



PASS

**A proactive approach to
addressing social & emotional
barriers to learning**

- ✓ Assess students' well-being and mindset
- ✓ Respond with data-driven interventions
- ✓ Foster happier, more successful learners



“ By using [...] early indicator data, it is possible to identify when students are beginning to fall off track, providing time to intervene and alter their trajectory through school and beyond. ”

Dr. Robert Balfanz, Johns Hopkins University

Why PASS?

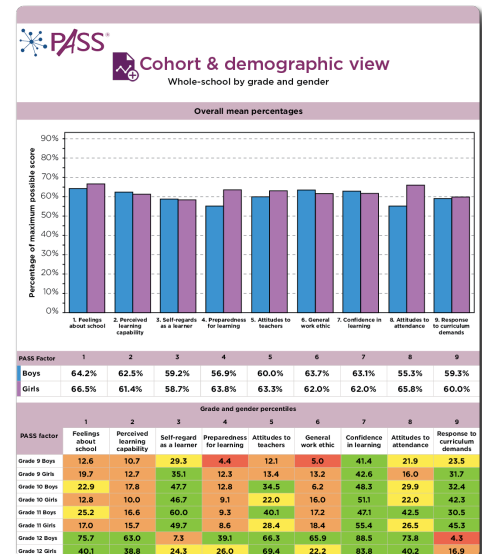
In recent years, educators and policymakers have become increasingly aware that student well-being is essential for improving academic achievement. Schools that prioritize student well-being notice improved academic performance, reduced absenteeism, increased graduation rates, fewer disciplinary actions, and most importantly, happier students. Used with millions of children worldwide, the PASS survey measures both students' attitudes toward themselves as learners and their school. PASS plays a unique role in helping uncover social and emotional barriers that, if left unaddressed, can undermine student well-being and academic success.

PASS digital reports

PASS data serves as an early warning indicator, allowing schools to proactively address barriers to learning. The PASS survey takes 15-20 minutes to administer and provides immediate insights at three reporting levels (whole-school, whole-cohort, and individual student), enabling schools to consider both large-scale and personalized interventions.

PASS
Student view
7th grade individual student reports

Student name	Advisory Group	Grade	1	2	3	4	5	6	7	8	9
Paul Bassett	7C	7	65.2	85.1	70.3	63.7	58.2	28.6	74.7	79.1	74.5
George Bell	7C	7	28.1	35.6	14.9	26.7	40.2	28.6	66.8	27.0	17.2
Amy Benson	7C	7	79.3	4.6	5.6	2.6	89.4	13.1	0.9	79.1	27.6
Daniel Carpenter	7C	7	71.3	62.8	22.5	63.7	74.4	28.6	74.7	53.7	27.6
Jane Craddock	7C	7	79.3	99.1	80.3	73.6	100.0	50.3	84.2	67.9	85.8
Sarah Granger	7C	7	1.0	0.6	14.9	0.4	1.0	0.3	0.6	5.1	5.1
Charlotte O'Hara	7C	7	92.9	71.1	58.0	73.6	89.4	28.6	74.7	87.4	58.3
Rita Stokes	7C	7	92.9	94.6	80.3	90.9	74.4	50.3	81.4	100.0	93.8
Ian Challenor	7D	8	33.2	18.3	9.1	76.8	85.2	57.4	31.6	26.0	5.2
James Hayes	7D	8	63.9	68.7	73.6	40.5	56.0	57.4	49.7	36.7	45.2
Harry Jones	7D	8	6.7	1.4	14.8	0.3	3.6	6.2	3.0	0.8	8.2
Susan Price	7D	8	63.9	60.4	47.2	59.8	56.0	35.7	81.2	66.4	45.2
Jane Saunders	7D	8	72.1	41.3	14.6	30.3	85.2	6.2	66.5	26.0	2.6
Matthew Shelby	7D	8	79.0	75.3	47.2	90.8	73.0	79.1	74.4	79.2	63.5



PASS at a glance

Key features

Measures nine social & emotional attitudinal factors proven to be significantly linked to academic outcomes

Attitudes measured can be highly correlated with emotional and behavioral challenges

Provides a personalized analysis of students' attitudes towards themselves as learners and their school that would otherwise be difficult to ascertain

Provides a snapshot of collective attitudes by cohort or demographics, such as grade, ethnicity, gender, ELL status, and socio-economic group

Offers test questions available in 20 languages for students K-12

Benefits

Allows schools to drill down to the root causes of why a student may be underachieving

Plays an important role in identifying emotionally-vulnerable young people, or those with gaps in emotional literacy

Enables schools to identify, track, and monitor individualized socio-emotional intervention strategies for each student

Allows school leaders to analyze health of communities and design high-level interventions across cohorts

Surveys students in the most comfortable and age-appropriate modality to ensure responses are substantive

The nine PASS factors

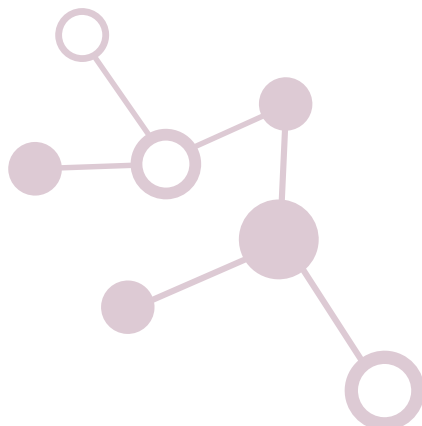
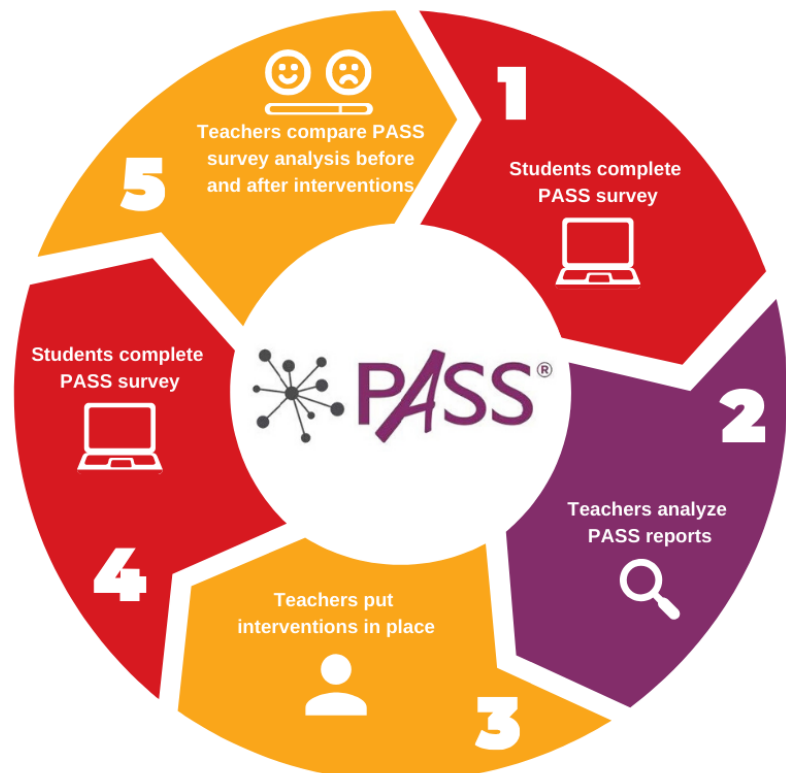
PASS measures nine standardized factors proven to link to academic goals.

1	Feelings about school	Explores whether students feel they belong to or are alienated from their learning community. A low score in this measure can indicate feelings of social exclusion and potential bullying.
2	Perceived learning capability	Offers a snapshot of whether students find the everyday aspects of learning to be enjoyable, positive, and attainable.
3	Self-regard	Equivalent to self-worth, this measure is focused specifically on learning and shows a strong correlation with achievement.
4	Preparedness for learning	Often correlated with behavioral difficulties, this measure explores whether students feel they have the tools in place to learn. It covers areas such as study skills, attentiveness, and concentration.
5	Attitudes to teachers	Provides an invaluable insight into students' perception of the relationships they have with school staff.
6	General work ethic	Highlighting students' motivation to succeed, while specifically examining whether students feel school will help them personally to improve their lives now and in the future.
7	Confidence in learning	Identifies students' ability to persevere when faced with a challenge, as well as whether they have a growth mindset.
8	Attitudes to attendance	Correlating closely with actual attendance 12 months later, this measure enables schools to intercede much earlier with strategies to reduce the likelihood of truancy in the future.
9	Response to curriculum demands	This second motivational measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks.

Proactive intervention

Equipped with PASS data, schools have the power to proactively address social and emotional barriers to learning at both a school-wide and individual level. The insights provided by the PASS data can be used to inform a school's SEL plan and assess the effectiveness of a school's existing SEL programs.

The **PASS Online Intervention Guide** offers over 100 unique interventions directly linked to the nine PASS factors. The research-backed strategies empower administrators and teachers to help students develop the non-academic skills they need to succeed in school, work, and life.



“ We tend to be reactive in schools to [socio-emotional] problems, but we realized that actually what is needed is to be proactive. We needed to get in early to sort out any problems before pupils began to underachieve, and to try to prevent problems from happening rather than dealing with the consequences later. ”

Principal, Ashland School

“ One of our success stories was a 9th grader who was well-known to us – his attendance was of concern, he was disruptive when in class, and had received many detentions. He was also in trouble outside of school. We instigated a plan, concentrating on the areas highlighted with PASS. A year later, his attendance is 100%, his attitude to school and relationships with staff are much improved, and his aspirations are much higher. ”

Director of Intervention, Hereford Academy



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