

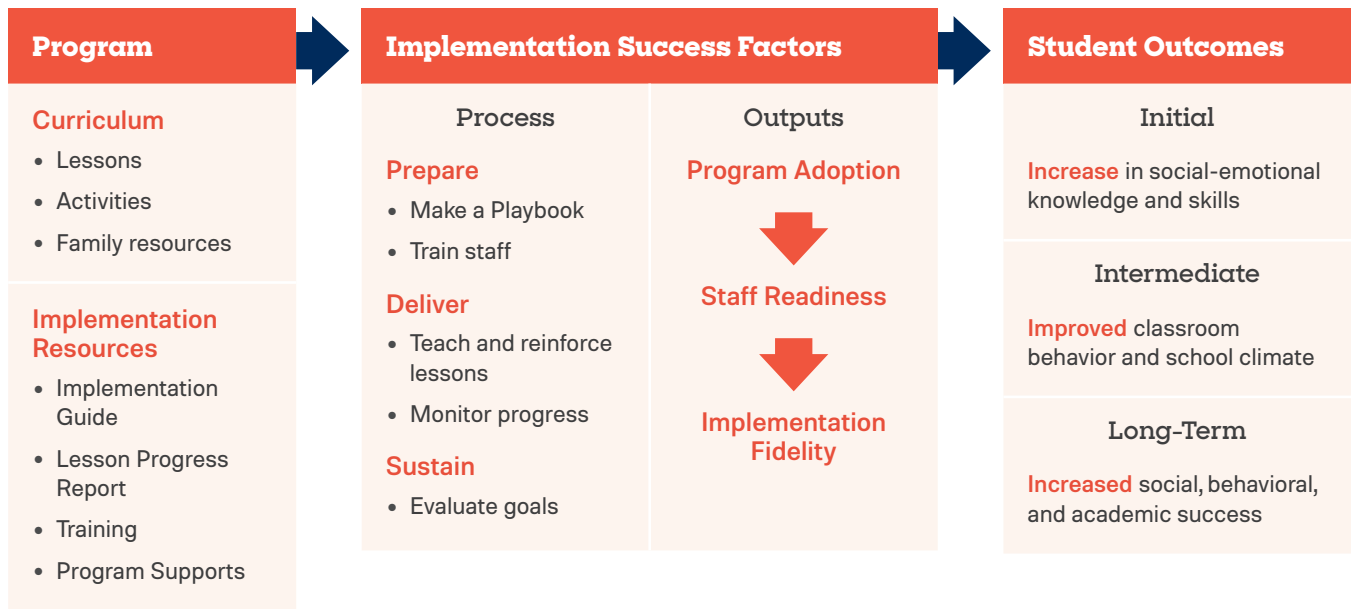
This guide provides basic information to empower you to plan and conduct an evaluation of the Second Step® program in your school.

Organization of This Guide

To inform your evaluation of the Second Step® program, this guide provides an overview of two types of evaluation:

<p>1. Implementation Evaluation</p> <p>Implementation, or formative, evaluation allows you to capture how well the program is being implemented and whether there are any barriers to implementation that need to be attended to along the way.¹</p>	<p>2. Summative Evaluation</p> <p>Summative evaluation allows you to determine whether high-quality implementation is associated with improved student outcomes.¹</p>
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As shown in the Second Step® Logic Model, both types of evaluation are necessary to inform program impact—implementation evaluation measures its success factors, and summative evaluation measures student outcomes.



Implementation Evaluation

Implementation evaluation focuses on understanding **how** the program is being implemented.¹ Toward that end, data that you would collect can include information about efforts taken to adopt the program, how leaders are supporting effective implementation, and the extent to which staff are teaching the lessons and reinforcing skills. This information represents the various outputs of your implementation activities and can be used as markers of effective implementation.

Program Adoption

Adoption involves the initial steps taken to get ready to use the program. This involves the technical activities required to use the digital program, such as activating the license, adding users to the license, and ensuring all users responsible for teaching the program have created classes in the program. Staff participation in program training is another critical indicator of program adoption.

The **Leader Dashboard** shows data on program adoption at your school.

Readiness to Implement

Readiness is the extent to which staff are willing and able to implement the program.² In other words, are they **motivated** to implement (for example, are they aware of the benefits of the program)? And do they have the **capacity** to implement the program well (for example, access to and completion of sufficient training on the program)? You can assess readiness by surveying teachers to ensure they are motivated and confident in their ability to teach the program and reflecting on whether expectations for implementing the program have been clearly communicated. This information can help you identify potential barriers to achieving program success as well as specific ways that implementation can be improved.²

The **Staff Readiness Survey**, found in the Implementation Guide's Step 3: Assess Readiness article, can help you gather readiness data.

Fidelity of Implementation

Fidelity is the extent to which the program is being taught as intended.³ Primary dimensions of implementation fidelity that we recommend monitoring are:

- **Adherence:** The degree to which staff faithfully deliver the original program as it was designed, following the prescribed sequence and delivering all elements of the program.³
- **Engagement:** The degree to which students are actively engaged in the program. Engagement has three dimensions: cognitive engagement (for example, paying attention), behavioral engagement (for example, being on-task), and emotional engagement (for example, having positive emotions about the experience).⁴
- **Generalization:** The degree to which staff apply content from the program to other situations, times, and places.³

For a variety of reasons, staff sometimes teach only parts of lessons and skip others, teach lessons out of order, or change some of the content. These changes to the program can compromise fidelity. Of course, it's possible to adapt lessons in ways that don't harm or even improve outcomes, but it's also possible to change lessons in ways that reduce program effectiveness. It's important in an evaluation to know the fidelity with which the program was taught, so you know what your students actually experienced

The following resources can help you monitor fidelity:

- The **Leader Dashboard**, along with the more detailed **Lesson Progress Report**, show data on whether lessons are being taught on-pace.
- The **Lesson Observation Rubric**, found in the Implementation Guide's Improving Fidelity article, helps you assess fidelity of instruction and student engagement.
- **Performance tasks** are lessons at the end of each unit that serve as formative assessments of students' social-emotional skills and knowledge.

Summative Evaluation

Summative evaluation focuses on demonstrating whether the program improves **student outcomes**.¹ As shown in the Logic Model, student outcomes involve short- to long-term changes in student knowledge, skills, attitudes, and behavior.

Short-term, or initial, outcomes involve improvements in students' social-emotional knowledge and skills—for example, increase in emotion identification. If the program was implemented with high levels of fidelity, then you can expect to see these types of improvements by the end of the first year.

Intermediate outcomes involve improvements in students' behavior—for example, increased academic perseverance and more positive relationships with others. These outcomes

might be expected in the second or third year of program implementation, assuming sustained levels of implementation with fidelity. You can also think of intermediate outcomes at the system- or school-level that occur when the program is being implemented schoolwide—for example, an improved school climate.

In the **long-term**—approximately the fourth year of implementation and beyond—students should experience improved academic and life success.

The last section of this guide includes a list of recommended tools that can be used to assess social-emotional outcomes. You can also gather other data from your school to inform this assessment, such as school climate or academic performance data.

Designing and Conducting Your Evaluation

More than likely your evaluation design will be non-experimental, meaning that you'll be gathering outcome data only for students who receive the Second Step® program.

By contrast, an experimental design compares students who receive the program to a control group that doesn't. For many schools, experimental designs are not feasible. A non-experimental design still provides valuable information about program impact when coupled with implementation data.

You'll need to collect implementation outputs throughout the school year, so that you can capture trends over time. For student outcomes, plan to collect data before the program is implemented. This information is often called baseline or pre-test data. To examine changes in student outcomes, you'll need to collect the same outcome data after the program is implemented, typically at the end of the school year. This information is often called post-test data.

Plan to collect data over multiple school years. It often takes time for staff to become familiar with the program, so improving implementation quality may be your focus in the first year of implementation. Once implementation is at high levels, you might then expect to observe improvements in student outcomes in subsequent years.

Collecting and Analyzing Data

School leaders can use the Implementation Playbook, available in the Plan section of the Implementation Guide, to help organize and track data collection. The Playbook includes an action plan with reminders for scheduling and collecting baseline and follow-up data, while you'll need to analyze changes in outputs and outcomes over time.

When analyzing collected data, first review whether you reached your goals for implementation outputs. For instance, if you observed high levels of program adoption, staff readiness, and fidelity of implementation, then you would expect to observe improvements in students' social-emotional outcomes. On the other hand, if these implementation outputs were low, then you'll be less likely to observe any improvement in students' social-emotional outcomes.

Using Evaluation Findings for Continuous Improvement

Plan to share your evaluation findings with all stakeholders by the end of the school year. Provide space for staff to reflect on the data and co-construct meaning around areas of strength and areas in need of improvement. These reflections can be used to guide your implementation planning for the next school year.

Recommended Assessments of Students’ Social-Emotional Competence

The following assessments have adequate to strong evidence of reliability and validity. In addition, each of the assessments has online administration and scoring capabilities, making them a feasible option for schoolwide assessment of student outcomes.

	Delaware Social-Emotional Competency Scale (DSECS-S)	Devereux Student Strengths Assessment (DESSA)	Devereux Student Strengths Assessment—Second Step Edition (DESSA-SSE)*
Grades	3–12	K–8	K–5
Rating type	Student self-report	Teacher-report (K–8); Student self-report (6–8)	Teacher-report
Number of questions	16 items	72 items	36 items
Content covered	<ul style="list-style-type: none"> • Responsible decision-making • Relationship skills • Self-management • Social awareness 	<ul style="list-style-type: none"> • Self-awareness • Social awareness • Self-management • Goal-directed behavior • Relationship skills • Personal responsibility • Decision-making • Optimistic thinking 	<ul style="list-style-type: none"> • Skills for learning • Empathy • Emotion management • Problem-solving
Cost	Free digital version with automatic scoring	Fee for administration and scoring	Fee for administration and scoring
Translations	Spanish	Spanish	N/A

**The DESSA-SSE is intended for use with only Second Step® Elementary classroom kits and not the Second Step® Elementary digital program.*

	Panorama Social-Emotional Learning Questionnaire	SELweb	Social-Emotional Assets and Resilience Scales (SEARS)
Grades	3–12	K–12	K–12
Rating type	Student self-report	Direct assessment (K–8); Student self-report (6–12)	Teacher-report (K–12); Student self-report (3–12)
Number of questions	52 items (Grades 3–5); 61 items (Grades 6–12)	Consult developer	12 items (teacher-report short form); 35 items (student report)
Content covered	<p>Recommended scales:</p> <ul style="list-style-type: none"> • Grit • Growth mindset • Self-management • Social awareness • Self-efficacy <p>Supplemental scales:</p> <ul style="list-style-type: none"> • Learning strategies • Social perspective taking • Self-efficacy • Emotion regulation • Classroom effort 	<p>K–8:</p> <ul style="list-style-type: none"> • Emotion recognition • Social perspective-taking • Social problem-solving • Self-control <p>Grades 6–12:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision-making 	<p>Teacher-report:</p> <ul style="list-style-type: none"> • Resilience <p>Student-report:</p> <ul style="list-style-type: none"> • Self-regulation • Social competence • Empathy • Responsibility
Cost	Fee for digital administration and scoring	Fee for administration and scoring	Fee for administration and scoring
Translations	Arabic, Bengali, Cantonese (traditional Chinese), Mandarin (simplified Chinese), French, Haitian Creole, Korean, Portuguese, Russian, Spanish, Urdu, Vietnamese	Spanish	N/A

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4. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59–109. <https://doi.org/10.3102/00346543074001059>