

Executive Summary

This brief, the [second in a series](#), focuses on implementation and scaling from the perspective of teachers and grantees participating in Mathematica’s evaluation of The Learning Accelerator’s (TLA) Accelerating Adoption Network, an initiative to scale the adoption of 10 technology-enabled innovations designed to accelerate student learning from within the core of instruction.*

In Spring 2024, FullScale (formerly operating as The Learning Accelerator) launched its Accelerating Adoption Network (AAN) as part of the [Exponential Learning Initiative](#) to solve a pernicious challenge: persistent, widespread learning gaps made worse by the pandemic. **Particularly as district budgets have become stretched due to the end of pandemic-era funds and rising inflation, the need to understand whether, how, and under which conditions innovations improve student outcomes presents a critical opportunity for K-12 education.**

To advance the scale-up of promising, technology-enabled, evidence-based innovations, FullScale funded 10 networks designed to accelerate learning by making durable changes within the instructional core (i.e., not an add-on to class time or the school day). This brief presents evidence captured through qualitative interviews with network leaders and survey data from 264 participating educators and explores what enabled the scaling and implementation of these innovations.

Findings show that the networks scaled in terms of breadth, depth, and durability.

- 1. All of the Accelerating Adoption Network grantees scaled their innovations to new districts, schools (public or charter), or microschools, expanding their breadth of access to operate within 130 districts, systems, and independent school sites that serve over three million students across 33 states.** In interviews reflecting on their experiences, grantees identified several district factors that supported successful scaling, including early partnerships with the district to prepare to launch at the start of the school year, alignment of the innovation with the district curriculum and goals, proactive change management in the districts, and availability of required infrastructure in the districts.
- 2. The depth of implementation varied across schools and classrooms, with 56% of teachers implementing well (high implementers).** Key conditions associated with higher implementation include teacher voice in the decision to use the innovation, opportunity for teachers to collaborate with peers on the innovation, professional learning to understand how to use the innovation, sufficient time to implement the innovation in the classroom, and support and accountability from school and district leadership.
- 3. Teachers who reported the innovations changed their instructional practice (62%)—which may lead to long-term durability—were more likely to state that the innovation aligned with their school’s instructional goals, they had a voice in the decision to adopt the innovation, and the innovation provided them useful student data to inform their instruction.**

Network grantees identified several opportunities for scaling they are considering for the future, such as greater alignment with the curriculum and learning management system of district partners, expanding to additional grade levels, and catering to the growing demand of alternative schools. Most network grantees, however, require additional resources to continue to scale their models and cover costs of hiring more personnel, and to provide the innovation at subsidized rates to districts.

Meet the AAN Grantees



ASU Prep Academy is strengthening high school students' algebra skills through an AI tool.



Building 21 is offering a suite of tools to guide students to build their own projects.



Coursemojo is providing real-time AI-enabled feedback to students on curriculum-aligned close reading and writing activities.



LEAP Innovations is pairing school teams with promising edtech products and providing support to implement and scale personalized learning.



Magpie Literacy is teaching the essential components of early literacy through instructional videos and games.



MindPrint Learning is efficiently collecting data on students' cognitive abilities and training teachers to adapt instructional strategies.



PowerMyLearning is providing math practice designed to build math discourse and "sensemaking" skills.



Rock by Rock is making project-based learning (PBL) broadly accessible by providing an online library of planned PBL experiences for students.



The Lab School of Memphis is personalizing learning experiences for students using high-intensity tutoring and personalized independent tasks and teaching.



University of Kentucky NXGSN is supporting traditional high schools in transitioning to a deeper learning early college model through a dual credit and deeper learning initiative.

Next Steps

To understand the effects of each innovation on learning acceleration within the networks, and more deeply understand the outcomes the network innovations are producing, Mathematica will analyze student growth on academic measures. The final evaluation report will be published in Fall 2025.

**In July 2025, The Learning Accelerator (TLA) merged with the Aurora Institute to become FullScale. The first brief in this series refers to the work done by The Learning Accelerator. From this point on, we will be using FullScale.*