from an MIS following the roll-forward having taken place in that MIS, CASPA detects an unusual volume of leavers, new admissions and changes in academic year group and asks the user to confirm that the roll-forward has taken place (as the explanation for these changes). On confirming this, CASPA rolls forward as a step within the refresh process.

If your school does not use a school MIS, you will have to manually roll data forward to the new academic year via the menu option **Data | Advanced tasks | Roll data forward for new academic year**.

Running this option will display the Identify leavers dialog which will allow you to identify pupils who left your school at the end of the academic year. Once you have identified all leavers, an NC year value for the new academic year will be automatically set, presuming that each pupil will progress to the new academic year. If necessary, you can modify these values using the Basic pupil data entry screen.

Historic data is maintained during this process: all data remains available for analysis. By default, analysis will use data only for pupils who are currently on roll. It is possible to analyse progress for pupils who were on roll in a previous year. Please refer to the next section for further details.

11. Changing the year used for analysis:

CASPA's analysis generates reports and graphs that describe progress for pupils who are currently on roll. On occasions, a school may wish to analyse progress for pupils who were on roll in previous years.

It is only possible to analyse progress where CASPA was used in that previous academic year. If CASPA was installed in the summer term 2008 and populated, CASPA will already include details about pupils who were on roll at that time and that year can therefore be selected. Similarly, if CASPA was first used for summer 2009 results, CASPA will have details about pupils who were on roll in summer 2009 and this will be the earliest year that you can select. In this example, no details would exist in CASPA about which pupils were on roll in the previous year.

Note that the earliest academic year that this is possible is for pupils who were on roll in summer 2008.

To change the year used for analysis **Options | Set CASPA effective year**.

12. Recording and using evidence in CASPA:

CASPA includes features to allow you to capture evidence against a pupil's record. This enables you to use items such as photographs, documents, video clips, etc to evidence the assessments made.

Any type of electronic file can be used in CASPA as evidence since CASPA will use the application that the PC associates with the file type to display or play the file unless, for example, CASPA uses its own media player. As a result, even bespoke or specialist software files can be used.

Once added to a pupil's record, the evidence can be viewed when viewing certain reports or data entry pages. This allows users to use the evidence in the context of a discussion about the pupil's results and progress made.

To add evidence, from the CASPA assessment data page select the year tab that relates to the evidence. An additional tab is visible entitled 'Multimedia evidence supporting xxxx assessments', xxxx being replaced by the relevant year. From this tab, you can maintain evidence.

Select the 'Add evidence' button and browse to the location on your PC or network where the evidence is stored and select the evidence file. A new window will be displayed with a thumbnail or icon displayed for the evidence. On the right-hand side, you can select the result(s) that the evidence relates to and can check as many results as you wish. On the left-hand side you can add text to the Details field, often to ensure the context of the evidence is clear in the future. Once the 'Save and close' button is clicked, the evidence is imported into CASPA.

Where an item of evidence applies to more than one pupil, you can use the menu option **Data | Advanced tasks | add an item of evidence for a groups of pupils**. This allows you to select the pupils to whom the evidence applies and then offers you the same options above. This will import this evidence and apply the details typed, for the subjects selected, to all of the pupils selected.

Previously added evidence can be edited or deleted using the appropriate buttons. Evidence can also be played/viewed from this page by using the 'Launch evidence' button.

Evidence can be viewed in two other distinct ways:

- On the page displaying the results for the selected year, the button to the left of the result for each aspect will be enabled (not greyed out) where evidence has been added. Click on the button to view the list of evidence added. From the list displayed, click on the thumbnail to display the evidence or click on the right-hand side to display the details.
- Click on the Reports and graphs tab on the CASPA assessment data page. Evidence can be displayed from each of the graphs. For example, Select the 'Progress vs percentiles' graph and hover over the diamond that represents the result for a particular year. If you double click on the diamond, CASPA will display the list of evidence available for the selected subject.

13. Recording notes for pupils:

It is often important to capture information about a pupil in the form of notes to share and recall key information. For example, if a pupil can be seen to be making less progress than expected, investigation may have identified that the pupil had been out of school for a period and that this explains the unexpected progress. Where this type of information is captured in CASPA, the need to re-investigate this at a later date, perhaps by other people, is avoided.

To add notes to a pupil's record, from the CASPA assessment data page select the 'Additional data' tab. You can add, edit or delete notes. You are able to type or to copy and paste text from other sources.

14. Recording additional qualifications:

It is possible to capture other qualifications where CASPA is to be used as a repository for the wide range of pupils' achievements. These achievements may in some cases also add further information to discussions about a pupil's progress.

To add qualifications to a pupil's record, from the CASPA assessment data page select the 'Additional data' tab. From this page you can add, edit or delete qualifications. When adding a qualification, you can select a qualification type from the list provided and, since the possible range of qualifications is extremely broad, you can add qualification types to this list by clicking the 'New type' button, naming the qualification and clicking OK. This newly created qualification type is immediately available in the dropdown menu.