Innovative Approaches to Learning Acceleration Within the Core of K-12 Instruction:

Educator Insights into Scaling and Implementation

The Learning Accelerator is now Mathematica Progress Together

FullScale

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.*

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Addressing Learning Gaps by Strengthening the Instructional Core

FullScale (formerly operating as The Learning Accelerator)[1] launched the Accelerating Adoption Network as part of the Exponential Learning Initiative to solve a pernicious challenge: persistent, widespread learning gaps made worse by the pandemic. Understanding whether, how, and under which conditions innovations improve student outcomes presents a critical opportunity for K-12 education, particularly as district budgets have become stretched due to the end of pandemic-era funds and rising inflation.

In the 2024-25 school year, the Accelerating Adoption Network supported 10 technology-enabled innovations seeking to accelerate learning by making durable changes within the instructional core (that is, within classroom instruction and not as an add-on to class time or the school day). The network innovations include a range of approaches (see Exhibit A.1 for details on the networks). Broadly, six of the 10 are **edtech platforms that directly engage students on a one-to-one basis in classrooms (each student uses the platform hands-on) to personalize and accelerate learning.** The other four are program models that **support teachers and schools in identifying students' needs and deepening their learning through new forms of instruction.** The initiative sought to understand the scalability of these innovations to reach more students, the conditions that support successful implementation, and the effects of the innovations on student outcomes and teacher practice.

This brief, the second in a series, describes lessons learned from Mathematica's evaluation of the 10 Accelerating Adoption Networks during the 2024-25 school year. While the final report will present findings about student learning and outcomes, this brief focuses on implementation and scaling from the perspective of teachers and networks. **From the outset, a core goal of the evaluation was to understand what scale looked like in terms of breadth (number of students reached), depth (high-quality implementation), and durability (meaningful changes to the instructional core).**

Definition of Learning Acceleration

Within the context of the Exponential Learning Initiative, learning acceleration refers both to approaches that seek to fill gaps in specific prerequisite knowledge and to opportunities that create new access to learning experiences or support previously unavailable to students. Measures of learning acceleration include both progress on traditional assessments (that is, reading and math benchmark scores) and gains on broader relevant measures that allow for an examination of the degree to which students demonstrate that they have learned or acquired expected skills and content. The Accelerating Adoption Network innovations include high-quality instruction supported by technology to ensure that every student receives targeted support and gains mastery of relevant skills, common standards, or competencies from within the core of instruction.

This brief uncovers what prevented, or allowed, these networks to scale from their point of view and includes a discussion of 1) the innovations' **breadth** of reach, 2) the **depth** of implementation, and 3) instructional changes that may support long-term **durability**. It concludes with a section on looking ahead, including the challenges and opportunities for future scaling, the implications of the findings in this brief, and a preview of the final report. The appendix features detailed findings and further discussion of data sources and methods.

Data sources

This brief uses data from two sources:

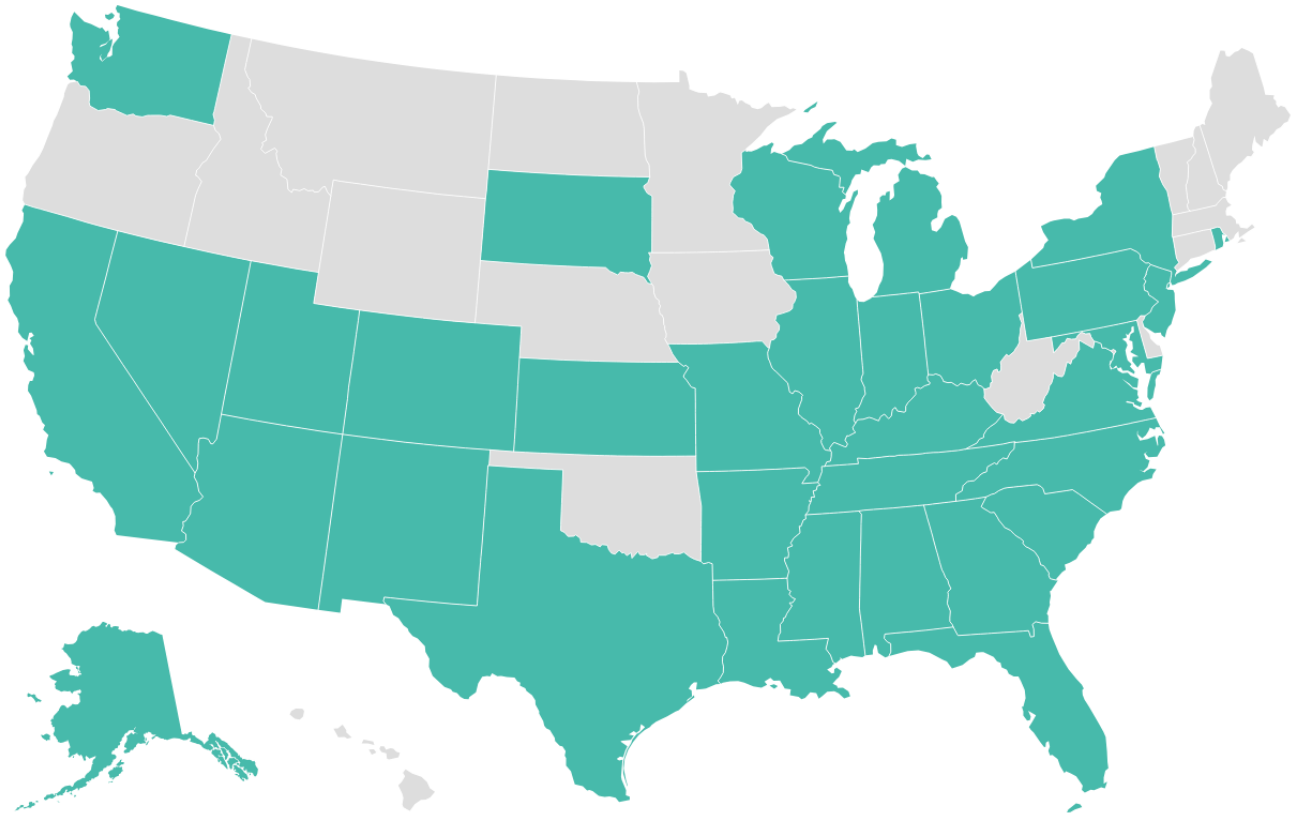
- **Teacher survey.** From April to May 2025, we collected online survey data from 264 teacher who were using the innovations in the 2024-25 school year. The purpose of the survey was to learn more about teachers' experiences with the innovations and factors and conditions that supported more successful implementation and scaling.
- **Grantee interviews.** In May 2025, we conducted 60-minute virtual interviews with staff from each of the 10 grantee organizations to collect information on conditions that supported implementation and scaling, challenges grantees faced in scaling, and their future plans for scaling their innovation.

Expanding the Breadth of Access to Innovations

All of the Accelerating Adoption Network grantees scaled their innovations to new districts, traditional public schools, charter schools, or microschools,[2] or expanded access to more students within existing sites in the 2024–25 school year. In other words, they achieved *breadth*. The networks operated within 130 districts, systems, and independent school sites that served over three million students across 33 states (Exhibit 1). To measure the effects of these innovations as they scaled, the evaluation focuses on a subset of nearly 30,000 students directly impacted by the networks.

Each of the 10 networks successfully scaled to reach more students and extend their breadth of implementation. However, the networks took different approaches to reaching more students, including varying the implementation context (e.g., integrating a math enrichment tool used at home into a school setting), piloting a more scalable version of the program (e.g., reducing the duration of the program from 18-months to one school year), reaching students in alternative school settings (such as microschools), or expanding to additional schools in districts where they had previously implemented innovations.

Exhibit 1. States included in the Accelerating Adoption Network



Key Factors in Scaling to More Students

In interviews reflecting on their experiences, grantees identified several district factors that supported (or hindered) successful scaling.

1. **Early partnerships to prepare to launch at the start of the school year.** More than half of the grantees shared that launching mid-year due to delay in start-ups was less successful than launching the innovations at the start of the school year. Launching at the beginning of the school year allowed grantees and districts to work together over the previous spring and summer to put a detailed implementation plan in place

2. **Alignment with the district curriculum and goals.** Several grantees shared that take up and scalability were much higher when a district had a clear vision and goals, and the innovation aligned with those goals or the associated curriculum. This alignment also made it easier for teachers to quickly adapt to the innovation and motivated them to use it in the classroom. Teachers provided similar feedback on the teacher survey.

> **"[The innovation] was introduced to my school later in the year. Next year I will be able to more easily integrate its use into my classroom procedures."**

3. **Proactive change management in the district.** Some grantees worked with school districts that had change management teams that planned for new initiatives. Proactive change management can include clear and consistent communication with school leaders and teachers about the innovation, site visits to check on implementation, on-site champions and teacher coaches to help with the use of the innovation, and clear expectations around usage.

4. **Availability of technology infrastructure in schools.** Grantees with edtech innovations were unable to successfully scale to some of the sites due to lack of infrastructure such as one-on-one devices for students and high-speed internet. Scaling to new sites within a district can be smoother if the district's technology services help ensure all planned sites have sufficient infrastructure prior to launch.

> **"[We (grantee) were able to] get in contact with school leaders and coaches and make sure that they were on board and invested in the pilot... In some cases, we were able to get in front of teachers as well, and so that allowed us to have early champions."**

Deepening Adoption through Successful Implementation

Teachers play a central role in integrating new innovations into the instructional core, making them a key driver for implementation success. As primary facilitators of student learning, teachers are central to implementing innovations effectively in the classroom, be it making time for students to use an edtech tool during an instructional or flex block or integrating new strategies they co-designed with colleagues into their teaching. To understand the conditions that contributed to successful (or unsuccessful) implementation in the classroom, we administered a survey to 495 teachers across nine networks.[3] The overall response rate was 53.3% but varied from 36% to 100% across networks.

The teachers in the survey sample reported **positive views on technology and innovation**. Nearly all respondents indicated that they were enthusiastic about technology, and most had positive views on trying innovations in their classrooms. An overwhelming majority of respondents reported that they liked working with technology (93% agreed or strongly agreed)[4], and most found it easy to use technology (79%). The majority were also open to trying a new classroom innovation (79%). These teachers' openness toward technology and new programs or tools likely helped support the scaling and adoption of the networks' tech-enabled innovations.

Overall, survey findings also suggest **teachers viewed the network innovations positively**. Most of the teachers reported the innovation fit well with the instructional goals of their school (89%), was easy for them (74%) and their students (66%) to use, was useful for student learning (89%), and was beneficial for all students in their classroom (91%).

More than half of the respondents reported **high implementation of the innovation in their classroom** (63%), **and most indicated they wanted to continue using it in the future** (81%). The **majority of teachers also said their use of the innovation led to a change in their instructional approach** (61%).

We did not find meaningful differences in teachers' responses based on the type of innovation they implemented (edtech tools compared to models that supported teachers and schools) or the grade levels the networks served (K-8 compared to high school). On average, teachers using edtech tools reported similar responses on nearly all questions as teachers implementing program models. One exception is that a greater percentage of teachers implementing edtech tools indicated they had voice in selecting the innovation (see Exhibit B.3). For the grade levels the networks served, the teacher responses also were not significantly different in K-8 compared to high school, except for a few questions related to teachers' perceptions of the innovation. Any difference in teacher responses by grade level should be viewed with caution because the three innovations serving high school students (ASU Prep, University of Kentucky Next Generation Scholars Network [UK Next Gen], and Building 21; see Exhibit B.4 for details) were programmatically different from the seven innovations serving K-8. The differences in responses are likely related to the specific innovations rather than the grade-level served. In addition, there were skewed sample sizes across the two groups (about 207 respondents for K-8 versus 57 for high school).

Understanding Depth of Implementation

To understand factors related to depth of implementation, we identified teachers as "high implementers" and "low implementers" based on a composite measure of how frequently they reported using the innovation and their expressed desire to continue using it in the future (see Appendix C for detailed methodology). This combined score provided an indication of the ***depth*** of their implementation. The survey sample included 113 low implementers and 146 high implementers.

We examined three factors related to teachers' reported implementation: 1) teachers' attitudes toward using technology and trying new tools or programs, 2) teachers' perceptions about the innovation, and 3) teachers' perceptions of the conditions in their schools.

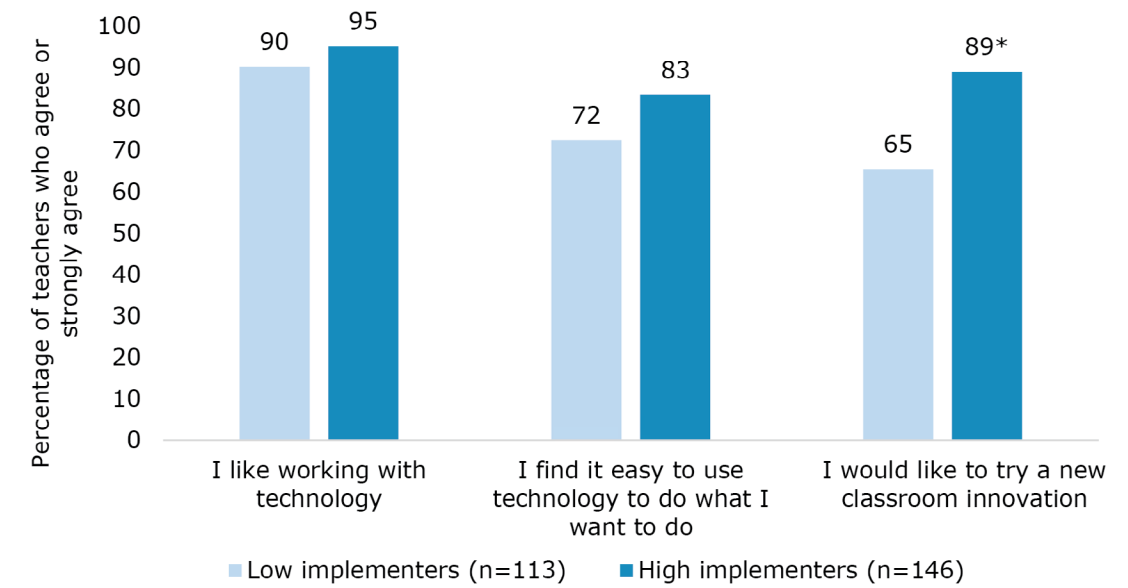
Most teachers reported positive views on technology and innovation. Across the sample, all the scores trended positively as teachers expressed openness to adopting new classroom innovations and comfort with technology (Exhibit 2). These traits were strongly associated with higher implementation.

Frequency of Implementation: Accounting for the 5% Problem

A 2024 EdNext article[5] first introduced the problem of the 5%—that a substantial percentage of edtech evaluations only report findings based on the 5% of educators who implement with fidelity. As a result, the findings become skewed towards a non-representative sample, often excluding those students whom the technology purports to benefit the most.

For this evaluation, all participating students will be included in the findings. Further, our evaluation accurately documents and reports on the depth of implementation using data from both the network leads and the participating teachers. Depending on the innovation, implementation could be the number of minutes the students used the tool, the percentage of students who completed at least one AI project, etc. This evaluation will be unique in that it will report on student data from both the teachers who indicated that they used the innovation in accordance with the recommended amount of time and those who did not.

Exhibit 2. Teachers' attitudes toward technology and new innovations, by high versus low implementation



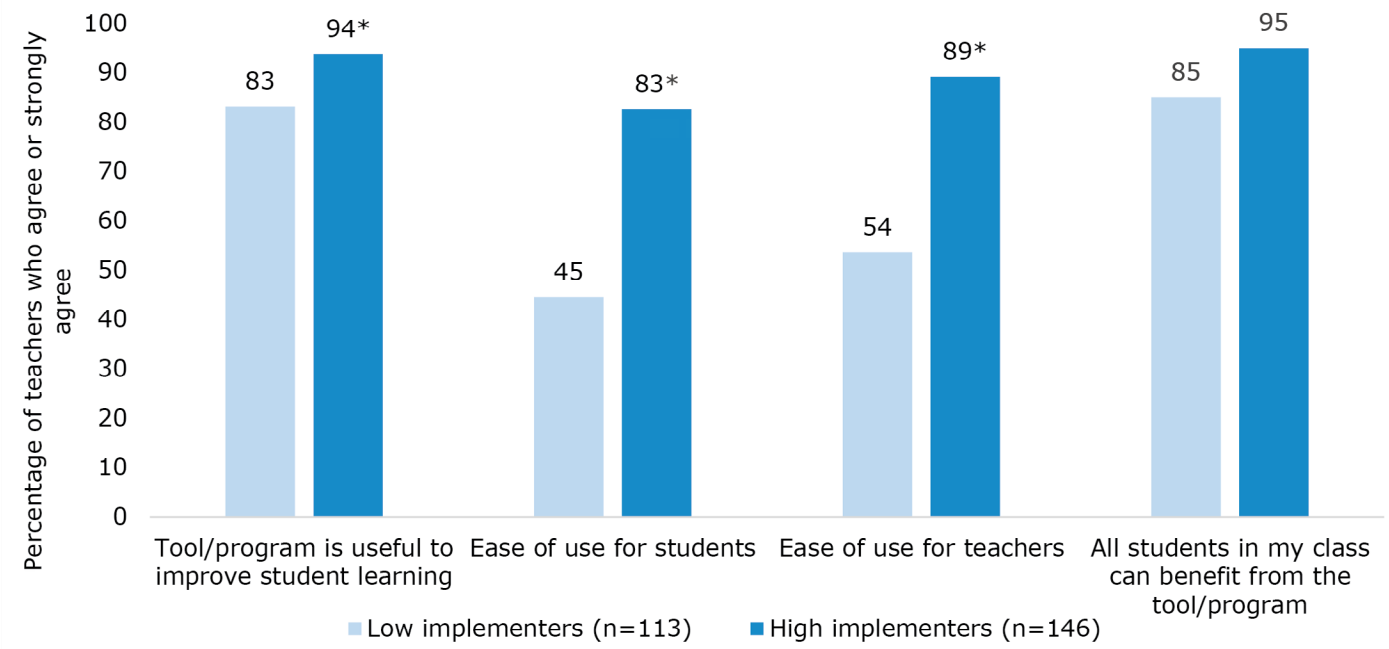
*Difference is statistically significant at 5% level of significance

Using the composite scores as an indicator, high implementers were significantly more likely to have positive views about trying new classroom innovations than low implementers (89% versus 65%).[6] In addition, high implementers were somewhat more likely to indicate that they like working with technology and find it easy to use technology to do what they want (although these differences were not statistically significant). Corroborating these findings, the grantees noted in their interviews that teachers who were open to trying new tools and were knowledgeable about using technology implemented the innovation.

Not surprisingly, when teachers perceived that an innovation's tool or practice was useful for student learning and easily integrated into their class, they tended to implement it more frequently. High implementers were significantly more likely than low implementers to report that the innovation was useful for improving student learning (94% versus 83%) and could benefit all students in their classroom (95% versus 85%) (Exhibit 3). In particular, teachers using Coursemojo, LEAP Innovations, The Lab School of Memphis, PowerMyLearning, Rock by Rock, and the UK Next Gen program showed exceptionally high positivity towards the usefulness of the innovation to improve learning.

Usability, or the ease with which students and teachers can navigate or implement the innovation, affects how teachers and students adopt, engage with, and use a tool or program. If easy to use, teachers and students spend less time understanding how the tool works and troubleshooting, reducing frustration and freeing up time for more productive engagement with the tool. Across the Accelerating Adoption Networks, we find high implementers were significantly more likely to view the tool as easy to navigate (89%) compared to low implementers (54%). Similarly, high implementers also viewed the tool as easy for students to use during class time, compared to low implementers (83% versus 45%).

Exhibit 3. Teachers' perceptions of the innovation, by high versus low implementation



*Difference is statistically significant at 5% level of significance

Five key conditions associated with higher implementation:

1. **Teacher voice and buy-in.** Almost all grantees emphasized that teacher buy-in and voice in the decision to use the tool were crucial for successful implementation. We determined that this had a significant effect on implementation as 68% of high implementers said they had a voice in the decision to use the tool or program compared to 41% of low implementers (Exhibit 4).

2. **Teacher collaboration.** More than 90% of high implementers said that they had the opportunity to discuss the innovation with other teachers in their school, compared to only 57% of low implementing teachers — a statistically significant difference. One grantee mentioned "teachers working in grade-level teams with the opportunity for collaboration, [to] co-problem solve" as an important factor for successful implementation.

3. **Professional learning for teachers to understand and implement the innovation.** Grantees also shared that providing professional learning (PL) to teachers was essential. However, the extent and duration of PL required can be different depending on the innovation.

> **"It was nice that the other schools would see what their colleagues were doing with… and get ideas, and… the validation that it works. Just hearing, 'Hey these student checklists are working really well, and I'm going to use them next year' from another teacher is much more effective than we[grantee] could ever do in convincing [teachers to use the tool]."**

For example, edtech tools that students use on one-on-one devices require minimal professional development to familiarize teachers with the tool, others—such as innovations that use AI to provide feedback directly to students—need more hours of PL to help teachers develop an understanding. Implementing programmatic innovations that require substantial shifts in mindsets and practice also require significant PL and contact time with teachers. Whole-school innovations such as LEAP Innovations and UK Next Gen reported that more successful implementation occurred in schools that were more consistent in ensuring their staff attend PL sessions. Our survey findings show high implementers were 13 percentage points more likely to have reported attending the initial training—though no more likely to have attended the follow-up training—than low implementers.

4. **Sufficient time to implement.** Implementing a new innovation in the classroom depends on a supportive and enabling environment as it is one of the multiple tasks teachers must consider when planning their time. Several grantees shared in their interviews that given the variety of tools that schools/districts have, competition now exists in terms of how teachers decide to allocate their time. This was especially prevalent with ASU Prep, Magpie, and Coursemojo. On the teacher survey, high implementers were significantly more likely to report they had sufficient time to implement the tool in their classroom (84%) compared to low implementers (44%). In addition, a statistically significant difference emerged when teachers were asked about whether the tool prevented them from fulfilling other duties. High implementers were more likely to say that the tool did not pose a challenge as compared to low implementers (84% versus 60%) (Exhibit 4).

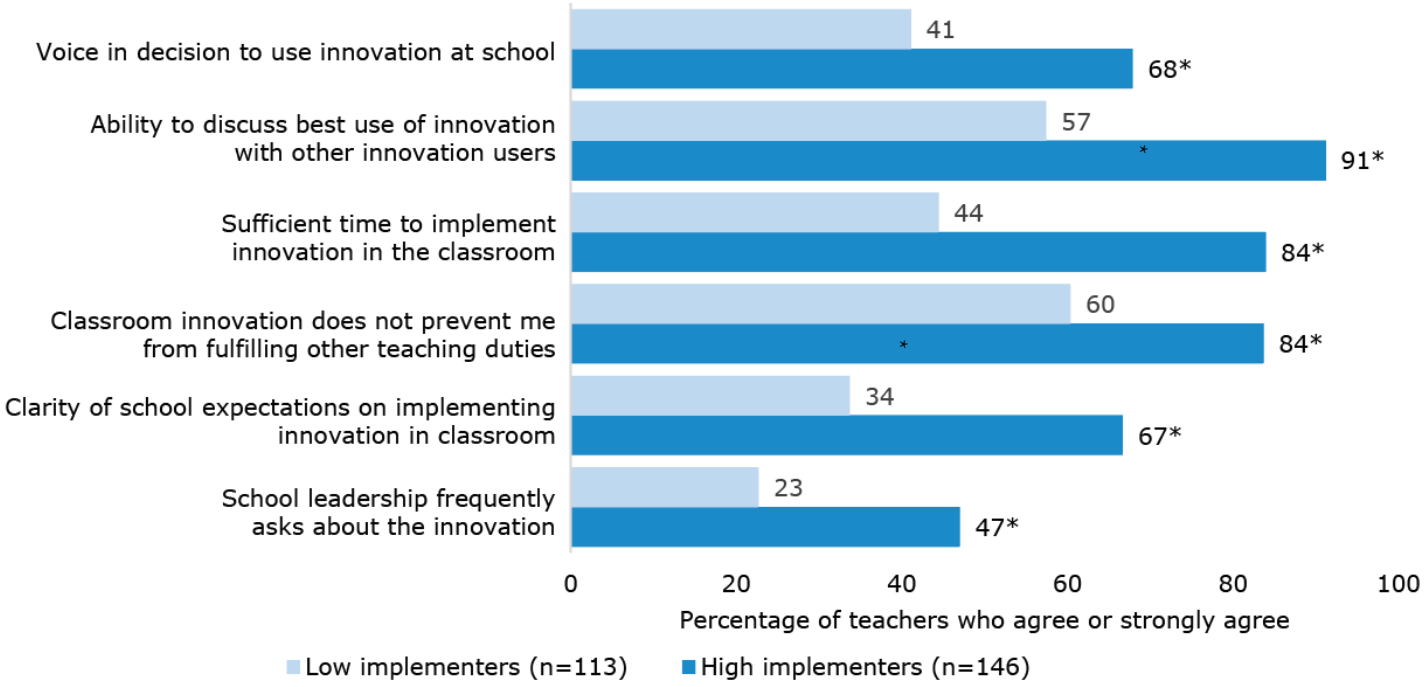
> **"The innovation fit really neatly into classroom structures that they [teachers] were already using."**

5. **Support from school leaders.** Almost all of the interviewed grantees emphasized the importance of leadership in the take-up and implementation of their innovations. Grantees reported that "clear vision from leadership," "leader's mindset and openness," and "support and communication" were key to successful implementation. Teacher survey findings also indicated a significant difference between high and low implementers when asked about the clarity of expectations from their leadership.

> **"Schools with a strong, coherent vision for student outcomes and a clear understanding of how [innovation] fits into that vision had the most successful implementations."**

High implementers were more likely to report their school leadership followed up about the tool (47% versus 23% of low implementers). Grantees also shared that "check-in and accountability from leaders" and "good communication between regional coordinators, teachers, and principals, as well as accountability about usage" supported successful implementation.

Exhibit 4. Enabling conditions in schools, by high versus low implementation



*Difference is statistically significant at 5% level of significance

Supporting Durable Changes within the Core of Instruction

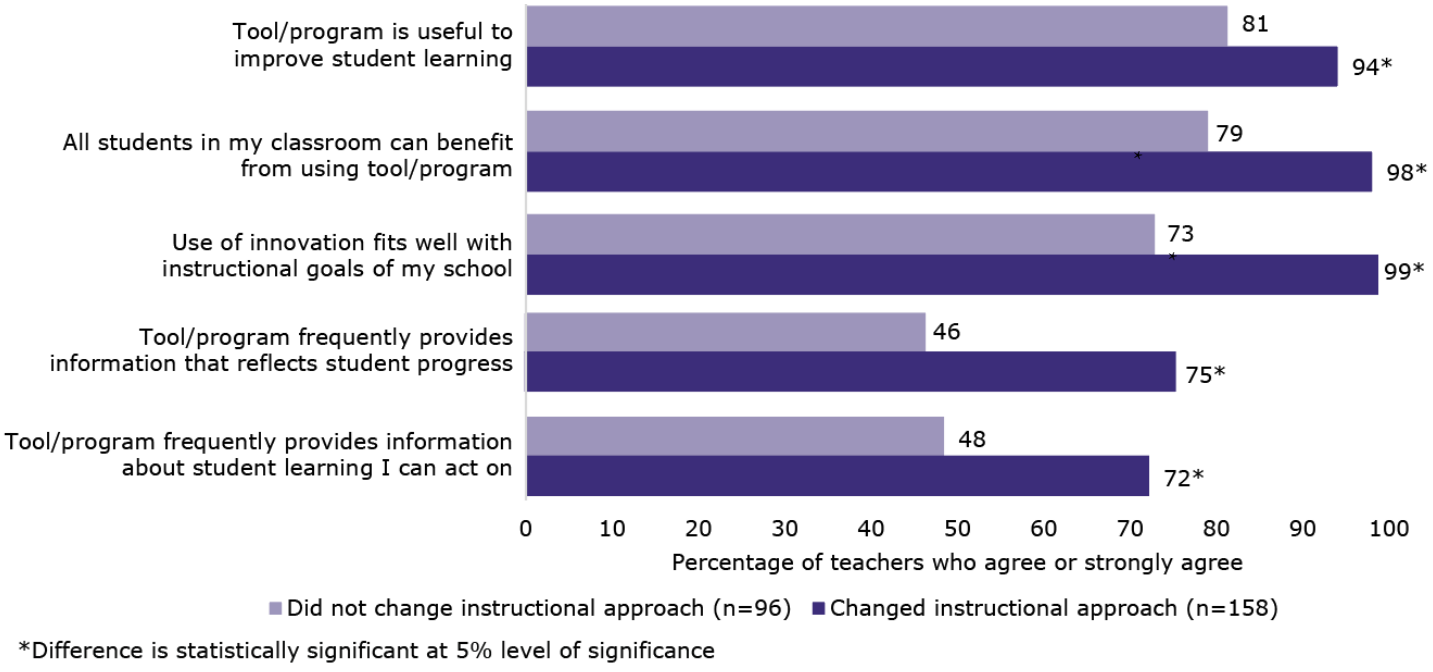
At the center of every learning experience is a dynamic interaction between teacher, student, and content, what Elmore (2008) referred to as the instructional core.[7] Each of the networks sought to make durable changes to the core of instruction, sustainably changing the interactions that occur in the classroom to accelerate learning. Since teachers are at the forefront of this work, the survey sought to understand the degree to which they reported making changes to their instruction and the conditions surrounding that change.

In their survey responses, more than half of teacher respondents indicated that the tool or program changed their instructional approach (62%). Teachers associated with program models such as LEAP, UK Next Gen, and MindPrint, reported slightly higher levels of agreement than those associated with edtech tools. Notably, approximately 85% of the teachers using Coursemojo, which is both an AI-powered tool and a way to engage meaningfully with content and students, indicated they changed their instructional approach.

Teachers who indicated the innovation was useful for improving learning for all their students and fit well with their school's instructional goals were more likely to report they changed their instruction. Those who agreed or strongly agreed that they changed their classroom instructional approach were significantly more likely to report that the tool or program was useful for improving learning and benefited all their students (Exhibit 5). Nearly all teachers who reported that they changed their instruction also reported that the tool or initiative fit well with the instructional goals of their school (99%), compared to 73% of teachers who did not change their instructional approach.

When teachers perceived the innovation provided actionable data on student progress and was easy to integrate into their class, they were also more likely to report they changed their instruction. Teachers who reported the innovation changed their instructional approach were 29 percentage points more likely to report that the tool or program frequently provided information to them on student progress and 24 percentage points more likely to report that it frequently provided actionable information about their students (Exhibit 5). Teachers were also significantly more likely to indicate that students could engage with the tool or program during class time, and that teachers themselves could easily navigate it to find what they needed.

Exhibit 5. Teacher perception of the innovation, by reported change in instructional practice



*Difference is statistically significant at 5% level of significance

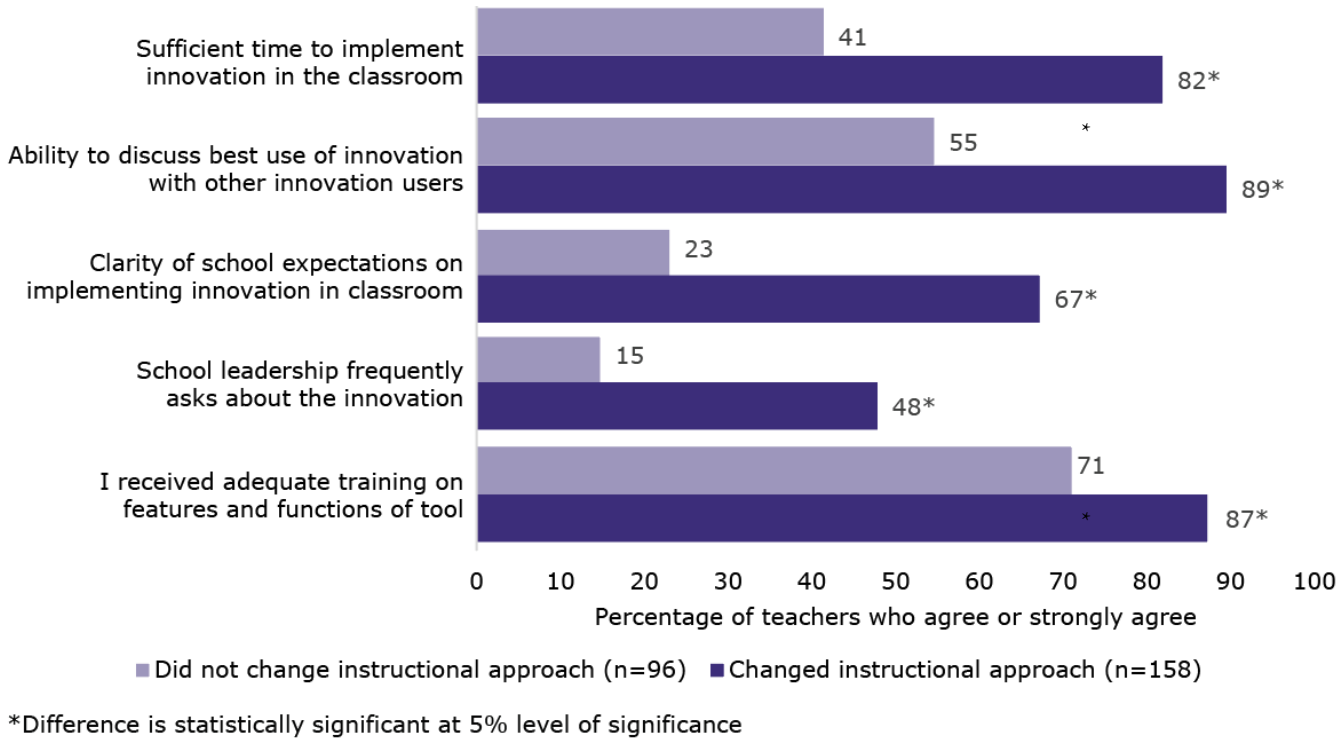
Three conditions associated with teachers who reported changing their instruction:

1. Sufficient time to implement the innovation in the classroom and collaborate with other teachers. Teachers who said they changed their instructional approach were significantly more likely to report they had sufficient time to implement the tool in their classroom, compared to teachers who reported they did not change their approach (82% versus 41%) (Exhibit 6). In addition, teachers who changed their instructional approach were also significantly more likely to say they had the opportunity to discuss the tool or program with other teachers (89% versus 55%).

2. Support from school leadership. Support and involvement from school leaders were strongly associated with change in instructional approach. Teachers who indicated a change in instruction were approximately three times more likely to report that they had clarity about their leaders' expectations for tool or program (67% versus 23%). They also reported that their leadership frequently asked them about use of the innovation (48% versus 15%). Although similar patterns emerged with the high and low implementers, these factors are even more pronounced for instructional change as 63% of the teachers who reported a change in instruction also hope to continue to use the innovation in the future.

3. Low barriers to adoption. Teachers who reported they changed their instructional approach were more likely to indicate that their students found the tool or program easy to implement (77% versus 49%). Teachers also may have found the innovation easier to adopt if they received sufficient training on the innovation. Eighty-seven percent of teachers who reported changing their instruction said they received adequate training, and about half reported they did not need additonal coaching on the innovation to support their students.

Exhibit 6. Enabling conditions in schools, by reported change in instructional practice



*Difference is statistically significant at 5% level of significance

Looking Ahead

Challenges and opportunities for future scaling

Nine of the 10 grantees have plans to scale during the 2025-26 school year. Collectively, the nine grantees expect to scale to 250 additional schools, directly reaching over 100,000 more students. The other grantee plans to pause implementation to allow time for using feedback they received from teachers to improve their tool. While grantees are considering expanding to new districts, new schools within existing districts, and additional grade levels, most do not yet have self-sustaining models that will allow them to develop new offerings while also reaching students who need the innovations the most. In looking to the future, the grantees identified key challenges and opportunities to scale their innovations.

Most grantees require additional resources to continue to scale their models.

1. **Hiring more personnel.** Grantees noted that scaling to new districts and sites often requires more on-the-ground staff to provide start up and implementation support, as well as administrative staff for business management. This requires more resources allocated to hiring and training. Some grantees are exploring remote avenues to support implementation at scale such as asynchronous

professional development, live chats as helpdesk service, etc.

2. **Funding to support grantees and subsidize district costs.** Most grantees said they will need continued funding to support expenses related to scaling (e.g., hiring more staff) and in some cases subsidizing the cost for districts. Schools and districts need funds to subsidize the costs when trying a new innovation or scaling to more students. Particularly during uncertain times, they must make tough choices—often choosing one tool or program over another or prioritizing the use of a tool or program in only a few schools to reduce costs.

Grantees identified several opportunities for future scaling.

1. **Aligning with the curriculum and embedding within the learning management system of partner districts.** Scalability increases when the innovation is embedded into the broader curriculum and learning management system as it increases ease of use for teachers. Some networks are increasing their scale by expanding their alignment with high quality instructional materials for English language arts (for example, Coursemojo) and math.

2. **Developing the tool for more grade levels.** Some grantees intend to scale by expanding their innovation to more grade levels within existing schools and districts. For example, Magpie is currently developing new versions of its online literacy tool and plans to expand from kindergarten to grades 1–2 in 2025–26 and 3–8 in future years.

3. **Making use of existing networks.** Grantees are also tapping into their regional connections to build clusters of clients and scale within those geographical regions. Some have expressed interest in partnering with a few large urban districts and then leveraging the partnerships to get smaller or suburban districts on board.

4. **Tapping into states' targeted literacy and math initiatives**. Learning acceleration in literacy and math remain a primary focus for some states, regardless of political leanings. Several have prioritized reading skills by a certain age (e.g., Michigan's ready by grade 3 law and Mississippi's test based retention policy) and/or are focused on improving math achievement (e.g., Alabama Numeracy Act). Grantees view this as an opportunity to offer innovations that align with the goals of the state.

5. **Catering to the growing demand of alternative school models.** Some traditional school districts are exploring alternative models, such as microschools, to retain students, given recent policy shifts like Education Savings Accounts and vouchers. Some grantees are catering to this growing market and leaning into school choice.

Implications of findings

Findings from the teacher survey and network grantee interviews have important implications for three key groups in the education community.

1. **Edtech and education program providers.** Education providers that seek to accelerate learning within the core of K–12 instruction should consider the usefulness and usability of their tool or program for teachers and students. Education tools or programs that seek to improve student learning within the core of K–12 instruction should a) offer data or information on student progress that can inform teacher instruction, b) be easy for teachers and students to navigate and integrate into classroom practice, and c) support an existing instructional need in classrooms and align with schools' and districts' goals.

2. **School and district leaders.** Enabling conditions in schools and districts are crucial to successful implementation. School and district leaders considering implementing a new innovation should ensure teachers (a) have a voice in the selection of the innovation, (b) receive clear expectations from school leadership, (c) have time to integrate the innovation into their classroom practice, (d) get the opportunity to collaborate with other teachers, and (e) have the necessary infrastructure available in classrooms such as high speed internet and powerful, one-on-one devices.

3. **Funders.** Districts and grantees need funding to support the adoption of innovations at scale. Funders should consider investing in network innovations that (a) meet an essential need of students and align with district goals; and (b) have an established partnership with districts with proactive change management practices in place.

Upcoming findings

The Accelerating Adoption Network evaluation will culminate in a final report that will synthesize findings on impact and scaling across grantees. The report will present findings on program-level implementation, impact of the innovations on student learning, including sub-groups of interest, and the correlation of the impacts with dosage. The report, which will be published publicly in Fall 2025, will inform the field on tools and programs that are scalable, change teachers' instruction, and accelerate student learning in the classroom.

Endnotes

1. 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.

2. According to the National Microschooling Center (2025), microschools can be defined as "...personalized multifamily learning environments. These can be organized as shared learning opportunities for homeschooled children, as licensed private schools, as unaccredited nonpublic schools or even with public charter or traditional public school space, as long as pertinent state and local rules are followed."

3. Due to a challenge with data sharing agreements and a district institutional review board (IRB), one of the networks did not participate in the teacher survey.

4. Teachers responded to questions on a 4-point Likert scale ranging from strongly disagree to strongly agree. Throughout this brief, we report the percentage of teachers who agree or strongly agree with each statement.

5. Holt, L. (2024). The 5 Percent Problem: Online mathematics programs may benefit most the kids who need it least. *Education Next, 24*(4), 26–31. https://www.educationnext.org/5-percent-problem-online-mathematics-programs-may-benefit-most-kids-who-need-it-least/

6. This difference is statistically significant at the 1% level. Throughout this brief, we highlight in the text only the differences that are statistically significant at the 5% level or better, except where noted. Details on statistical significance are provided in the figures and the appendix tables.

7. Elmore, R. F. (2008). Improving the instructional core. *Harvard Graduate School of Education*. https://achievethecore.org/content/upload/Improving%20The%20Instructional%20Core_Elmore%20Article.pdf

Appendix A:
Network Grantees and Their Innovations

Exhibit A.1. Accelerating Adoption Network innovations

Grantee	Innovation serves...			Innovation's features include...				
	Type(s) of school	Grade level(s)	Subject(s)	Student-facing platform	AI	Ongoing teacher PD	Project-based learning	Whole-school approach
Edtech platforms that focus on directly engaging students one-on-one in classrooms								
ASU Prep: Strengthen high school students' algebra skills through an AI tool	Charter	9	Math	✓	✓			
Building 21: Offer suite of tools to guide students to build their own projects	Traditional, Charter	9, 12	ELA	✓	✓		✓	
Coursemojo: Provide real-time AI-enabled feedback to students on curriculum-aligned close reading and writing activities	Traditional, Charter	6	ELA	✓	✓			
Magpie Literacy: Teach the essential components of early literacy through instructional videos and games	Traditional	K	ELA	✓				
PowerMyLearning: Provide math practice designed to build math discourse and "sensemaking" skills	Charter	K-2	Math	✓		✓		
Rock by Rock: Make project-based learning (PBL) broadly accessible by providing online library of planned PBL experiences for students	Micro	K-5	ELA, Science	✓			✓	

ELA = English Language Arts

Exhibit A.1. Accelerating Adoption Network innovations (continued)

Grantee	Innovation serves...			Innovation's features include...				
	Type(s) of school	Grade level(s)	Subject(s)	Student-facing platform	AI	Ongoing teacher PD	Project-based learning	Whole-school approach
Innovations that focus on supporting teachers and schools in identifying students' needs and deepening learning								
The Lab School of Memphis: Personalize learning experience for students using high-intensity tutoring and personalized independent tasks and teaching	Micro	K-8	Math, Science, ELA, Social Studies			✓	✓	✓
LEAP Innovations: Pair school teams with promising edtech products and provide support to implement and scale personalized learning	Traditional, Charter	2-8	ELA, Math	✓		✓		
MindPrint Learning: Efficiently collect data on students' cognitive abilities and train teachers to adapt instructional strategies	Traditional	3-12	ELA, Math	✓ (middle and high school only)		✓		
UK Next Gen: Support traditional high schools in transitioning to a deeper learning early college model through a dual credit and deeper learning initiative	Traditional	11-12	Multiple			✓		✓

ELA = English Language Arts

Appendix B:
Teacher Survey Findings

Exhibit B.1 shows the percentage of teachers who agreed or strongly agreed with the statements. We display the mean percentages for the full sample of respondents, low implementers, and high implementers. P-values are based on a two-tailed t-test of statistical significance of the difference between the mean percentage for low and high implementers.

Exhibit B.1 Teacher survey findings, by high and low implementation (mean percentage of teachers who agree or strongly agree)

	Full Sample	Low implementers (composite score <3)	High implementers (composite score ≥3)		
Question	**Mean Percentage**	**Mean Percentage**	**Mean Percentage**	**Difference**	**p-value**
The tool/program is useful to improve student learning	89.4	83.2	93.8	10.7*	0.01
All students in my classroom benefit from the tool/program (Yes/No)	90.5	85.0	95.2	10.3**	0.00
It was easy for me to learn to understand/apply learnings from the tool/program	36.5	28.3	41.4	13.1*	0.03
It was easy for students to use the tool/program during class time	66.4	44.6	82.6	38.1**	0.00
It was easy to navigate the tool/program to find what I was looking for	73.6	53.6	89.2	35.6**	0.00
I received adequate training on features and functions of the tool/program	80.4	68.8	89.7	20.9**	0.00
I would have liked more coaching	50.5	60.6	43.9	-16.7*	0.03
The tool/program frequently provides information that accurately reflects student progress or skills	66.5	47.9	78.8	30.9**	0.00
The tool/program frequently provides information on student learning I can act on	63.1	49.6	73.6	24.0**	0.00
I had sufficient time to implement the program/tool in your classroom	66.3	44.4	83.9	39.5**	0.00
I was able to discuss the best use of the innovation with other users	76.3	57.4	91.2	33.8**	0.00
I would like to try a new classroom innovation that is different from tools I currently use	78.8	65.5	89.0	23.6**	0.00
The innovation did not prevent me from fulfilling other teaching duties	73.4	60.4	83.7	23.3**	0.00
I use similar tools/programs to the one used by the grantee? (Yes/No)	17.1	18.8	15.7	-3.04	0.53
Use of the tool fits well with the instructional goals of my school	88.9	78.4	97.2	18.8**	0.00
My school set clear expectations on using/implementing learnings from the tool/program in the classroom	51.6	33.7	66.7	33.0**	0.00
I had a voice in the decision to use the tool/program at my school	56.0	41.1	67.9	26.8**	0.00
My school leadership frequently asks about the tool/program	36.0	22.7	47.0	24.3**	0.00
I hope my school continues to use the tool/program in the future	81.5	60.9	97.2	36.3**	0.00
Use of the tool/program has changed my classroom instructional approach	62.2	40.5	79.0	38.5**	0.00

I like working with technology	93.0	90.3	95.2	4.9	0.13
I find it easy to use technology to do what I want to do	78.7	72.3	83.4	10.9	0.06
I participated in an initial training about the tool/program (Yes/No)	80.6	72.8	85.5	12.6*	0.04
I participated in follow-up training or meetings about the tool/program (Yes/No)	72.8	69.0	75.2	6.2	0.36

The survey sample includes 264 teacher respondents in the full sample, including 113 low implementers and 146 high implementers. Five teachers had missing data needed to calculate their composite score and are therefore included only in the full sample. Response rates may vary across questions.
*p<0.05; **p<0.01

Exhibit B.2 shows the percentage of teachers who agreed or strongly agreed with the statements. We display the mean percentages for the full sample of respondents, low implementers, and high implementers. P-values are based on a two-tailed t-test of statistical significance of the difference between the mean percentage for low and high implementers.

Exhibit B.2 Teacher survey findings, by teachers who changed their instructional approach and teachers who did not change their instructional approach (mean percentage of teachers who agree or strongly agree)

	Full Sample	Did Not Change Instructional Approach (n=158)	Changed Instructional Approach (n=158)		
Question	**Mean Percentage**	**Mean Percentage**	**Mean Percentage**	**Difference**	**p-value**
The tool/program is useful to improve student learning	89.4	81.3	94.3	13.1**	0.00
All students in my classroom benefit from the tool/program (Yes/No)	90.5	79.2	98.1	18.9**	0.00
It was easy for me to learn to understand/apply learnings from the tool/program	36.5	29.2	39.2	10.1	0.10
It was easy for students to use the tool/program during class time	66.4	49.5	76.9	27.4**	0.00
It was easy to navigate the tool/program to find what I was looking for	73.6	60.4	82.8	22.4**	0.00
I received adequate training on features and functions of the tool/program	80.4	70.5	86.7	16.2**	0.00
I would have liked more coaching	50.5	50.9	49.2	-1.7	0.84
The tool/program frequently provides information that accurately reflects student progress or skills	66.5	46.4	75.4	29.0**	0.00
The tool/program frequently provides information on student learning I can act on	63.1	48.4	72.2	23.7**	0.00

I would like to try a new classroom innovation that is different from tools I currently use	78.8	67.7	86.7	19.0**	0.00
The innovation did not prevent me from fulfilling other teaching duties	73.4	62.1	80.9	18.8**	0.00
I use similar tools/programs to the one used by the grantee? (Yes/No)	17.1	15.6	18.4	2.8	0.57
Use of the tool fits well with the instructional goals of my school	88.9	72.9	98.7	25.8**	0.00
My school set clear expectations on using/implementing learnings from the tool/program in the classroom	51.6	23.0	67.2	44.2**	0.00
I had a voice in the decision to use the tool/program at my school	56.0	38.9	67.1	28.2**	0.00
My school leadership frequently asks about the tool/program	36.0	14.7	47.8	33.1**	0.00
I hope my school continues to use the tool/program in the future	81.5	54.8	97.5	42.6**	0.00
Use of the tool/program has changed my classroom instructional approach	62.2	0.0	100.0	100.0	
I like working with technology	93.0	87.5	96.8	9.3**	0.00
I find it easy to use technology to do what I want to do	78.7	70.8	84.2	13.3*	0.01
I participated in an initial training about the tool/program (Yes/No)	80.6	75.0	83.5	8.5	0.19
I participated in follow-up training or meetings about the tool/program (Yes/No)	72.8	64.3	76.8	12.5**	0.08

Note: The survey sample includes 264 teacher respondents in the full sample, including 96 who reported not changing their instructional approach and 158 who reported they did not change their instructional approach. Ten teachers had missing data on change in instructional approach and are therefore included only in the full sample. Response rates may vary across questions.
*p<0.05; **p<0.01

Exhibit B.3 shows the percentage of teachers who agreed or strongly agreed with the statements. We display the mean percentages for the full sample of respondents, low implementers, and high implementers. P-values are based on a two-tailed t-test of statistical significance of the difference between the mean percentage for low and high implementers.

Exhibit B.3 Teacher survey findings, by type of innovation (percentage of teachers who agree or strongly agree)

	Full Sample	EdTech Tools	Program Models		
Question	**Mean Percentage**	**Mean Percentage**	**Mean Percentage**	**Difference**	**p-value**
The tool/program is useful to improve student learning	89.4	92.6	87.2	5.4	0.16
All students in my classroom benefit from the tool/program (Yes/No)	90.5	85.2	94.2	-9.0*	0.01
It was easy for me to learn to understand/apply learnings from the tool/program	36.5	39.3	34.6	4.6	0.44
It was easy for students to use the tool/program during class time	66.4	70.5	63.6	6.8	0.25
It was easy to navigate the tool/program to find what I was looking for	73.6	82.2	67.3	14.9*	0.01
I received adequate training on features and functions of the tool/program	80.4	84.0	77.9	6.0	0.23
I would have liked more coaching	50.5	49.5	51.9	-2.4	0.75
The tool/program frequently provides information that accurately reflects student progress or skills	66.5	66.0	67.1	-1.1	0.88
The tool/program frequently provides information on student learning I can act on	63.1	61.3	64.3	-3.0	0.63
I had sufficient time to implement the program/tool in your classroom	66.3	68.2	64.7	3.5	0.57
I was able to discuss the best use of the innovation with other users	76.3	77.7	75.5	2.2	0.70
I would like to try a new classroom innovation that is different from tools I currently use	78.8	84.1	75.0	9.1	0.08
The innovation did not prevent me from fulfilling other teaching duties	73.4	81.1	67.8	13.3*	0.02
I use similar tools/programs to the one used by the grantee? (Yes/No)	17.1	22.6	13.0	9.6	0.05
Use of the tool fits well with the instructional goals of my school	88.9	94.4	84.8	9.6*	0.02
My school set clear expectations on using/implementing learnings from the tool/program in the classroom	51.6	51.6	51.7	-0.1	0.99
I had a voice in the decision to use the tool/program at my school	56.0	66.4	48.3	18.1**	0.00
My school leadership frequently asks about the tool/program	36.0	31.3	38.0	-6.8	0.35
I hope my school continues to use the tool/program in the future	81.5	86.4	78.1	8.3	0.10
Use of the tool/program has changed my classroom instructional approach	62.2	57.7	65.3	-7.6	0.22

I like working with technology	93.0	93.5	92.7	0.7	0.82
I find it easy to use technology to do what I want to do	78.7	81.3	76.8	4.5	0.39
I participated in an initial training about the tool/program (Yes/No)	80.6	86.8	71.6	15.2*	0.01
I participated in follow-up training or meetings about the tool/program (Yes/No)	72.8	77.1	67.1	10.1	0.13

Note: The survey sample includes 264 teacher respondents in the full sample, including 108 who used edtech innovations and 156 who used program models. Response rates may vary across questions.
*p<0.05; **p<0.01

Exhibit B.4 shows the percentage of teachers who agreed or strongly agreed with the statements. We display the mean percentages for the full sample of respondents, low implementers, and high implementers. P-values are based on a two-tailed t-test of statistical significance of the difference between the mean percentage for low and high implementers.

Exhibit B.4 Teacher survey findings, by grade level (percentage of teachers who agree or strongly agree)

	Full Sample	K-8	High School		
Question	**Mean Percentage**	**Mean Percentage**	**Mean Percentage**	**Difference**	**p-value**
The tool/program is useful to improve student learning	89.4	90.8	84.2	6.6	0.15
All students in my classroom benefit from the tool/program (Yes/No)	90.5	91.8	86.0	5.8	0.19
It was easy for me to learn to understand/apply learnings from the tool/program	36.5	35.9	38.6	-2.7	0.71
It was easy for students to use the tool/program during class time	66.4	65.3	70.2	-4.8	0.50
It was easy to navigate the tool/program to find what I was looking for	73.6	69.8	87.3	-17.4*	0.01
I received adequate training on features and functions of the tool/program	80.4	81.4	76.8	4.6	0.45
I would have liked more coaching	50.5	47.7	57.1	-9.5	0.24
The tool/program frequently provides information that accurately reflects student progress or skills	66.5	67.4	64.3	3.2	0.68
The tool/program frequently provides information on student learning I can act on	63.1	65.7	53.6	12.1	0.10
I had sufficient time to implement the program/tool in your classroom	66.3	65.8	67.9	-2.1	0.77
I was able to discuss the best use of the innovation with other users	76.3	76.3	76.4	0.0	0.99

I would like to try a new classroom innovation that is different from tools I currently use	78.8	80.8	71.4	9.4	0.13
The innovation did not prevent me from fulfilling other teaching duties	73.4	71.9	78.6	-6.6	0.32
I use similar tools/programs to the one used by the grantee? (Yes/No)	17.1	16.3	19.6	-3.3	0.56
Use of the tool fits well with the instructional goals of my school	88.9	88.3	91.1	-2.8	0.56
My school set clear expectations on using/implementing learnings from the tool/program in the classroom	51.6	51.6	51.8	-0.2	0.98
I had a voice in the decision to use the tool/program at my school	56.0	54.6	60.7	-6.1	0.42
My school leadership frequently asks about the tool/program	36.0	38.0	30.4	7.6	0.31
I hope my school continues to use the tool/program in the future	81.5	79.9	87.3	-7.4	0.21
Use of the tool/program has changed my classroom instructional approach	62.2	61.8	63.6	-1.8	0.81
I like working with technology	93.0	94.1	89.3	4.8	0.22
I find it easy to use technology to do what I want to do	78.7	78.7	78.6	0.1	0.98
I participated in an initial training about the tool/program (Yes/No)	80.6	80.6	80.4	0.3	0.96
I participated in follow-up training or meetings about the tool/program (Yes/No)	72.8	80.0	55.6	24.4**	0.00

Note: The survey sample includes 264 teacher respondents in the full sample, including 207 who implemented the innovations in K-8 schools and 57 who implemented the innovations in high schools. Response rates may vary across questions.
*p<0.05; **p<0.01

Appendix C:
Data Sources and Methods

This brief uses data from a teacher survey and interviews with grantees.

Teacher survey. From April to May 2025, we conducted an online survey of teachers who were using the innovations in the 2024-25 school year. The purpose of the survey was to learn more about teachers' experiences with the innovations as well as the factors and conditions that supported more successful implementation and scaling. We asked questions about teachers' attitudes towards technology and implementing new tools or programs, their use and perceptions of the innovation, their participation in aligned professional learning, and the conditions in their schools such as resources and leadership support. The survey was sent to teachers at nine of the 10 participating grantees (one did not receive district IRB permission), and a total of 495 teachers received the survey. The overall response rate was 53.3% but varied across grantees from 36% to 100%. Respondents who completed the survey received a $20 virtual gift card as compensation.

In the teacher survey, we asked teachers two questions related to the use of innovation, and we used these two questions to create a composite measure of implementation.

- *Usage of the tool or program in the 2025-26 school year.* For all innovations, teachers had four answer choices related to usage, but the answer options varied, depending on the innovation and its specific expected usage (for example, how many minutes the students used the innovation for each week, percentage of students who completed at least one AI project, etc.).
- *Teachers' desire to continue using the innovation in the future*. Teachers indicated on a 4-point Likert scale ranging from strongly disagree to strongly agree whether they hope their school continues to offer the tool or program in the future.

We calculated the composite measure of implementation by averaging the 4-point responses for the two measures. We considered teachers to be "high implementers" if the composite score was ≥3 and "low implementers" if the composite score was <3. We used this measure to analyze differences across high and low implementers in terms of teachers' attitudes toward technology and innovation, perceptions of the tools or programs, and conditions in their schools. Most grantees had a mix of high and low implementors, but one had nearly all low implementers, and two others had nearly all high implementers; these findings were consistent with the grantee qualitative interview data.

The aim of the Accelerating Adoption Network is to scale and evaluate innovations that change core instruction in the classrooms. We therefore also asked teachers if the use of the innovation led to a change in their instructional approach. Teachers responded on a 4-point Likert scale ranging from strongly disagree to strongly agree. Similar to the composite measure described above, we also analyzed differences in teachers' perception of the innovation, conditions in the classroom, and conditions in the school or district, across teachers who agreed or strongly agreed that the tool changed their instructional approach and those who disagreed or strongly disagreed.

Data limitations. Because the program sizes varied greatly across the nine grantees, the number of participating teachers in the survey also differed across grantees, ranging from seven to 192. Three grantees had 12 or fewer participating teachers each; five had between 27 and 79; and the largest had 192. This imbalance can increase the likelihood of biased estimates, where a few grantees contribute disproportionately to the overall findings, limiting generalizability. To test for potential bias, we estimated the findings without the grantee with the largest sample of teachers (which also had the lowest response rate), and the results were nearly the same. We also examined results by grantee. Because the findings were consistent, we report unweighted survey responses.

Qualitative interviews. We conducted 60-minute virtual interviews with staff from each of the 10 network grantees in May 2025 to collect information on conditions that supported implementation and scaling, challenges grantees faced in scaling, and their future plans for scaling their innovation. We identified themes across grantees and triangulated the data with the quantitative data from the teacher survey.