

OPPORTUNITY CULTURE® INSIGHTS

STATE OF THE OPPORTUNITY CULTURE® INITIATIVE: SUMMER 2026

Excellent **Student** Results. Excellent **Educator** Careers.

The **Opportunity Culture®** initiative is the nation's largest and most successful school staffing and instructional design effort. Educators redesign their schools and instruction to reach all students with excellent teaching and educators with excellent careers.

What is OC® design? Schools select teachers who have produced high-growth student learning for **Multi-Classroom Leader® (MCL™)** roles. They lead all instruction for a small teaching team, with accountability for teamwide student results. They lead planning and delivery of curricula, lessons, and methods for aligned whole-class, small-group, and individual instruction; teacher practice and coaching using the curriculum; and data-driven cycles to differentiate instruction for high-growth learning up to and far beyond grade level. Teachers, paraprofessionals, and apprentices may extend their reach. All adults tutor, and all students get tutoring. Educators earn more using recurring budgets. Schedules protect school-day time for educators' key actions. Accountability matches each role.

Public Impact® envisioned Opportunity Culture (OC®) design in 2006, published the first of many research and policy briefs in 2009, and launched with schools in 2013–14. OC teams serve mostly Title I schools so far but lift learning and job satisfaction broadly.

With data from 10 years of Opportunity Culture implementation, we honed certification standards to guide districts and schools.

We're pleased to report **progress toward goals and insights from the most recent data analysis and annual educator survey**.

State of Opportunity Culture® Impact: Summer 2026

Goal Area	Status
Reach	- Students reached 2025–26: >325,000. Projected 2026–27: >350,000. Cumulative: >1.7 million student years > 100 school systems in 18 states have used OC® design in first 13 years 1,300 schools implementing, planning, or committed to use OC design in coming years > 460 certified schools 2025–26—meeting data-driven design standards or having a plan to do so
Results	3rd-Party Research: 4 districts, 3 states, 7 different years, >15,000 students, >180,000 comparison students - Nearly <u>extra</u> half-year student learning annually: reading and math averages (studies by CALDER, Texas Tech) Annual Analysis of Schoolwide Student Learning (~75,000–200,000 treatment students per item) 2X as likely: Schoolwide high growth when meeting design standards vs. same-state schools without OC design 3X as likely: Schoolwide high growth if reaching 100% of students with MCL role vs. same-state schools
Relationships	2026 survey of >3,500 educators out of >10,500 in OC roles nationally - Teachers: 50% more likely to strongly recommend teaching than all US teachers* 99% of teacher-leaders (MCL roles) want OC models to continue in their school >90% of all OC educators want OC models to continue in their school >\$150 million extra pay cumulatively since 2013. Team leader pay has averaged >20% of base, up to \$25,000. 4X: OC educators are over 4 times more satisfied with time to do their jobs than U.S. teachers**
Replicability	98.6% of schools sustainably funded pay supplements with recurring money ↓~70%: Decreased cost per student over five years

*Compared to 2025 E4E survey ratings of 9 and 10, the most recent available at time of publication

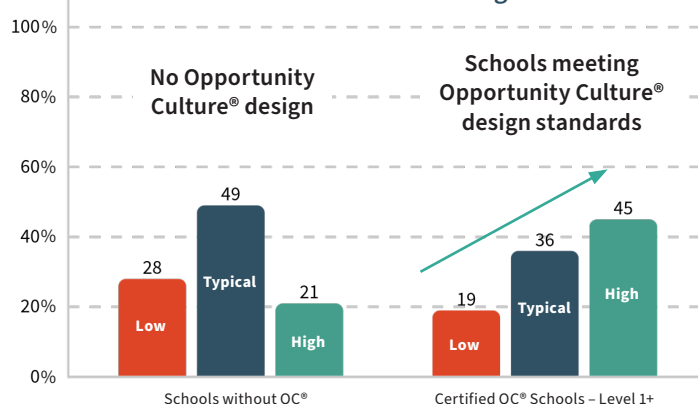
**Compared to [national Pew survey 2025](#)

Learning rose *schoolwide* when schools met certification standards *and* gave staff access to design, instructional, and leadership tools.

Figure 1 shows Title I schools with OC models, 2024–25: “High” growth is top 25% growth in each school's state.

Note: Schools with OC models have higher poverty rates than other Title I schools, on average

FIGURE 1. Schoolwide Learning Growth



Insights from 2026 Annual Educator Survey

In its **11th year**, the Opportunity Culture Educator Survey is one of the nation’s largest annual multi-state teacher surveys, with **3,500 educators from 26 school systems** responding out of >10,500. Nearly all educators in Opportunity Culture roles agreed or strongly agreed that OC models provided **strong instructional support, including by principals**. **Nearly all want OC models** in their schools.

Nearly All Opportunity Culture® Educators Report Strong <i>Instructional</i> Support	% Agree or Strongly Agree	
	MCL™ Role	All OC® Roles
Teachers are held to high professional standards for delivering instruction	99%	98%
Teachers receive feedback that can help them improve their teaching	98%	94%
Supports provided* translate to improvements in instructional practices by teachers (*such as instructional coaching, professional learning communities)	98%	93%

Vast Majority of Opportunity Culture® Educators Want OC® Models to Stay in Their Schools					
Role	Multi-Classroom Leader® Role	Reach Associate™ paraprofessional	Team Reach™ roles	Team Teacher (no extra pay)	All OC Roles Combined
% Agree	99%	99%	95%	84%	>90%

Notably, 50 percent more Opportunity Culture teachers than U.S. teachers* strongly recommend teaching

(*U.S. teachers in E4E 2025 survey; “strongly recommend” includes ratings of 9–10 out of 10).

Principals are excelling in leading OC staffing and instructional design: 95% of MCL educators agreed that the principal (and/or AP) supported their success in their OC roles; 89% in all OC roles agreed. These perceptions help dispel the myth that most principals “aren’t ready” to lead strong instructional leaders and staff.

Opportunities for improvement suggested by survey results include communication by principals, protection of time for OC roles, and including more educators in OC roles. Still, **OC educators rate their jobs far above other U.S. teachers** on similar elements.

- **Time:** 74–82% of educators in MCL roles said on a range of questions they had enough time for their roles. And 71–81% in all OC roles felt that way. *Contrast: Only 16% of U.S. teachers feel they have enough time for their jobs* ([National Pew survey 2022](#)).
- **Communication:** 83% of MCL educators, and 77% in all OC roles, felt principals communicated well about OC roles. *Contrast: 43% of U.S. teachers say communication from school leaders is very good or excellent* ([Gallup survey 2026](#)).
- **Inclusion/Exclusion:** Teachers left out of pay boosts are least satisfied; look for new pay options in 2026–27.

Insights from Annual Data Analysis

In the first half of 2026, for the 13th year, Public Impact analyzed the relationship between over 50,000 school design data points and schoolwide student learning growth. Our technical design team uses the findings only to edit materials and design standards for schools to serve students and educators. 2024–25 data came from 15 states and 580 implementing schools with data, representing more than 200,000 students directly affected. We sorted schools into three certification levels, which they achieved by meeting all design standards at that level or higher. We also analyzed individual design standards. New standards and guidance matching the data will be released in fall 2026.

Factors Positively Associated with Higher Rates of Schoolwide Learning Growth

Factor	Detail
Meeting All Design Certification Standards <i>Detail: Levels 1–3 certified (not provisional)</i>	2X: Schools attesting they met <i>all</i> design certification standards (Level 1+) were over twice as likely to make high growth schoolwide as schools without OC models
Meeting Each Design Certification Standard <i>Detail: Levels 1–3 certified (not provisional)</i>	<i>Each individual design standard</i> was also associated with higher-growth learning schoolwide, <i>except</i> for paraprofessional stipends. Level 2+ stipends for some other roles also were not consistently correlated with learning, but pay has increased satisfaction.
Reaching 100% of Students with MCL Roles <i>Detail: Certified, all levels (1-3 & provisional)</i>	3X: Title I schools reaching all students with MCL roles in at least one core subject (typically <i>some</i> students in others) were three times as likely to make high growth schoolwide as schools without OC roles. This includes Level 1-3 <i>and</i> provisional schools.
Teachers Reaching More Students Directly <i>Detail: All schools, certified and not</i>	~2X: Title I schools with teachers who earn more for larger student loads/classes were nearly twice as likely to make high growth schoolwide as schools without OC models. 96% of these schools also had MCL roles; a small number of OC legacy schools did not.
Schools Trading Classroom Vacancies <i>Detail: All schools, certified and not</i>	+7: Schools trading classroom vacancies, rather than filling them all or hiring subs, boosted schoolwide high growth about 7 percentage points per trade, on average, above schools without 1 FTE classroom trade. Savings can fund higher pay, for example.