



Second Step® K-8 Digital Programs: Unmatched Evidence and Impact

As a trusted leader in human skills development, Second Step® programs are not only evidence-based but **evidence-exceeding**, as improvement levels exceed those found in a leading meta-analysis.



2.8x more reduction in conduct issues*



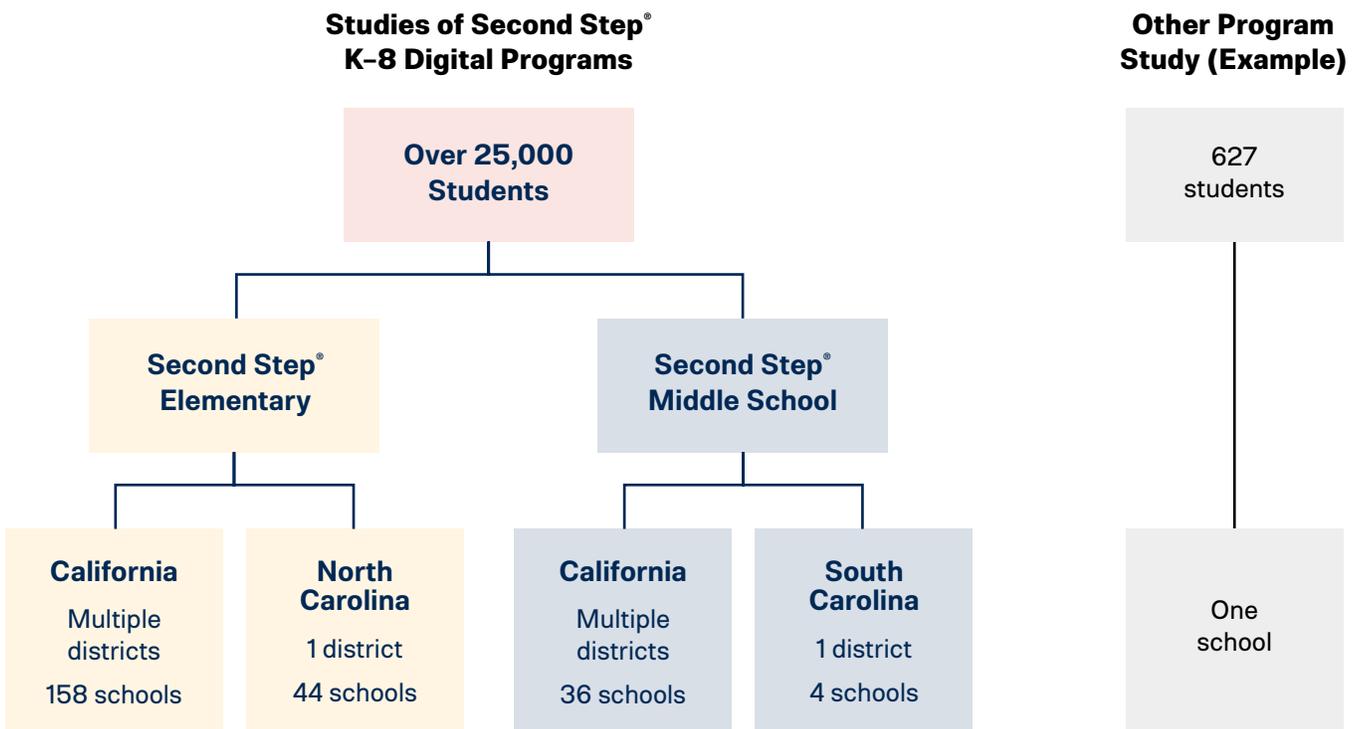
1.5x more improvement in academic performance*

*Compared to percentile-point improvement found in meta-analysis of similar programs¹

Not All Evidence Is Created Equal

After extensive independent studies conducted at a national scale, Second Step K-8 digital programs have shown meaningful impact after just one year of implementation.

When reviewing the evidence for any program, look for multiple studies with converging findings. Studies should include large, diverse, and representative samples of students that reflect the makeup of your district. See how the studies of Second Step K-8 digital programs set the standard compared to other program studies:



Proven Outcomes: Key Findings of the Second Step® K-8 Studies

Learn more about these studies at secondstep.org/research

Academic Skills and Performance

<p>Improved academic motivation:*</p> <p>6 percentile points</p>	<p>Improved self-management:*</p> <p>5 percentile points</p>	<p>Improved ELA grades:**</p> <p>7 percentile points</p>
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Behavior and Attendance

<p>Reduced office disciplinary referrals:**</p> <p>36%</p>	<p>Reduced suspensions:**</p> <p>33–36%</p>	<p>Improved attendance:**</p> <p>2.5 days</p>
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School Climate

<p>Improved overall school climate:**</p> <p>11 percentile points</p>	<p>Improved school belonging:**</p> <p>14 percentile points</p>	<p>Improved teacher-student relationships:**</p> <p>16 percentile points</p>
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Ready to bring these results to your school or district?



*Second Step® Elementary **Second Step® Middle School

References

- Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Ponnock, A., Chow, J. C., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development, 94*(5), 1181–1204. <https://doi.org/10.1111/cdev.13968>