

Certification Element	Summary of Level 3 Certification Standards
<i>OC™</i> Commitment Pledge	Principal signs the Opportunity Culture [®] commitment pledge on behalf of the school community.
<i>OC™</i> Access	Principal uploads staff emails to the Opportunity Culture [®] portal. All staff will then have access to <i>OC™</i> newsletters and the <i>OC™</i> portal.
All <i>OC™</i> Teams Have <i>MCL™</i> Roles	All <i>OC™</i> teams are led by <i>MCL™</i> educators.
<i>Team Reach™</i> Standards	There are <i>Team Reach™</i> roles on at least half of <i>MCL™</i> teams, and at least one team has two <i>TRT™</i> roles (or an <i>MTRT™</i> and <i>TRT™</i> role). All <i>TRT™/MTRT™</i> roles are on an <i>MCL™</i> team.
Tutoring Culture Standards	Principal has signed the <i>OC™</i> tutoring pledge on behalf of the school community. For at least 60% of the weeks across the school year, all students on <i>MCL™</i> teams receive at least 90 minutes of adult-led small-group teaching and tutoring per week, on average, across core subjects; students who are further behind receive at least 120 minutes, and small-group teaching and tutoring is based on data about each student's current knowledge and skill.
<i>MCL™</i> Reach	<i>MCL™</i> roles reach at least 75% of students in each of the four core subjects.
<i>MCL™</i> Selectivity	The <i>MCL™</i> job description requires evidence of prior high-growth student learning. School selects only teachers with prior high-growth student learning for 100% of <i>MCL™</i> roles.
<i>MTRT™</i> Selectivity	The <i>MTRT™</i> job description requires evidence of prior high-growth student learning. School selects only teachers with prior high-growth student learning for 100% of <i>MTRT™</i> roles.
Representation	School and school system combined take 4 or more steps to recruit <i>MCL™</i> educators representative of the race (as defined under federal law) of any student group that is 10% or more of the school's student population.
Financial Sustainability	<i>OC™</i> implementation and plan for all subsequent years are financially sustainable within the school budget.
<i>MCL™</i> Pay Supplements	School system career path includes pay supplements for <i>MCL™</i> roles. <i>MCL™</i> pay supplements for non-Title I schools are 20% or more of average teacher pay for a team size of at least 4 and 30% or more for a team size of at least 6, and for Title I schools are 25% for a team size of at least 4 and 35% or more for a team size of at least 6.
<i>MTRT™</i> Pay Supplements	Pay supplements for <i>MTRT™</i> roles are at least 6% of average teacher pay in non-Title I schools AND at least 13% in Title I schools.
<i>TRT™</i> Pay Supplements	Pay supplements for <i>TRT™</i> roles are at least 5% of average teacher pay in non-Title I schools AND at least 8% in Title I schools.
<i>RA™</i> Pay Supplements	Pay supplements for <i>RA™</i> roles are at least 6% of average paraprofessional pay in non-Title I schools AND at least 13% in Title I schools.
Planning and Leadership Time	All <i>MCL™</i> roles actually have at least an average of 7.5 hours weekly, plus 1.5 more hours per team teacher, to plan and lead their teams.
Principal Communication	Principal signed the <i>OC™</i> communication pledge on behalf of the school community. Principal has actually communicated at least 7 times by the time of certification assertion to the entire staff, in writing and orally, about: the purpose of <i>OC™</i> roles; clarification of <i>OC™</i> roles and responsibilities; <i>OC™</i> impact; and the school's weekly small-group teaching and tutoring time and goals for students.
Accountability Matching Job	<i>MCL™</i> roles, <i>MTRT™</i> roles, and <i>TRT™</i> roles (if any), as well as team teachers, are matched with students for whom their roles are accountable, including joint accountability for the same students in a formal data system at the district/system level. Principal actually communicates that <i>MCL™</i> educators and teachers are jointly accountable for student learning growth in writing or staff meetings at least 5 times by the time of certification assertion. <i>MCL™</i> job descriptions and job postings communicate that <i>MCL™</i> roles are accountable for the student learning growth of all students served by the teachers they lead.

Certification allows schools to assert they are meeting the **Opportunity Culture[®]** design standards related to higher-growth student learning and stronger educator satisfaction. Validation is an added layer of assurance to the community, sharing **Public Impact[®]** consultants’ confirmation of school design and implementation factors and certification levels. Validation occurs through feedback rounds, which include additional analysis of strengths, opportunities to improve, and recommended actions. Validation of schools *currently planning their initial designs* each year are the exception: These schools may achieve **Certified Opportunity Culture School[™]** status, validated at provisional certification, when designing directly with Public Impact[®] consultants, using the intensive co-design or focused co-design methods. These schools must meet the provisional **OC[™]** school certification standards, with all relevant information submitted in the **Opportunity Culture[®]** portal, to be validated at that level.

Several terms in these certification standards have specific definitions available [here](#). Schools and school systems communicating their certification status must follow specific guidelines in their language specified in the “How to Communicate Opportunity Culture[®] Certification and Validation Status” section of [this policy](#).

Information for Legacy Sites

Current Clients in Implementation	Current Clients in District Design	Current New Clients
Started district design prior to July 1, 2023.	Started district design after July 1, 2023, and before December 1, 2023.	Started district design after December 1, 2023.
<ul style="list-style-type: none"> • May use Opportunity Culture[®] language regardless of certification status • May use old terms for roles that <i>already existed prior to 7/1/23 (not create new ones)</i> 	<ul style="list-style-type: none"> • May use Opportunity Culture[®] language until 6/30/26; after that date, may continue to do so only if meeting at least provisional certification standards • All terms must be updated to match currently required certification terms and titles by 6/30/26 • Must use certification wording/symbols required 	<ul style="list-style-type: none"> • May use Opportunity Culture[®] language, but only when meeting at least provisional certification standards • Must use the currently required certification terms and titles • Must use certification wording/symbols required
<p>All current clients are eligible for their schools to receive 2023-24 Certified Opportunity Culture School[™] status and validation in summer of 2024 based on their 2023-2024 designs and/or implementation meeting the below standards. All the standards listed at a level must be met in order to achieve certification at that level. To achieve 2024-25 Certified Opportunity Culture School[™] status, schools will need to submit information in the portal over the course of the 24-25 school year and attest that they meet standards.</p>		
<p>Schools need portal access to achieve 2024-25 Certified Opportunity Culture School[™] status (or validation). For 2023-24 clients, a portal subscription is included at no extra charge in 2024-25 contracts for one year for the district team and for schools engaged directly with our consultants in school design, scale and optimization sessions, feedback rounds, or professional learning in 2024-25. Individual school portal access or the OC[™] educator survey expert report add-on service must be purchased to receive the 24-25 survey for each school not directly engaged with our consulting team in the aforementioned services. Districts may provide portal access to other schools at a cost of \$300/school, including for schools that received 2023-24 status but are no longer engaged with our consultants directly in 2024-25.</p>		
<p>In order to not confuse the public regarding Certified Opportunity Culture School System[™] status, no system/district may call themselves “an Opportunity Culture[®] district” or similar in writing without district-level certification. Instead, systems/districts may temporarily say that they are a system/district with schools that “use Opportunity Culture[®] models.” District- and system-level certification will begin after September 15, 2025.</p>		

NOTE: Any element prohibited by state law or a collective bargaining agreement will be excluded. Schools with one teacher per grade or subject may opt out of the Team Reach[™] element. Additionally, if over half of your school is impacted by any of the following, making it impossible to implement Team Reach[™] models, your school may be excluded: magnet or partial-magnet status, special programs, or class size restrictions. Finally, schools without current vacancies in needed grades/subjects that prevent meeting the Team Reach[™] certification standard may also be excluded. Please indicate any such exceptions in the portal. Legacy systems and their schools—in systems designing before July 1, 2023—may use alternative titles that they adopted prior to July 1, 2023.

NOTE: Any element expressly prohibited by state law or an applicable collective bargaining agreement will be excluded. Please indicate any such exceptions in the portal. Legacy systems and their schools—in systems designing before July 1, 2023—may use alternative titles that they adopted prior to July 1, 2023.

Certification Standards Details

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
Opportunity Culture® Commitment Pledge	OC™ commitment pledge signed by principal on behalf of school community in certification submission.	Same as prior level.	Same as prior level.	Same as prior level.
Educators have Opportunity Culture® Access	All staff email addresses must be shared with the portal and updated annually.	Same as prior level.	Same as prior level.	Same as prior level.
All Opportunity Culture® teams have Multi-Classroom Leader™ (MCL™) roles Note: Vacancies in an MCL™ position are permissible for up to 6 months while school seeks to fill the position with a qualified applicant.	School implementation plan includes Multi-Classroom Leader™ roles for all Opportunity Culture® grades and subjects.	All Opportunity Culture® are led Multi-Classroom Leader™ educators.	Same as prior level.	Same as prior level.
Team Reach™ Standards Note: Vacancies in an MCL™ position are permissible for up to 6 months while school seeks to fill the position with a qualified applicant.	School plan for full implementation ¹ includes Team Reach™ roles on at least half of Multi-Classroom Leader™ teams (TRT™ roles, MTRT™ roles, or both), and all TRT™ roles/ MTRT™ roles are on an MCL™ team.	A. School plan for full implementation ¹ includes Team Reach™ roles on at least half of Multi-Classroom Leader™ teams (TRT™ roles, MTRT™ roles, or both), and all TRT™ roles/MTRT™ roles are on an MCL™ team; B. AND EITHER 1. School implements one or more Team Reach™ roles on one or more Multi-Classroom Leader™ teams (TRT™ roles, MTRT™ roles, or both), and all TRT™ roles/ MTRT™ roles are on an MCL™ team. 2. OR tutoring culture standard for level 1 is met.	A. School plan for full implementation ¹ includes Team Reach™ roles on at least half of Multi-Classroom Leader™ teams (TRT™ roles, MTRT™ roles, or both), and all TRT™ roles/MTRT™ roles are on an MCL™ team; 1. School implements one or more Team Reach™ roles within at least half of Multi-Classroom Leader™ teams (TRT™ roles, MTRT™ roles, or both), and all TRT™ roles/MTRT™ roles are on an MCL™ team 2. OR tutoring culture standard for level 2 is met.	School implementation includes ¹ Team Reach™ roles (TRT™ roles, MTRT™ roles, or both), on at least half of MCL™ teams in the school, and at least one team has two TRT™ roles of any kind (2 TRT™ roles or an MTRT™ educator and TRT™ role); and in implementation, all TRT™ roles/ MTRT™ roles are on an MCL™ team. (Note: Tutoring culture level 3 standards also must be met to be certified at level 3.)

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<p>Tutoring Culture Standard Tutoring Culture Key Elements: Time Per Week: All students on MCL™ teams to receive <i>at least</i> the indicated number of tutoring minutes weekly, on average; more is recommended if possible, especially for students furthest behind; <i>and</i> Weeks Per Year: For at least 60% of weeks, rounded up; <i>and</i> Small groups: Average group size is 3-5 students, occasionally up to 7 students; <i>and</i> Adult-Led: Time counts include only adult-led small groups; <i>and</i> Core Subjects: Time counts are <i>across</i> the four subjects (ELA, social studies, math, sciences) not per subject; <i>and</i> Data-Driven: Small-group teaching and tutoring groupings are based on data about each student’s current knowledge and skill.</p>	<p>A. Small-group tutoring pledge signed by principal on behalf of school community in certification submission</p> <p>B. AND the school plan for fully implementing a tutoring culture includes all MCL™ teams across the school meeting the tutoring culture key elements as defined in level three.</p>	<p>A. Small-group tutoring pledge signed by principal on behalf of school community in certification submission</p> <p>B. AND the school plan for fully implementing a tutoring culture includes all MCL™ teams across the school meeting the tutoring culture key elements as defined in level three</p> <p>C. AND EITHER</p> <p>1. The school has been actually implementing a tutoring culture for at least 3 weeks that meets the following standards: Elementary: at least 60 minutes of small-group teaching and tutoring for all students per week, using the tutoring culture key elements. Secondary: at least 30 minutes of small-group teaching and tutoring for all students per week, using the tutoring culture key elements.</p> <p>2. Or Team Reach™ standard for level 1 is met.</p>	<p>A. Small-group tutoring pledge signed by principal on behalf of school community in certification submission</p> <p>B. AND the school plan for fully implementing a tutoring culture includes all MCL™ teams across the school meeting the tutoring culture key elements as defined in level three</p> <p>C. AND EITHER</p> <p>1. The school has been actually implementing a tutoring culture for at least 3 weeks that meets the following standards: Elementary and Secondary: at least 60 minutes of small-group teaching and tutoring for all students per week and 90 minutes for students who are furthest behind,² using the tutoring culture key elements.</p> <p>2. Or Team Reach™ standard for level 2 is met.</p>	<p>A. Small-group tutoring pledge signed by principal on behalf of school community in certification submission</p> <p>B. AND the school has been actually implementing a tutoring culture for at least 3 weeks that meets the following standards:</p> <p>a. Elementary and Secondary: at least 90 minutes of small-group teaching and tutoring for all students per week and 120 minutes for students who are furthest behind,² using the tutoring culture key elements.</p> <p>(Note: Team Reach™ level 3 standards also must be met to be certified at level 3.)</p>
<p>Multi-Classroom Leader™ (MCL™) Reach</p>	<p>School plan includes reaching at least 75% of students across four core subjects, on average, with MCL™ roles (see Definitions) within 3 school years of the year for which Certified Opportunity Culture School™ status is being asserted.³</p>	<p>A. MCL™ roles actually reach at least 50% of students across four core subjects, on average.</p> <p>Exception: Year 1 implementation schools may meet this level standard if MCL™ roles reach at least 25% of students across four core subjects, on average.</p>	<p>MCL™ roles actually reach at least 75% of students across four core subjects, on average.</p>	<p>MCL™ roles actually reach at least 75% of students in each of the 4 core subjects.</p> <p>(continued on next page)</p>

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<i>Multi-Classroom Leader™ (MCL™) Reach (continued)</i>		B. AND the school plan includes reaching at least 75% of students across four core subjects, on average, with MCL™ roles within 3 school years of the year for which Certified Opportunity Culture School™ status is being asserted. ³		
<i>Multi-Classroom Leader™ (MCL™) Selectivity</i>	Selection criteria include prior high-growth student learning by those in MCL™ roles, and this is included in the MCL™ job description. (Free job descriptions are available.)	Actual selection: School selected only teachers with prior high-growth student learning for 90% or more of MCL™ roles. ⁴	Actual selection: School selected only teachers with prior high-growth student learning for 100% of MCL™ roles. ⁴	Same as prior level.
<i>Master Team Reach Teacher™ (MTRT™) Selectivity</i> <i>If your district or school is not designing and/or implementing this role, please mark N/A on this element.</i>	Selection criteria include prior high growth by those in MTRT™ roles, and this is reflected in the MTRT™ job description (free job descriptions are available).	Certified Opportunity Culture School™ provisional level standard met AND Actual selection: School selected only teachers with prior high-growth student learning for 90% or more of MTRT™ roles. ⁴	Certified Opportunity Culture School™ provisional level standard met AND Actual selection: School selected only teachers with prior high-growth student learning for 100% of MTRT™ roles. ⁴	Same as prior level.
Representation	School and system plans combined include 3 or more steps to recruit MCL™ roles representative of the race, as defined under federal law, of any student group that is 10% or more of the school's student population.	School and system combined implemented 2 or more steps to recruit MCL™ roles representative of the race, as defined under federal law, of any student group that is 10% or more of the school's student population.	School and system combined implemented 3 or more steps to recruit MCL™ roles representative of the race, as defined under federal law, of any student group that is 10% or more of the school's student population.	School and system combined implemented 4 or more steps to recruit MCL™ roles representative of the race, as defined under federal law, of any student group that is 10% or more of the school's student population.

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<p>Financial Sustainability</p> <p>⁵See endnote for more about special funding specifically for roles like those in Opportunity Culture® schools.</p>	<p>The school has a written, realistic plan to cover cost of full implementation within regular budget by year 3 and afterward, reaching at least 75% of students in all 4 core subjects, sustainably (for example, by trading future expected vacancies, based on past turnover levels, in future years and/or by reallocating other budgeted costs).⁶</p>	<p>Current year OC™ implementation and plan for all subsequent years are financially sustainable within the school budget.</p>	<p>Same as prior level.</p>	<p>Same as prior level.</p>
<p>Multi-Classroom Leader™ (MCL™) Pay Supplements</p>	<p>MCL™ pay supplements are defined in the school system career path plan and meet at least Certified Opportunity Culture School™ level 1 standard (or school’s career path, if not in a system).</p>	<p>School system career path includes pay supplements for MCL™ roles that, as average of the system’s current average teacher pay (or school’s, if not in a system):</p> <ul style="list-style-type: none"> • with team size of four to five teachers are 12% or more of the system’s current average teacher pay; • and with a team size of 6 or up are 20% or more.⁷ 	<p>School system career path includes pay supplements for MCL™ roles that, as average of the system’s current average teacher pay (or school’s, if not in a system):</p> <ul style="list-style-type: none"> • with team size of four to five teachers are 18% or more; • and with a team size of 6 or up are 25% or more.⁷ 	<p>School system career path includes pay supplements for MCL™ roles that, as average of the system’s current average teacher pay (or school’s, if not in a system):</p> <p>For non-Title I schools:</p> <ul style="list-style-type: none"> • with team size of four to five teachers are 20% or more; • and with a team size of 6 or up are 30% or more;⁷ <p>And in Title I schools:</p> <ul style="list-style-type: none"> • for a team size of four to five teachers are 25% or more • and for a team size of 6 or up are 35% or more.
<p>Master Team Reach Teacher™ (MTRT™) Pay Supplements</p>	<p>MTRT™ pay supplements are defined in the school system career path plan and meet at least Certified Opportunity Culture School™ level 1 standard (or school’s, if not in a system).</p>	<p>School system’s pay schedule (or school’s, if not in a system) allows MTRT™ roles, if any, to earn stipends of at least 4% of average base pay.</p>	<p>School system’s pay schedule (or school’s, if not in a system) allows MTRT™ roles, if any, to earn stipends of at least 6% of average base pay.</p>	<p>School system’s pay supplements (or school’s, if not in a system) allows MTRT™ roles, if any, to earn stipends of at least 6% of average base pay in non-Title I schools, and at least 13% in Title I schools.</p>

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<i>Team Reach Teacher™ (TRT™)</i> Pay Supplements	TRT™ pay supplements are defined in the school system career path plan and meet at least Certified Opportunity Culture School™ level 1 standard (or school's, if not in a system).	School system's pay schedule (or school's, if not in a system) allows TRT™ roles, if any, to earn stipends of at least 3% of average base pay.	School system's pay schedule (or school's, if not in a system) allows TRT™ roles, if any, to earn stipends of at least 5% of average base pay.	School system's pay supplements (or school's, if not in a system) allows TRT™ roles, if any, to earn stipends of at least 5% of average base pay in non-Title I schools and at least 8% in Title I schools.
<i>Reach Associate™ (RA™)</i> Pay Supplements	RA™ pay supplements are defined in the school system career path and meets at least Certified Opportunity Culture School™ level 1 standard (or school's career path, if not in a system).	RA™ roles, if any, earn at least 5% more than teaching assistants, on average.	RA™ roles, if any, earn at least 5% more than teaching assistants, on average; and at least 10% more than teaching assistants, on average, in Title I schools.	RA™ roles, if any, earn at least 6% more than teaching assistants, on average; and at least 13% more than teaching assistants, on average, in Title I schools.
Planning and Leadership Time	School plan states that MCL™ roles will have extra time to plan and lead their teams, meeting at least the Certified Opportunity Culture School™ level 2 standard.	MCL™ roles actually have at least 5 hours weekly of time to plan and lead their teams and are protected from other job duties unrelated to teaching and the MCL™ role; and the school plan meets the Certified Opportunity Culture School™ level 2 standard.	MCL™ roles actually have at least an average of: 6 hours weekly, plus 1 hour per team teacher, to plan and lead their teams.	MCL™ roles actually have at least an average of: 7.5 hours weekly, plus 1.5 more hours per team teacher, to plan and lead their teams.
Principal Communication	Plan includes pledge to communicate at least <i>3 times by the time of certification submission each year</i> to the entire staff, in writing and orally, about: the purpose of OC™ roles; clarification of OC™ roles and responsibilities; OC™ impact; and the school's weekly small-group teaching and tutoring time goals for students and which adult roles are included.	Principal actually has communicated at least <i>3 times</i> this school year to the entire staff, in writing and orally, about: the purpose of OC™ roles; clarification of OC™ roles and responsibilities; OC™ impact; and the school's weekly small-group teaching and tutoring time goals for students and which adult roles are included.	Principal actually has communicated at least <i>5 times</i> this school year to the entire staff, in writing and orally, about: the purpose of OC™ roles; clarification of OC™ roles and responsibilities; OC™ impact; and the school's weekly small-group teaching and tutoring time goals for students and which adult roles are included.	Principal actually has communicated at least <i>7 times</i> this school year to the entire staff, in writing and orally, about: the purpose of OC™ roles; clarification of OC™ roles and responsibilities; OC™ impact; and the school's weekly small-group teaching and tutoring time goals for students and which adult roles are included.

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
Accountability Matching Job	School plan states that MCL™ roles are accountable for all the students served by the teachers they lead.	MCL™ job descriptions and job postings communicate that MCL™ roles are accountable for the student learning growth of all students served by the teachers they lead.	Certified Opportunity Culture School™ level 1 standard met and principal actually communicates that MCL™ roles and teachers are jointly accountable for student learning growth at least 5 times annually, in writing or staff meetings.	School meets level 1 and 2 standards AND MCL™ roles, MTRT™ roles, and TRT™ roles (if any), as well as team teachers, are matched with students for whom their roles are accountable, including joint accountability for the same students, in a formal data system at the district / system level.

¹ A plan for full implementation means a staffing plan that illustrates how schools will meet level 3 of the MCL™ reach standard.

² Students who are further behind are defined as: for any given subject, the students in the bottom quartile of the class for a given unit or topic.

³ Calculation of reach: Calculate the percent reach in each of four subjects (ELA, math, social studies and science) and average them. Weighted averages are not required.

⁴ Prior high growth using system’s standard; or top-25% growth, or equivalent, for 2 of the last 3 years, if district has no prior standard.

⁵ Shifting district budget funds to school-level budgets achieves school sustainability. Sustainability determination: Schools receiving funds from a district, state, or federal appropriation with the specific purpose of funding roles and stipends aligned with these certification standards still meet the sustainability standard, **as long** as the appropriation does not have a specified end date or sunset and policymakers have not stated an intent to end the funding. Schools receiving other special funds still meet this standard if **without those special funds**, their stipends meet the criteria here for certification. In these cases, the special funds would increase stipends further, rather than replacing sustainable, permanent sources of funding. “Special funds” are funds that are not within the school’s control to allocate (e.g., a district or state line item not allocated to school budgets directly and) or that are temporary (e.g., a private philanthropic grant or temporary federal or state grant).

⁶ For example, June 15, 2024, a submission for Certified Opportunity Culture School™ status is asserted by our consultants on behalf of a currently implementing school (in future years, assertion will be completed by schools on the portal). The asserting school’s plan for 2026-27 must meet this standard; this must be included in their specific staffing plan for 2026-27 in their June 15, 2024, assertion.

⁷ Periodic updating is essential for pay. As base pay rises, pay supplements for Opportunity Culture® positions must rise to keep up to standards based on percent average of base pay.