



ALL MEANS ALL EXTERNAL EVALUATION BUILDING EARLY EVIDENCE

Summary of external evaluation of All Means All Leadership Program |
The Research & Insights Lab (TRAIL), 2026



All Means All (AMA) is a 15 month leadership fellowship that coaches teams of school and district leaders to increase academic outcomes and belonging for every student, by centering their design on students furthest from opportunity including students with disabilities and multilingual learners. AMA partnered with The Research & Insights Lab (TRAIL) to conduct a rigorous, independent evaluation.

What The Study Included

QUANTITATIVE QUASI- EXPERIMENTAL DESIGN STUDY



The first part of the study used a quasi-experimental design to examine 35 partner schools across 10 states spanning three cohorts of school and district leaders who participated between 2021 and 2024, matched with similar non-AMA schools to compare how both groups changed over time.

Student Outcome Areas: ELA Proficiency, Math Proficiency, Suspension Rates, Chronic Absenteeism, Attendance

Student Demographics: Black Students, Latino Students, Students with Disabilities, English Learners, Economically Disadvantaged Learners

QUALITATIVE CASE STUDIES



TRAIL conducted a cross-system case study of how four AMA partner systems built belief, aligned adults, increased rigor and access for all, and improved outcomes for every learner. They examined a dual-state charter network, a traditional public district, a deeply engaged charter management organization and an early-stage California charter school network.

What The Quantitative Study Found

MATH

Strongest positive results across AMA schools

+3.8PP

AMA math edge vs. matched schools

13 OF 15

Significant results favor AMA

12 OF 13

Positive trends more meaningful one year after completion

Math is the strongest, most consistent signal

The proficiency gap between AMA and matched schools grew from 2.1 to 3.8 percentage points one year after the program, with the **largest advantages for Black students** (+3.83pp statistically significant), **Latino students** (the most sustained trajectory), and **students with disabilities** (+4.1pp vs. +3.2pp).

Discipline gains in later cohorts

Cohort 3 schools **reduced chronic absenteeism across every student group one year out**; Excel Academy (MA) cut Black-student suspension rates from 24.7% to 10.4% while raising achievement.

Effects build over time

12 of 13 positive, statistically significant achievement results appeared a full year after the program ended showing the **compounding impact of AMA practices**.

The program is improving

Cohort 3 schools outperformed Cohort 2 across math, ELA, and chronic absenteeism, reflecting AMA's shift toward team-based enrollment and deeper problem-solving support.

Opportunity for Further Study:

Program-wide pooled results did not reach statistical significance, largely because most comparisons involved only 1–3 AMA schools per state. TRAIL notes this reflects low statistical power, not evidence of no effect: results consistently favor AMA, cluster in coherent patterns, and strengthen over time.



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What The Case Studies Reveal

TRAIL's qualitative case studies of four systems found a consistent pattern: leaders build shared adult belief before layering on technical strategy, set concrete goals for real students and groups, use "bright-spotting" to spread what works, redesign hiring around mission fit, and rely on AMA coaching as the throughline.

System	Context	Result
Excel Academy (MA & RI)	Charter network at a post-COVID low point, identified a need for shared goals or values	Students with disabilities math proficiency more than doubled (5.7%→12.1%); staff exits from misalignment fell from ~10/yr to 2/yr
Central Falls / Calcutt MS (RI)	Traditional public district at the bottom of state rankings	Redesigned schedule to fully integrate students with disabilities; math proficiency grew 2.6%→6.7%, closing the gap with peers
LEAD Public Schools (TN)	CMO with high turnover, interest in building shared norms; AMA's deepest, longest-running partner	Chronic absenteeism at LEAD Academy High fell 42.0%→16.7% while peer schools held above 44%
Environmental Charter Schools (CA)	Small network whose stated commitment to inclusion had not yet changed practice	Gardena campus math proficiency rose 22.3%→33.7% (vs. +3.4pp for peers); cleared the state's Differentiated Assistance list in one year; ~96% staff retention

Executive Commitment and Multi-Team Depth

Successful school systems that adopt AMA most deeply are those with a multi-level commitment to the model, engaging school and central team members, and often engaging over multiple years.

Building Shared Adult Belief to Accelerate Technical Strategy

All systems built adult mindset and culture first, and leveraged those to ensure successful implementation of technical strategy.

Concrete, Disaggregated Goals

Each system transformed how it set goals during AMA by looking at growth and proficiency across multiple dimensions of student demographics

Bright Spotting as Practice Engine

Each system uses bright spotting to convert data into momentum and spread effective practices to solve challenges

Mission-aligned Hiring and Recruitment

All systems redesigned their hiring practices during or after AMA, which allowed misaligned staff to choose to leave, and resulting in improved retention ultimately.

Coaching as the Anchor

Leaders across all four systems independently described AMA coaching as the relationship that bolstered and sustained them.

The Bottom Line

AMA's effects are real but still emerging, strongest in math achievement and among historically underserved students, and growing stronger as the model matures. The case studies show how those gains happen - when leadership teams align around those furthest from opportunity, all kids benefit.

Source: The Research & Insights Lab (TRAIL), "Evaluation of AMA's Equitable School Leadership Program" (March 2026) and "All Means All Case Studies" (June 2026). Full reports available on request.