

The Hexagon Discussion and Analysis Tool

The Hexagon Tool helps states, districts, and schools systematically evaluate new and existing interventions via six broad factors. This *Hexagon Discussion and Analysis Tool* is designed to be used by *Implementation Teams* to guide a deeper discussion of each of the six broad components in the *Hexagon Tool*: Need, Fit, Resources, Evidence, Readiness, and Capacity. Teams are encouraged to use the Discussion and Analysis Tool's questions to analyze innovations as part of the Exploration Stage of implementation. Additional lines are included in each section for additional questions identified by the Implementation Team to address unique needs and contexts. Strengths and gaps are identified so the Implementation Team can make intentional recommendations regarding the proposed innovation's ability to meet the need of the population it is intended to serve. This process allows Implementation Teams to make an informed decision about the organization's capacity to install and fully implement any innovation.

Need	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. Was an analysis of data (e.g., student outcome) conducted to identify specific area of need(s)?		
2. Is there evidence that the innovation addresses the specific areas of need identified?		
3. Is there evidence that the innovation addresses the grade level(s) of interest?		
4. Is there evidence that the innovation addresses the needs of all learners?		
5. Does it strengthen core instruction?		
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Fit	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. How does the innovation fit with other existing initiatives?		
2. How likely are implementation and outcomes of the innovation to be enhanced or diminished as result of interactions with other relevant innovations/initiatives?		
3. How does it fit with priorities of the state/region/district?		
4. How does it fit with the state/region/district's current organizational infrastructure?		
5. How does it fit with the state/region/district's current pedagogical views?		
6. How does it fit with community values, including the values of diverse cultural groups?		
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Resources	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. Are there curricula and other resources related to the innovation readily available? If so, list publisher or links.		
2. If so, what is the cost? Enter in notes section		
3. Does the innovation require hardware or software? Use notes section to explain. List required hardware and/or software. Include costs if known.		
4. Are staffing resources available for this innovation?		
5. If yes, are the staff resources adequate?		
6. Are training resources available for this innovation (e.g. qualified staff at State, Regional, District, or Building levels)?		
7. If yes, are training resources adequate for this innovation?		
8. Are coaching resources available for this innovation (e.g. others at the school, District, Regional or State level know the innovation and have coaching skills and have time)?		
9. Are coaching resources adequate for this innovation?		
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Evidence	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.		
2. If so, are the differences between the experimental and control groups academically significant (e.g. effect size)? Note the effect size(s).		

3. If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.		
4. Do the studies (research and/or evaluation) provide data specific to effectiveness for variety of learners (e.g., English Language Learners, Students With Disabilities, etc.)? If yes, provide citations or links specific to effectiveness for all learners.		
5. Do the studies (research and/or evaluation) provide data specific to effectiveness for students of diverse cultural groups? If yes, provide citations or links specific to effectiveness for students of diverse cultural groups		
6. Is there a fidelity assessment that measures teacher behavior (e.g. observation of teacher in the classroom), use of content, etc. (Are we doing what we said we would do to improve practices)? If yes, provide citations, documents, or links to fidelity assessment information.		
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Readiness	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. Is there a qualified “expert”, TA provider, purveyor who can help Regional Teams and Districts with implementation over time and across schools (e.g. training, coaching methods, progress monitoring, data)? If yes, list names and/or organization (e.g. Center, University) and contacts.		
2. Is this innovation currently in use in the region or state with demonstration of positive gains for students? If so, where?		
3. Is this innovation currently in use in region or state with demonstration of positive gains for all learners? Which students? Where?		
4. Is the innovation (e.g. content, assessments) aligned with State Learning Standards?		
5. Is the proposed innovation clearly defined (e.g. what it is, for whom it is intended)?		
6. Are the core features of the innovation identified, listed, named (e.g. key components of the intervention or practices that are required in order to be effective)?		

7. Is each core feature well operationalized (e.g. Teachers/staff know what to do and say in the classroom, how to prepare, how to assess progress)?		
8. Is there a range of material (exemplars) available that demonstrates the instructional strategies or innovation strategies related to the core features (e.g., rubrics, practice profiles, videos, audio, scenarios)?		
9. Is there a recommended teacher and administrator orientation and “buy-in” process? If so, explain/describe briefly in Notes section.		
10. Are the processes related to teacher professional learning through training specified and ‘doable’ (e.g. staff, time, cost)?		
11. Are there processes related to professional learning through coaching specified (e.g., observations, reflection, and follow-up) and ‘doable’?		
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Capacity	Rate 1-5	Notes (e.g. How was this determined? Is there a documented process?)
1. Current grade level teaching staff have the academic content knowledge needed to use the innovation to good effect for all students?		
2. Current grade level teaching staff have the knowledge and skills related to the instructional strategies needed to meet the needs of students with disabilities?		
3. Curriculum content and instructional strategy knowledge and capacity are adequate at the combined Regional and District level to support School-level implementation?		
4. Does the innovation intentionally advance teacher content knowledge and instructional or intervention practices?		
5. Does the innovation foster and encourage teacher leadership?		
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