



# Stages of Implementation Analysis: Where Are We?

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The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)

Based on the work of  
The National Implementation Research Network (NIRN)

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State Implementation  
& Scaling-up  
of Evidence-based Practices



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Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.



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The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.



This planning tool provides an Implementation Team the opportunity to assess, plan and track stage-based activities and improve the success of implementation efforts for Evidence-Based Programs (EBPs) or Evidence-Informed Innovations (EIIIs).

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## Background

Paying attention to implementation stages can help transform a good idea into great outcomes for students. The Stages of Implementation Analysis planning tool is used by Leadership and Implementation Teams to assess, plan and track implementation capacity building efforts across implementation stages. The scoring within the tool can also be used to demonstrate and explain progress to other administrators, School Boards, and stakeholders. The value lies in being able to anticipate stage-based work ahead, create meaningful action plans, communicate it and make it happen.

We invite your Leadership and Implementation Team to use this planning tool to guide the planning and tracking of your implementation process. Please note that, while the stages and the tool look linear, they are not. One stage does not crisply end as another begins. Teams might find themselves ‘toggling’ back and forth between stages. Teams might also find themselves returning to earlier stages as circumstances change (e.g., with new teachers and administrators). The overarching goal is to produce stage-based action plans for your initiative and improve access and outcomes for all students. Doing the right work at the right time with the right people can make a difference.

## *Stages of Implementation Analysis: Where Are We?*

Date: \_\_\_\_\_  
State, Region, District or School: \_\_\_\_\_

If known at this time, the Evidenced-Based Program(s) or Evidence-Informed Innovation(s) selected or under consideration:

\_\_\_\_\_

Implementation Team Members Completing this Analysis:

\_\_\_\_\_

\_\_\_\_\_

The tool can be used to assess current stage activities (e.g. “We are in the midst of Exploration”) or past efforts related to a stage (e.g. “We just completed most of Installation. How did we do? What did we miss?). It also can be used to anticipate the upcoming stage and get ready for the upcoming stage-based activities.

For activities scored as “Not Yet In Place or as “Initiated or Partially In Place” the Implementation Team may wish to:

- a. Examine the importance of the activity in relationship to achieving success
- b. Identify and address barriers to completion of the activity
- c. Ensure that an action plan related to the item(s) is developed (sub-activities, accountable person(s) identified, timeline, evidence of completion) and monitored

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## Scoring Key

A ‘strength of stage score’ can be computed for each stage to help guide action planning.

- Each element identified as **In Place = 2 Points**
- Each element identified as **Initiated or Partially In Place = 1 Points**
- Each element identified as **Not Yet In Place = 0 Points**

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## Documentation

For each element that is identified as “In Place” or “Initiated or Partially In Place” please briefly describe or reference the evidence and/or data sources that demonstrate that that element is observable or measureable (e.g. needs assessment document, fidelity reports, training plan). One data source may serve to document several items.

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<b>Stage-Related Activities for: Exploration</b>	<b>In Place (2)</b>	<b>Initiated or Partially In Place (1)</b>	<b>Not Yet in Place (0)</b>	<b>Evidence for “In Place” or “Initiated or Partially In Place” Components</b>
1. Form “Implementation Team” or Re-Purpose/Expand a Current Group				
2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups				
3. Analyze Data to determine need and prevalence of need				
4. Select Targeted Areas to address Need (e.g. student, teacher, family outcomes)				
5. Review and identify programs, practices, interventions that match target area and address need				
6. Review and discuss “eligible” programs and practices (i.e. use the Hexagon tool or a Delphi Process) in relation to:				
a) Need				
b) Fit				
c) Resources – Sustainability				
d) Strength of Evidence				
e) Readiness for Replication				
f) Capacity to Implement				
7. Select programs/practices for continued exploration based on assessment results from above				
8. Develop methods to promote exploration and assess “buy-in” for range of impacted stakeholders				
9. Analyze information and results of exploration activities				
10. Implementation Team makes final selection or makes recommendation to appropriate level (e.g., next leadership level team, best practices groups, local partners, alliance, District leadership) for final selection				
<b>Total</b>				
<b>Average % in Each Category - Strength of Exploration Score:</b>				
<b>Overall Score: (15 items X 2 = MAX: 30)</b>				

**EXPLORATION STAGE ACTION PLANNING**

What should we do to further strengthen our Exploration Process? Are there Exploration Activities we need to revisit? What are the “next right steps”?

Use additional pages as necessary.

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Stage-Related Activities for: <b>Installation</b>	In Place (2)	Initiated or Partially In Place (1)	Not Yet in Place (0)	Evidence for “In Place” or “Initiated or Partially In Place” Components
<b>1. Identify structural and functional changes needed</b> (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
<b>2. Make structural and functional changes needed to initiate the new program, practice, framework</b>				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
<b>3. Development of selection protocols for “first practitioners” (e.g., administrators, teachers or staff)</b>				
a) Within the classroom/building level				
b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)				
c) Outside the district level (e.g. community, mental health centers etc.)				
<b>4. Selection of “first practitioners”</b>				
a) Building administrators				
b) Teachers/Staff				
c) Other:				
<b>5. Identification of Training Resources, logistics</b>				
<b>6. Training of first cohort of implementers</b>				
a) Teachers				
b) Building administrators				
c) Trainers:				
d) Coaches:				
e) Other:				
<b>7. Develop coaching and support plans for Teachers</b>				
<b>8. Evaluate “readiness” and sustainability of fidelity data system</b>				
<b>9. Analyze and problem-solve around the sustainability of training, coaching, data systems</b>				
<b>10. Establish communication links to report barriers and facilitators to next leadership level and/or policymakers during next stage (e.g. Initial Implementation)</b>				

*Stages of Implementation Analysis: Where Are We?*

<b>Total</b>				
<b>Average % in Each Category - Strength of Installation Score:</b>				
<b>Overall Score: (22 items X 2 = MAX: 44)</b>				

**INSTALLATION STAGE ACTION PLANNING**

What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the “next right steps” to engage in or revisit Installation Activities?

Use additional pages as necessary.



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<b>Stage-Related Activities for: Initial Implementation</b>	<b>In Place (2)</b>	<b>Initiated or Partially In Place (1)</b>	<b>Not Yet In Place (0)</b>	<b>Evidence for fully “In Place” Components</b>
1. Communication plan(s) developed to inform stakeholders of “launch dates”, activities, and convey support				
2. Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each “level” (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next “level” as appropriate)				
3. Leadership develops support plan to promote ongoing efforts				
4. Written coaching plan developed at relevant levels (e.g. unit/site; Teacher; grade-level, building)				
5. Coaching system in place (see Best Practices for Coaching Systems)				
6. Data systems functioning for measuring and reporting outcomes				
7. Data systems functioning for measuring and reporting fidelity				
8. Document that reviews initial implementation challenges and facilitators.				
<b>9. Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations</b>				
a) Recruitment and Selection				
b) Training and Booster Training				
c) Coaching processes and data				
d) Fidelity measures and reporting processes				
e) Outcome data measures and reporting process				
f) Building and/or District Administrative policies and practices (Facilitative Administration)				
g) Other Levels of Administrative policies and practices (Systems Intervention)				
h) Leadership support strategies				
10. If appropriate, plan for next cohort of practitioners				
<b>Total</b>				
<b>Average % in Each Category - Strength of Initial Implementation</b>				
<b>Overall Score: (17 items X 2 = MAX: 34)</b>				

**INITIAL IMPLEMENTATION STAGE ACTION PLANNING**

What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the “next right steps” to engage in or revisit Installation Activities?

Use additional pages as necessary.

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<b>Stage-Related Activities for: Full Implementation</b>	In Place (2)	Initiated or Partially In Place (1)	Not Yet In Place (0)	Evidence for “In Place” or “Initiated or Partially In Place” Components
<b>1. Monitoring and support systems are in place for each Implementation Driver:</b>				
a) Recruitment and Selection				
b) Training and Booster Training				
c) Coaching processes and data				
d) Fidelity measures and reporting processes				
e) Outcome data measures and reporting process				
f) Building and/or District Administrative policies and practices (Facilitative Administration)				
g) Other Levels of Administrative policies and practices (Systems Intervention)				
h) Leadership support strategies				
2. Feedback process from Teachers to Building and/or District administrators is in place and functional (e.g. Teacher participation on Leadership and Implementation Teams, changes in administrative supports and policies occur to facilitate best practices)				
3. Feedback process from Schools to next levels of administration in place and functional (e.g. School Leadership to District)				
4. Feedback process to State or Regional/Intermediate District support is in place and functional. (e.g. system in place for Districts and Schools to feed information and feedback to appropriate State and/or Regional/Intermediate Districts)				
5. Leadership and Implementation Teams use data (e.g. student outcomes, behavior, and fidelity) to make decisions				
6. Improvement processes are employed to address issues through the use of data to identify challenges, development of plans, monitoring of plan execution and assessment of results (PDSA cycles) until improvement occurs or functional processes are embedded and routinized.				
<b>Total</b>				
<b>Average % in Each Category - Strength of Initial Implementation</b>				
<b>Overall Score: (MAX: 13 Items X 2 = 26)</b>				

**FULL IMPLEMENTATION STAGE ACTION PLANNING**

What might we do to further strengthen and maintain Full Implementation? Are there Activities we need to revisit? And what are the “next right steps” to engage in or revisit Full Implementation Activities?

Use additional pages as necessary.

## Summary Table Template

	Exploration	Installation	Initial Implementation	Full implementation
Total number of items by Stage	15	22	17	13
% "In Place" = Number scored as "In Place"/Total # of Items in that Stage				
Score for "In Place" = # of items scored as "in place" X 2				
% "Initiated or Partially in Place" = Number of items scored as "Initiated or Partially In Place"/Total # of items in that Stage				
Score for "Initiated or Partially in Place" = # of items scored as "initiated or partially in place" X 1				
% "Not Yet In Place" = Number of Items scored as "Not Yet In Place"/Total # of Items in that Stage				
Score for "Not Yet in Place" items is zero				
Average Score by Stage : 1. Calculate Total Score by adding the Total Scores for "in Place" + Total Score for "Initiated or Partially in Place" = Total Score for Stage				
Average Score by Stage = Total Score for Stage/Number of relevant items				
Overall Maximum Score: (Max 134 if all stages are being evaluated and all items are "In Place")				