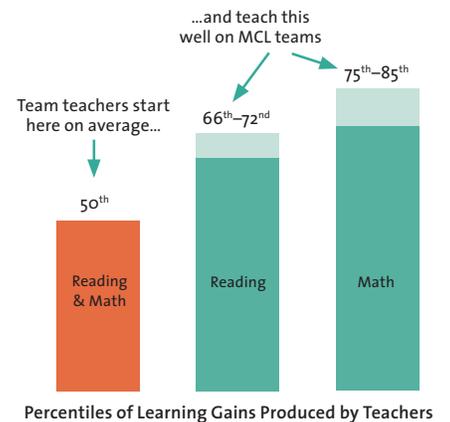


# RESEARCH BASIS FOR THE OPPORTUNITY CULTURE INITIATIVE

BY PUBLIC IMPACT

## DIRECT EVIDENCE OF EFFECTIVENESS

- \* **Strong student learning gains for multi-classroom leaders in rigorous independent evaluation.** In this [study by Brookings and AIR for the CALDER Center](#), teachers were on average at the 50th percentile in student learning gains before joining a team led by an Opportunity Culture multi-classroom leader (MCL). After joining MCL teams, they produced gains equivalent to the 75th–85th percentile in math and the 66th–72nd percentile in reading (statistically significant in all seven statistical models in math and six of seven in reading).
- \* **Much higher likelihood of schoolwide high growth.** By the fourth year of implementation, Opportunity Culture schools are over 50 percent more likely than non-Opportunity Culture schools to have schoolwide high growth, according to Public Impact’s analysis of state test data.
- \* **High levels of teacher satisfaction.** Fully 98 percent of MCLs and 90 percent of educators in all Opportunity Culture roles want Opportunity Culture implementation to continue in their schools, according to an [anonymous national educator survey](#).



## RESEARCH SUPPORTING KEY ELEMENTS OF OPPORTUNITY CULTURE DESIGNS

- \* **Teacher effectiveness is the single largest influence on student learning.** [Research over decades](#) shows that teachers vary significantly in the student learning gains they elicit. If low-income students were consistently assigned to high-growth teachers instead of low-growth teachers, they would close the achievement gap with their advantaged peers in three to four years.
- \* **But students—especially low-income students and students of color—lack that consistent access.** [Research](#) shows that low-income students and students of color are significantly less likely to be assigned to top-performing teachers.
- \* **On-the-job professional learning produces the best student achievement impact.** Multi-Classroom Leadership makes possible all the qualities of effective teacher professional development identified by rigorous research, summarized by [Garet et al](#) as including: a focus on content knowledge; opportunities for active learning; coherence with other learning activities; collective participation of teachers from the same school, grade, or subject; and longer duration of the activity.
- \* **In surveys, teachers report very little of this kind of coaching and professional learning.** A [national Bill and Melinda Gates Foundation survey](#) found that only 12 percent of U.S. teachers had received even weekly coaching in the past year. Fully 51 percent reported receiving no coaching at all.
- \* **Research indicates that school principals’ “span of control” is far too large compared to other professions.** [Bain & Company’s research](#) found that the average manager of professionals leads a team of five, while the average U.S. principal manages 47 people. The report calls for schools to adopt “distributed leadership” structures so that principals can manage teacher-leaders, using multi-classroom leaders as an example.