

Certification Element	Summary of Level 3
OC™ Pledge	Principal signs the Opportunity Culture® commitment pledge on behalf of the school community.
OC™ Access	Principal uploads staff emails to the Opportunity Culture® portal. All staff will then have access to OC™ newsletters and the OC™ portal.
All OC™ Teams have MCL™ Roles	All OC™ teams have MCL™ positions.
Team Reach™ Standards	There are Team Reach™ roles on at least half of MCL™ teams, and at least one team has two TRT™ roles (or an MTRT™ and TRT™ role). All TRT™/MTRT™ roles are on an MCL™ team.
Tutoring Culture	Principal has signed the OC™ tutoring pledge on behalf of the school community. For at least 60% of the weeks across the school year, all students on MCL™ teams receive at least 90 minutes of small-group ¹ 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.
MCL™ Reach	MCL™ roles reach at least 75% of students in each of the four core subjects. ⁵
MCL™ Selectivity	School selects only teachers with prior high-growth student learning ⁶ for 100% of MCL™ roles.
MTRT™ Selectivity	School selects only teachers with prior high-growth student learning ⁶ for 100% of MTRT™ roles, if any.
Financial Sustainability	OC™ implementation, and plan for all subsequent years, is financially sustainable within the school budget.
MCL™ Pay Supplements	Your school follows a career path that includes pay supplements for MCL™ roles in non-Title I schools that are at least 20% of average system teacher pay for a team size ⁹ of 4 to 5 teachers and at least 30% for a team size of 6 or more; and in Title I schools are at least 25% for a team size of 4 to 5 teachers and at least 35% for a team size of 6 or more. All current roles are paid accordingly..
MTRT™ Pay Supplements	Your school follows a career path that includes pay supplements for MTRT™ roles in non-Title I schools that are at least 6% of average system teacher pay, and in Title I schools, at least 13%, and all current MTRT™ roles are paid accordingly.
TRT™ Pay Supplements	Your school follows a career path that includes pay supplements for TRT™ roles in non-Title I schools that are at least 5% of average system teacher pay, and in Title I schools, at least 8%, and all current TRT™ roles are paid accordingly.
RA™ Pay Supplements	Your school follows a career path that includes pay supplements for RA™ roles in non-Title I schools that are at least 6% of average system paraprofessional pay, and in Title I schools, at least 13%, and all current RA™ roles are paid accordingly.
Planning and Leadership Time	All 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	Principal signed the OC™ 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 OC™ roles; clarification of OC™ roles and responsibilities; OC™ impact; and the school's weekly small-group teaching and tutoring time and goals for students.
Accountability Matching Job	There is a process at the district/system level for both an MCL™ educator leadership evaluation and a formal data system where all MCL™ roles, MTRT™ roles, and TRT™ roles (if any), and team teachers, are matched with students for whom their roles are accountable, including joint accountability for the same students. Principal actually communicates that MCL™ 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. 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.

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 includes 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™ certification standards, with all relevant information submitted in the portal, to be validated at that level.

The rights to use the term “Certified Opportunity Culture School®”, with accompanying icons, and the word “validated” with “Opportunity Culture®” for schools meeting the criteria described below began September 20th, 2024 for use on school and system websites and other written material, and was posted on the Opportunity Culture® website and e-blasted with accompanying social media on or between September 20, 2024 and October 1, 2024.

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"> Can 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, but after 6/30/26 must meet at least provisional certification standards in order to use Opportunity Culture® language 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, only when meeting at least provisional certification standards Must use the currently required certification terms and titles Must use certification wording/symbols required
Schools need portal access to achieve 2025-2026 Certified Opportunity Culture School® status (or validation). Learn more about the Opportunity Culture® portal here .		
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 is currently scheduled to begin in fall of 2026.		

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.

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
Opportunity Culture® Pledge	OC™ 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 <i>Note: Vacancies in an MCL™ position are permissible for up to 6 months while school seeks to fill the position with a qualified applicant.</i>	School implementation plan includes Multi-Classroom Leader® roles for all Opportunity Culture® grades and subjects. ¹³	All Opportunity Culture® teams have Multi-Classroom Leader® positions.	Same as prior level.	Same as prior level.
Team Reach™ Standards <i>Note: Vacancies in an MCL™ position are permissible for up to 6 months while school seeks to fill the position with a qualified applicant.</i>	<p>School plan for full implementation includes 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.</p> <p><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></p>	<p>School plan for full implementation includes 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;</p> <p>AND</p> <p>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.</p> <p><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></p>	<p>School plan for full implementation includes 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;</p> <p>AND</p> <p>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.</p> <p><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></p>	<p>School implementation includes Team Reach™ roles (TRT™ roles, MTRT™ roles, or both), on at least half of Multi-Classroom Leader® 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.</p> <p><i>Note: Tutoring Culture level 3 standards also must be met to be certified at level 3.</i></p>

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<p>Tutoring Culture</p> <p>Tutoring Culture Key Elements:</p> <p>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></p> <p>Weeks Per Year: For at least 60% of weeks, rounded up; <i>and</i></p> <p>Small groups: Average group size is 3-5 students, occasionally up to 7 students; <i>and</i></p> <p>Adult-Led: Time counts include only adult-led small groups; <i>and</i></p> <p>Core Subjects: Time counts are <i>across</i> the four subjects (ELA, social studies, math, sciences) not per subject; <i>and</i></p> <p>Data-Driven: Small-group teaching and tutoring groupings are based on data about each student's current knowledge and skill.</p> <p><i>Students who are further behind are defined as: for any given subject, the students in the bottom ¼ of the class for a given unit or topic.</i></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 3.</p> <p><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></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 3,</p> <p>C. AND the school has been actually implementing a tutoring culture on all current MCL™ teams for at least 3 weeks that meets the following standards:</p> <p>a. Elementary: at least 60 minutes of small-group teaching and tutoring for all students per week, using the tutoring culture key elements.</p> <p>b. Secondary: at least 30 minutes of small-group teaching and tutoring for all students per week, using the tutoring culture key elements.</p> <p><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></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 3,</p> <p>C. AND the school has been actually implementing a tutoring culture on all current MCL™ teams for at least 3 weeks that meets the following standards:</p> <p>a. 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><i>Note: for the purposes of determining a school's overall certification level, the higher of the Team Reach™ element or Tutoring Culture element will be used, as long as both are at least at the provisional level.</i></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><i>Note: Team Reach™ element also must be met to be certified at level 3</i></p>
<p>Multi-Classroom Leader® (MCL™) Reach</p>	<p>School plan for full implementation 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.</p>	<p>A. MCL™ roles actually reach³ at least 50% of students across four core subjects, on average.</p> <p>Exception: Schools in their first two years⁴ implementing MCL™ roles may meet this level standard if MCL™ roles reach at least 25% of students across four core subjects, on average.</p> <p><i>(continued on next page)</i></p>	<p>MCL™ roles actually reach³ at least 75% of students across four core subjects, on average.</p>	<p>MCL™ roles actually reach³ at least 75% of students in each of the 4 core subjects.</p>

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
Multi-Classroom Leader® (MCL™) Reach (continued)		B. AND the school plan includes reaching at least 75% of students in each of the four core subjects with MCL™ roles within 3 school years of the year for which Certified Opportunity Culture School™ status is being asserted.		
Multi-Classroom Leader® (MCL™) Selectivity	Selection criteria include prior high-growth student learning by those in MCL™ roles, and this is included in the MCL™ job description. ¹³ Free job descriptions are available. <i>NOTE: This element does not have a provisional certification level for implementing schools as actually implementing this is essential to the core of OC roles.</i>	Actual selection: School selected only teachers with prior high-growth student learning ⁶ for 80% or more of MCL™ roles.	Actual selection: School selected only teachers with prior high-growth student learning ⁶ for 100% of MCL™ roles.	Same as prior level.
Master Team Reach Teacher™ (MTRT™) Selectivity <i>Note: 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. ^{10,13} Free job descriptions are available.	Actual selection: School selected only teachers with prior high-growth student learning ⁶ for 90% or more of MTRT™ roles, if any.	Actual selection: School selected only teachers with prior high-growth student learning ⁶ for 100% of MTRT™ roles, if any.	Same as prior level.
Financial Sustainability⁷ <i>Note: Please see footnote for more about special funding specifically for roles like those in Opportunity Culture® schools.</i>	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 each of the 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).	Current year OC™ implementation , and plan for all subsequent years, is financially sustainable within the school budget.	Same as prior level.	Same as prior level.

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<p>Multi-Classroom Leader® (MCL™) Pay Supplements⁸</p> <p><i>Note: School systems determine whether school OC™ role pay supplements may vary from the system career path; individual schools must meet the OC™ standards.</i></p>	<p>Your school plans to follow a career path that includes MCL™ pay supplements that meet at least Certified Opportunity Culture School® level 1 standard.¹³</p>	<p>Your school follows a career path that includes pay supplements for MCL™ roles that are at least 12% of average system teacher pay for a team size⁹ of 4 to 5 teachers and at least 20% for a team size of 6 or more, and pays all current roles this supplement level accordingly.</p>	<p>Your school follows a career path that includes pay supplements for MCL™ roles that are at least 18% of average system teacher pay for a team size⁹ of 4 to 5 teachers and at least 25% for a team size of 6 or more, and pays all current roles this supplement level accordingly.</p>	<p>Non-Title I schools follow a career path that includes pay supplements for MCL™ roles that are at least 20% of average system teacher pay for a team size⁹ of 4 to 5 teachers and at least 30% for a team size of 6 or more, and pays all current roles this supplement level accordingly.</p> <p>Title I schools follow a career path that includes pay supplements for MCL™ roles that are at least 25% for a team size of 4 to 5 teachers and at least 35% for a team size of 6 or more, and pays all current roles this supplement level accordingly.</p>
<p>Master Team Reach Teacher™ (MTRT™) Pay Supplements^{8,11}</p> <p><i>Note: School systems determine whether school OC™ role pay supplements may vary from the system career path; individual schools must meet the OC™ standards.</i></p>	<p>Your school plans to follow a career path that includes MTRT™ pay supplements that meet at least Certified Opportunity Culture School™ level 1 standard.¹³</p>	<p>Your school follows a career path that includes pay supplements for MTRT™ roles that are at least 4% of average system teacher pay, and if currently implementing this role, pays this supplement level accordingly.</p>	<p>Your school follows a career path that includes pay supplements for MTRT™ roles that are at least 6% of average system teacher pay, and if currently implementing this role, pays this supplement level accordingly.</p>	<p>Non-Title I school: same as prior level.</p> <p>Title I schools follow a career path that includes pay supplements for MTRT™ roles that are at least 13%, and if currently implementing this role, pays this supplement level accordingly.</p>
<p>Team Reach Teacher™ (TRT™) Pay Supplements^{8,11}</p> <p><i>Note: School systems determine whether school OC™ role pay supplements may vary from the system career path; individual schools must meet the OC™ standards.</i></p>	<p>Your school plans to follow a career path that includes TRT™ pay supplements that meet at least Certified Opportunity Culture School® level 1 standard.¹³</p>	<p>Your school follows a career path that includes pay supplements for TRT™ roles that are at least 3% of average system teacher pay, and if currently implementing this role, pays this supplement level accordingly.</p>	<p>Your school follows a career path that includes pay supplements for TRT™ roles that are at least 5% of average system teacher pay, and if currently implementing this role, pays this supplement level accordingly.</p>	<p>Non-Title I school: same as prior level.</p> <p>Title I schools follow a career path that includes pay supplements for TRT™ roles that are at least 8%, and if currently implementing this role, pays this supplement level accordingly.</p>
<p>Reach Associate™ (RA™) Pay Supplements^{8,12}</p> <p><i>Note: School systems determine whether school OC™ role pay supplements may vary from the system career path; individual schools must meet the OC™ standards.</i></p>	<p>Your school plans to follow a career path that includes RA™ pay supplements that meet at least Certified Opportunity Culture School® level 1 standard.¹³</p>	<p>Your school follows a career path that includes pay supplements for RA™ roles that are at least 5% of average system paraprofessional pay, and if currently implementing this role, pays this supplement level accordingly.</p>	<p>If you are a non-Title I school: same as prior level.</p> <p>If you are a Title I school, your school follows a career path that includes pay supplements for RA™ roles in Title I schools that are at least 10% of</p> <p><i>(continued on next page)</i></p>	<p>Non-Title I schools follow a career path that includes pay supplements for RA™ roles that are at least 6% of average system paraprofessional pay, and if currently implementing this role, pays this supplement level accordingly.</p> <p><i>(continued on next page)</i></p>

Design Elements	Certification at Provisional Level	Certification at Level 1	Certification at Level 2	Certification at Level 3
<i>Reach Associate™ (RA™)</i> Pay Supplements (<i>continued</i>)			average system paraprofessional pay, and if currently implementing this role, pays this supplement level accordingly.	Title I schools follow a career path that includes pay supplements for RA™ roles that are at least 13% of average system paraprofessional pay, and if currently implementing this role, pays this supplement level accordingly.
Planning and Leadership Time	School plan states that MCL™ roles will have extra time to plan and lead their teams next year, 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, and are protected from other job duties unrelated to teaching and the MCL™ role.	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, and are protected from other job duties unrelated to teaching and the MCL™ role.
Principal Communication	Plan includes pledge to communicate at least <i>5 times 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.
Accountability Matching Job	School plan states that MCL™ roles are accountable for all the students served by the teachers they lead next year. ¹³	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 There is a process at the district/ system level for both an MCL™ educator leadership evaluation and a formal data system where all MCL™ roles, MTRT™ roles, and TRT™ roles (if any), and team teachers, are matched with students for whom their roles are accountable, including joint accountability for the same students.

Endnotes

- ¹ Groupings of 3-5 students, with a maximum of 7 students if the grouping is supported by student data.
- ² For any given subject, the students in the bottom ¼ of the class for a given unit or topic.
- ³ Calculate the percent reach in each of four subjects (ELA, Math, Social Studies and Science) and average them. Weighted averages are not required.
- ⁴ “Two years” = one full year and up to a second full year or partial year. Example: a school starting in January and continuing through another full year is in the “first two years.” A full year is defined by the certification year from September 1 to June 30.
- ⁵ To calculate for the highest level of certification, calculate the percent reach in each of four subjects individually (ELA, Math, Social Studies and Science). Do not average them.
- ⁶ Prior high growth using system’s standard; or top-25% growth if district has no prior standard.
- ⁷ 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).
- ⁸ 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. Additionally, school systems determine whether school OC™ role pay supplements may vary from the system career path; individual schools must meet the OC™ standards.
- ⁹ Team size is the number of teachers led by the MCL™ role and does not include the MCL™ role; team size does include the MTRT™ roles and any teacher coached by an MTRT™ role.
- ¹⁰ There must be a job description for this role unless Team Reach™ roles are excluded by state policy or district collective bargaining agreement, even if the role is not immediately being implemented, so that this role is already planned in case it is added in future years.
- ¹¹ There must be a pay supplement for this role on the career path used by the school, unless Team Reach™ roles are excluded by state policy or district collective bargaining agreement, even if the role is not immediately being implemented, so that it is already planned in case the role is added in future years. Typically, schools use the school system career path but may use school’s own career path if allowed by school system.
- ¹² There must be a pay supplement for this role on the career path used by the school, even if the role is not immediately being implemented, so that it is already planned in case the role is added in future years. Typically, schools use the school system career path but may use school’s own career path if allowed by school system.
- ¹³ Implementing schools cannot assert for provisional status related to these certification elements, as actually implementing the specifics of this element are essential to the core of OC™ models: All Opportunity Culture® teams have MCL™ roles; MCL™ selectivity; MTRT™ selectivity; MCL™ pay supplements; MTRT™ pay supplements; TRT™ pay supplements; RA™ pay supplements; and accountability matching job.

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