

The Center for
Outcomes Based Contracting
at the Southern Education Foundation

High-Dosage Tutoring

Example Language to Include in OBCs

Spring 2025

Toolkit Objectives



- Strengthen the development process of OBCs by aligning to the Standard of Excellence for High-Dosage Tutoring.
- Support K12 Districts and Providers with exemplar language to include in an OBC.

Introducing the Standards of Excellence

The OBC Standards of Excellence provide a robust **framework for designing and implementing effective OBCs**.

These standards guide **districts** and **providers** in creating contracts that align with research, **prioritize student outcomes**, and ensure **accountability** through data-driven practices.

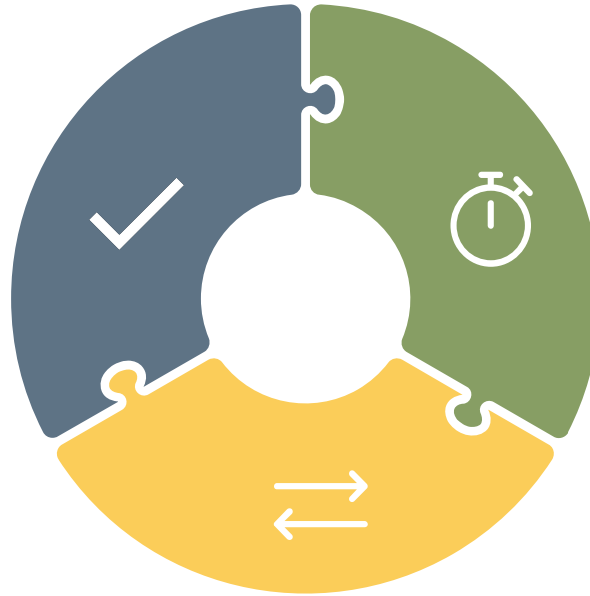
- Each of the five **domains** represents an essential component for a successful OBC:
 - Clearly Defined Population
 - Clearly Defined Outcomes and Metrics
 - Contingent Outcomes Payments
 - Mutual Accountability
 - Continuous Improvement
- The contract **standards** serve as overarching statements, summarizing the key components of an effective OBC.
- The **indicators** are tangible, observable elements that provide evidence the standard has been met.



Why the OBC Standards of Excellence are Needed

Ensure Quality

Provide a rigorous framework to ensure outcomes based contracts are thoughtfully designed, high-quality, and aligned with best practices.



Foster Efficiency

Provide a clear and efficient framework that streamlines the development of high-quality, well-defined contracts and enables scalability.

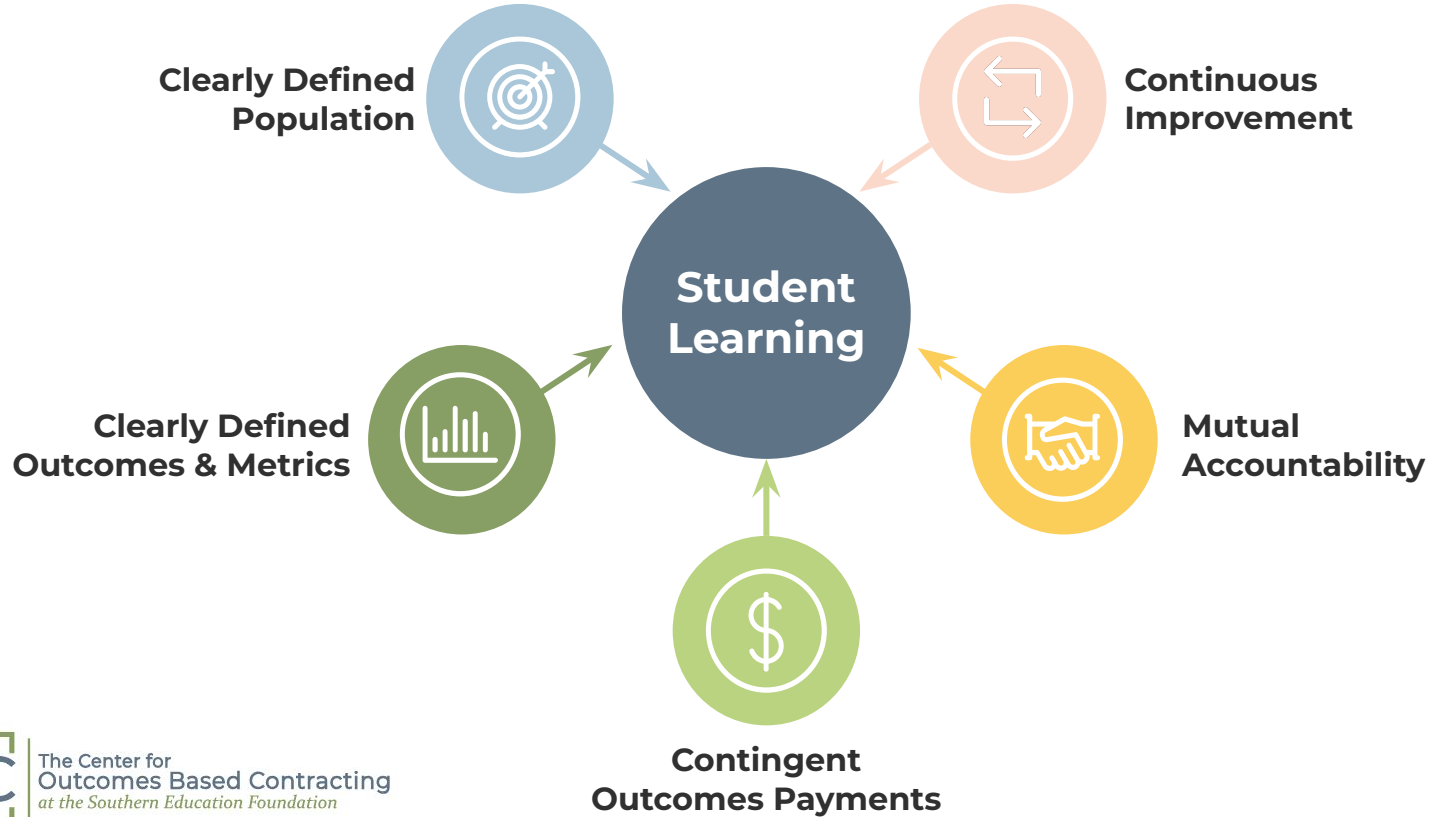
Prompt Consistency

Set clear, uniform expectations for OBC, ensuring the presence of critical contract components.



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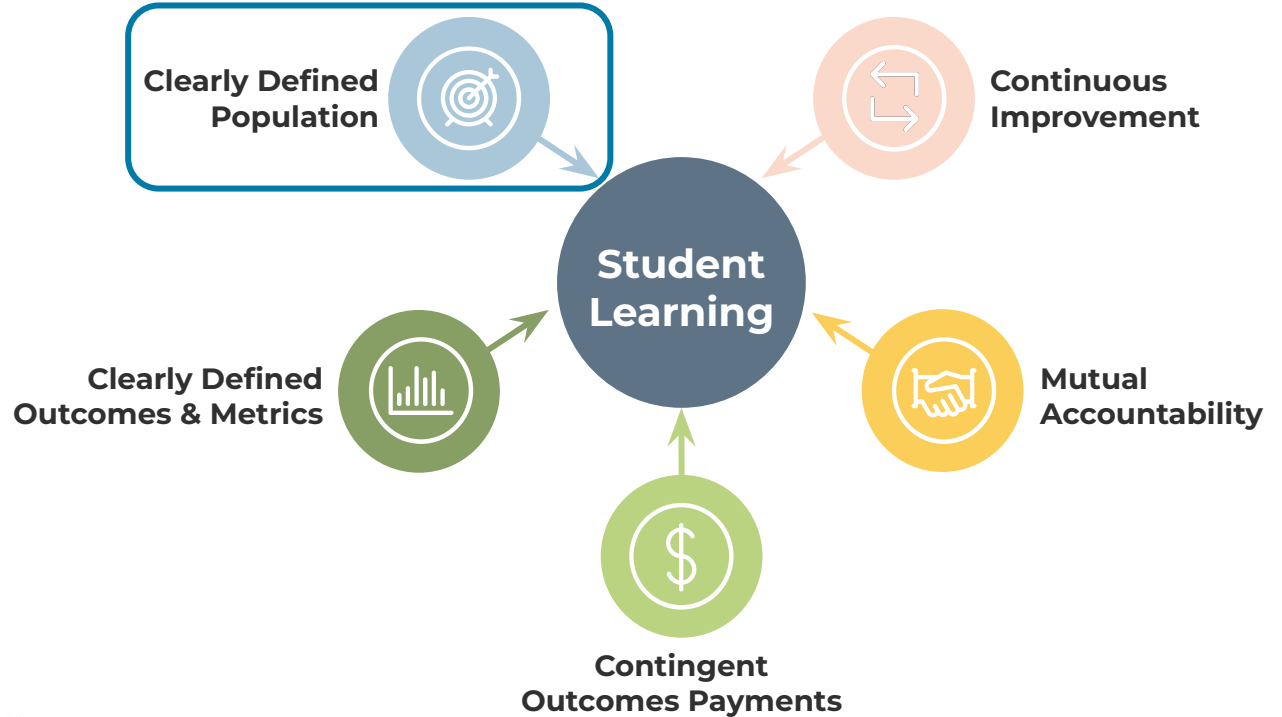
Ingredients for a Successful OBC



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Ingredients for a Successful OBC

The contract defines the population served, **specifying** the content area, grade level, and like-performing student group (defined by one or more quantitative criteria)



Domain 1: Clearly Defined Population

Standard 1: Target Student Population

Target Student Population: The contract clearly describes the target student population.

Indicator	Example Language from an OBC
<p>1.1 Target Population - Specifies a group of like-performing students who need additional support in the focus area based on grade level, subject area, historical performance, and any other relevant identifiers (e.g., first language, IEP status)</p>	<ul style="list-style-type: none">• Rising 7th & 8th Grade Math students with a previous score of Level 1 to 2.2 on the 2023 Spring Math F.A.S.T.• Enrolled in M/J Grade 7 Mathematics or M/J Grade 8 Pre Algebra
<p>1.2 Historical Performance Data - Provides historical baseline data (using the same or a proxy assessment tool) to describe baseline performance for the targeted student group</p>	<ul style="list-style-type: none">• % of students achieving an SGP of 50+ on the MOY administration of the Star Math Assessment- Grade 7- 42%, Grade 8- 48%• % of students achieving an SGP of 66+ on the MOY administration of the Star Math Assessment- Grade 7- 38%, Grade 8- 31%• % of students improving by at least 2 achievement buckets from PM3 of the previous school year to PM3 of the current school year on F.A.S.T.- Grade 7- 40%, Grade 8- 46%• % of students achieving a Level 3 or higher on Spring Administration of F.A.S.T (PM3)- Grade 7- 36%, Grade 8- 28%

Domain 1: Clearly Defined Population

Standard 1: Target Student Population

Target Student Population: The contract clearly describes the target student population.

Indicator	Example Language from an OBC
1.3 Student Identification Criteria - Identifies assessment, metric(s) / criteria, and performance thresholds that will be used to identify like-performing students	<ul style="list-style-type: none">• A previous score of Level 1 to 2.2 on the 2023 Spring Math F.A.S.T.• Must have a current average daily attendance rate of at least 80%
1.4 Population Size Estimate - States the estimated number of students intended to be served (from the like-performing population)	<ul style="list-style-type: none">• 1,250 students participating by school: School A (220); School B (235); School C (190); School D (174); School E (155); School F (152); and School G (124)

Domain 1: Clearly Defined Population

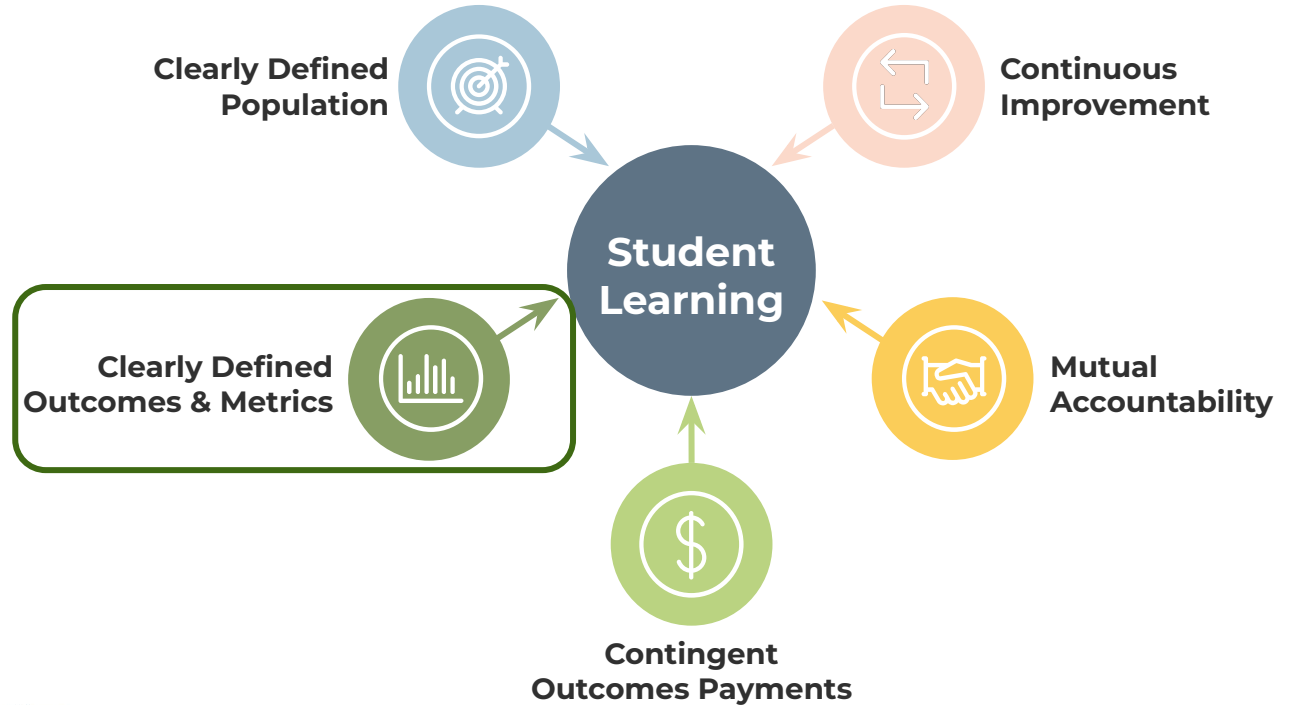
Standard 2: Program Description

Program Description: The contract includes a program description.

Indicator	Example Language from an OBC
<p>2.1 Research-Based Intervention - Identifies a tutoring intervention consistent with the research base about effective practices for high-dosage tutoring, e.g., group size; tutor consistency; frequency / duration; schedule; tutor preparation and coaching / development; data-informed; material / curriculum quality, rigor, and alignment</p>	<ul style="list-style-type: none">• The District seeks a research-based tutoring intervention that is consistent with the findings on effective practices for high-dosage tutoring. Based on the District's due diligence, the scholarship shared by Provider meets this requirement.
<p>2.2 Aligned Implementation - Articulates intention to use and implement the intervention in alignment with the research base and best practices associated with demonstrated impact for the product</p>	<ul style="list-style-type: none">• The District plans to implement the service as aligned to Provider's research which recommends 45- minutes, twice a week, for the identified student population.
<p>2.3 District Strategic Alignment - Articulates alignment with long-term district priorities, goals, and strategy</p>	<ul style="list-style-type: none">• In support of the District's goal to increase literacy rates in third grade, the Program will include second grade students who are currently scoring one and two levels below grade level on the i-Ready assessment.
<p>2.4 Implementation Timeline - Outlines intervention timeline consistent with research demonstrating impact, including the duration and planned start / end dates</p>	<ul style="list-style-type: none">• The Program will run approximately 25 weeks, from October 1, 2024 through June 30, 2024, excluding district/state testing windows and holidays.

Ingredients for a Successful OBC

The contract includes clear outcome definitions - **determined by the district** - with associated measures and achievement goals specific to the target population



Domain 2: Clearly Defined Outcomes and Metrics

Standard 3: Measurable Outcomes and Metrics

Measurable Outcomes and Metrics: The contract includes measurable, research-backed outcomes and metrics.

Indicator	Example Language from an OBC
3.1 Achievement Metric - Includes one or more achievement outcome - and corresponding metric (assessment, measure, and threshold) - that is valid, reliable, and rigorous	<ul style="list-style-type: none">• Student achieves an SGP of 50+ on the MOY Star Math (1/9-1/20)
3.2 Growth Metric - Includes one or more growth / gains outcome - and corresponding metric (assessment, measure, and threshold) - that is valid, reliable, and rigorous	<ul style="list-style-type: none">• Student increases 2+ levels from PM3 of the previous SY to PM3 of the current SY on F.A.S.T. (5/1-5/31)
3.3 Meaningful Outcomes - All contract outcomes and metrics are meaningful , i.e., aligned to district priorities	<ul style="list-style-type: none">• WHEREAS, the District, as demonstrated through the middle school math proficiency focus in the 2030 Strategic Plan, is committed to the success of all students and is implementing high impact tutoring for mathematics in 7 middle schools to ensure algebra readiness for, students enrolled in M/J Grade 7 Mathematics and M/J Grade 8 Prealgebra and scored a Level 1 or 2 on the Spring 2023 administration of the Florida Assessment of Student Thinking (F.A.S.T.)

Domain 2: Clearly Defined Outcomes and Metrics

Standard 3: Measurable Outcomes and Metrics

Measurable Outcomes and Metrics: The contract includes measurable, research-backed outcomes and metrics.

Indicator	Example Language from an OBC
3.4 Malleable Outcomes - All contract outcomes and metrics are malleable , i.e., able to be impacted by the intervention	<ul style="list-style-type: none">• Student increases 2+ levels from PM3 of the previous SY to PM3 of the current SY on F.A.S.T. (5/1-5/31)• Student achieves an SGP of 50+ on the MOY Star Math (1/9-1/20)
3.5 Measurable Outcomes - All contract outcomes and metrics are measurable , i.e., feasible to be accurately monitored to assess progress and attainment	<ul style="list-style-type: none">• Student increases 2+ levels from PM3 of the previous SY to PM3 of the current SY on F.A.S.T. (5/1-5/31)• Student achieves an SGP of 50+ on the MOY Star Math (1/9-1/20)
3.6 Assessment Diversity - Outcomes and metrics leverage valid, reliable, rigorous, and comprehensive assessments from multiple sources to provide a more complete picture of student performance and protect against gaps and biases	<ul style="list-style-type: none">• See examples above (one from F.A.S.T and the other from Star)

Domain 2: Clearly Defined Outcomes and Metrics

Standard 4: Data Collection and Sharing

Data Collection and Sharing: The contract includes expectations, processes, and timelines for data collection and sharing.

Indicator

Example Language from an OBC

4.1 Data Collection Timeline -

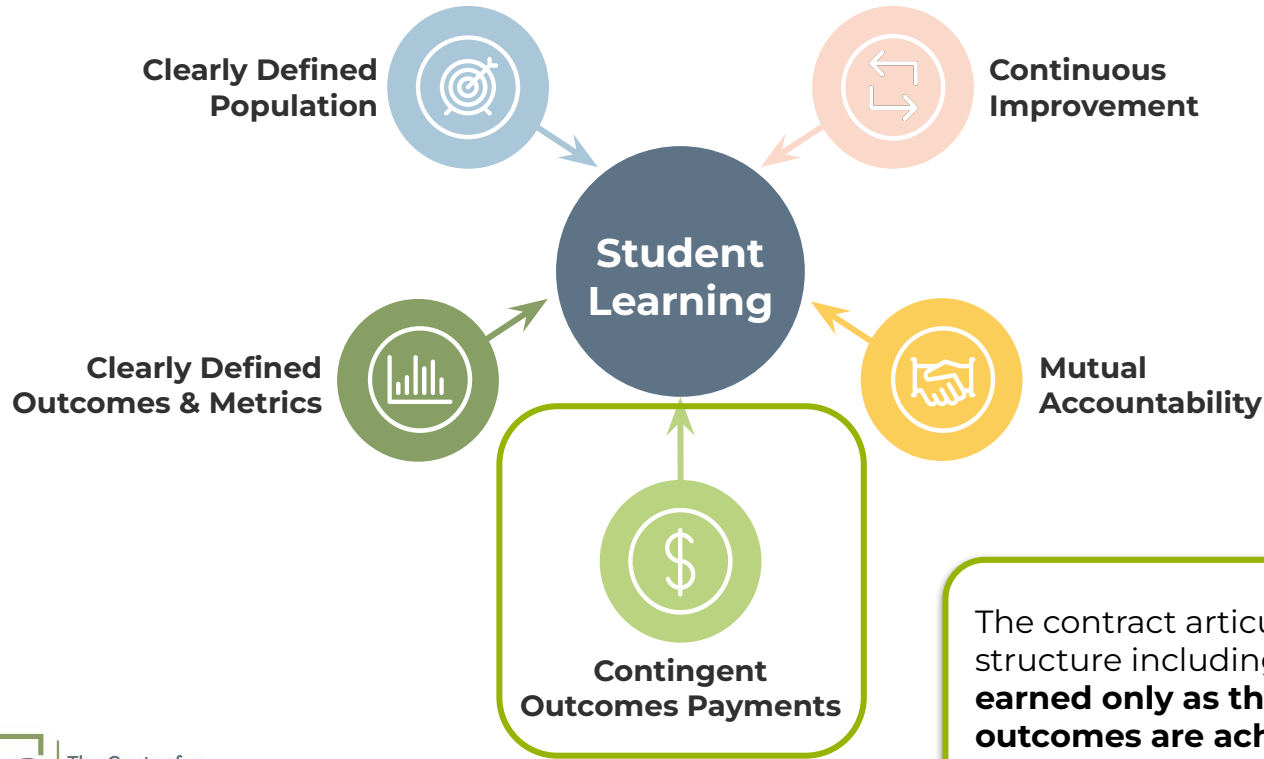
Articulates **timelines** for assessment administration, data reporting/sharing, and payment for each outcome-metric pair, including process outcomes

4.2 Data Collection Responsibilities -

Indicates **individuals** responsible for assessment administration, data reporting/sharing, and payment for each outcome-metric pair, including process outcomes

Payment Outcome 1 Timetable		
Milestone	Persons/Party Responsible	Timeline
Assessment is administered	Individual school sites	1/1- 1/20
Data validation of Star Math MOY Typical Growth	District Academic Services Accountability & Assessment Team	2/2
Star Math MOY Typical Growth data reviewed and validated by both parties to determine outcomes based payment	District Academic Services, Accountability & Assessment Team, and the Provider	2/9
Payment administered based on rate card and validated data	District Purchasing Services	3/15

Ingredients for a Successful OBC



The contract articulates a financial structure including payments that are **earned only as the agreed-upon outcomes are achieved.**

Domain 3: Contingent Outcome Payments

Standard 5: Payment Structure

Payment Structure: The contract includes a per-student base payment.

Indicator	Example Language from an OBC
5.1 Student-Based Pricing - Specifies per-student base price , i.e., not class-, school-/site-, or district-based pricing	<ul style="list-style-type: none">• Costs are presented as an “all in” price per student. Pricing is inclusive of technology platform access, services, professional development, and any necessary changes or innovations needed to meet student outcomes. Wraparound services like project management, curriculum development, technology support, etc, are baked into the per-student price.
5.2 All-Inclusive Pricing Structure - Specifies inclusive pricing , i.e., no additional line items for professional learning, project management, curriculum development, etc.	
5.3 Implementation Price - Contract price (base + contingent payments) accounts for services required (per the research base) to enable fidelity of implementation and does not require additional payments or inputs in order to produce the outcomes	<ul style="list-style-type: none">• Costs cover the necessary implementation for Provider to meet contingent payment outcomes based on their research and to support fidelity of implementation. Provider is not to charge District for any additional measures needed to meet outcomes.
5.4 Outcome Cap Scaling - Specifies that the base payment and outcome caps are scaled based on the total number of rostered students	<ul style="list-style-type: none">• The current costs are based on 1,250 students. The final cost will be determined and scaled based on the total number of rostered students.

Domain 3: Contingent Outcome Payments

Standard 6: Contingent Payments

Contingent Payments - The contract articulates a structure for payments contingent on outcomes.

Indicator	Example Language from an OBC
6.1 Payment Contingency Requirement - At least 40% of the total contract value is contingent on student outcomes	<ul style="list-style-type: none">• Payments other than the Base Payment are collectively the "Contingent Outcomes Payments." These make up 40% of the total contract value.
6.2 Individual Outcomes Based Payment - Specifies that contingent payments will be made based on the attainment of individual student outcomes	<ul style="list-style-type: none">• Outcomes based contracting seeks to drive public resources toward high-performing programs and services that achieve measurable, long-term student outcomes. This outcomes based contract includes upfront base payment and contingent outcome payments for achieving stipulated outcomes.
6.3 Payment Definitions - Defines key terms , including base payment, payment outcomes, process outcomes, contingent payments, price per outcome, and outcome payment cap	<ul style="list-style-type: none">• View Section A: Terms and Definitions in the HDT OBC Template
6.4 Maximum Payment Specification - Specifies maximum potential payment	<ul style="list-style-type: none">• The Parties understand and agree that under no circumstances shall the Total Contingent Outcomes Payments exceed the maximum indebtedness amount of \$850,000.00 for all Contingent Outcomes Payments under this Agreement, unless mutually agreed upon by the Parties

Domain 3: Contingent Outcome Payments

Standard 7: Rate Card

Rate Card - The contract includes a completed rate card.

Indicator

Example Language from an OBC

7.1 Payment Outcomes - Rate card includes **2-5 payment outcomes**, including middle-of-year and end-of-year payment outcomes (for year-long interventions)

7.2 Rate Card Structure - Rate card includes clearly-defined outcome and metric pairs with **per-student price** and **outcome cap** for each

7.3 Budget Alignment - Sum of the individual outcome caps **is equal to** the total budget

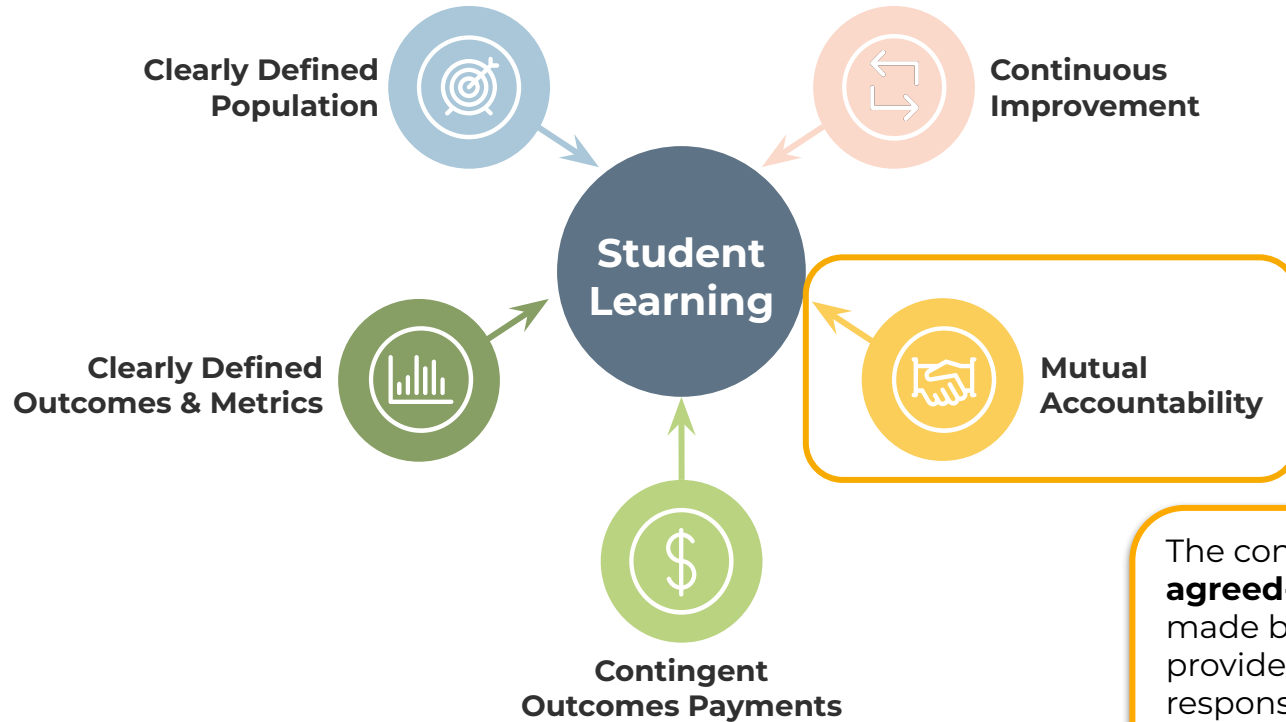
7.4 Base Payment Cap - Base payment outcome cap **is equal to** the per-student base payment multiplied by the number of students served

7.5 Outcome Cap Limits - Outcome caps are **no greater than** the per-student outcome price multiplied by the number of students served

7.6 Non-Exclusive Outcomes - Outcome-metric pairs are **not mutually exclusive**, i.e., each outcome can be achieved by every student. For example, if using multiple growth outcomes, one outcome might be “typical+” and another outcome might be “high”; if using multiple proficiency outcomes, one outcome might be “meets expectations+” and another might be “exceeds expectations”

Outcomes	Metric	Price Per Stu	Cap
Payment Outcome 1: Typical Growth	Student achieves an SGP of 50+ on the MOY administration of the Star Math Assessment	\$113	\$85k
Payment Outcome 2: High Growth	Student achieves an SGP of 66+ on the MOY administration of the Star Math Assessment	\$453	\$170k
Payment Outcome 3: F.A.S.T. EOY Growth (PM3)	Student increases by at least 2 achievement buckets from PM3 of the previous school year to PM3 of the current school year on F.A.S.T.	\$680	\$255k
Payment Outcome 4: F.A.S.T. EOY Proficiency (PM3)	Student achieves a Level 3 or higher on Spring Administration of F.A.S.T (PM3)	\$850	\$340k
Base Payment	Paid on services rendered;	\$680	\$850k
Total		\$2,776	\$1.7M

Ingredients for a Successful OBC



The contract includes **agreed-upon commitments** made between a district and provider, ensuring each party is responsible for the achievement of student outcomes



Domain 4: Mutual Accountability

Standard 8: Minimum Service Requirements

Minimum Service Requirements - The contract includes minimum service requirements for all parties.

Indicator	Example Language from an OBC
<p>8.1 Student Attendance - Articulates minimum attendance requirements for participating students and the district's responsibility to ensure it is met, e.g., 70% attendance over the duration of the contract (based on the research about effective high-dosage tutoring)</p>	<ul style="list-style-type: none">• The District is responsible for maintaining an 80% student attendance average.
<p>8.2 Consistent Tutor - Specifies the provider's responsibility to ensure tutor consistency, e.g., that students have the same tutor for at least 80% of tutoring sessions any adjustments to groupings occur sparingly and strategically (based on the research about effective high-dosage tutoring)</p>	<ul style="list-style-type: none">• The Provider will track and report tutor consistency rates- accountable for 80% consistency- monthly to the District, including justifications for any tutor changes and their alignment with research-based high-dosage tutoring practices.
<p>8.3 Platform Access Requirements - If necessary, specifies requirements for accessing the platform (detailed information on required hardware, software, peripherals, bandwidth, etc.) and the district's responsibility to ensure requirements are met</p>	<ul style="list-style-type: none">• The District is required to ensure students can access the platform, meeting hardware, software and bandwidth requirements stated by the Provider.• The District is required to facilitate students' access to the technology platform and services, as prescribed by the minimum dosage requirements of the Provider, including a "start by" date and a total duration (e.g. number of weeks) of the program.

Domain 4: Mutual Accountability

Standard 8: Minimum Service Requirements, cont'd.

Minimum Service Requirements - The contract includes minimum service requirements for all parties.

Indicator

Example Language from an OBC

8.4 Data Sharing Protocol - Outlines **data sharing** between district and provider for key elements, including district data that enables the provision of instructionally appropriate content for students and provider data that enables continuous improvement

Data Element	Purpose	Timeline/Frequency	Responsible for Data Collection, Sharing, & Analysis
F.A.S.T. (PM2)	Payment Metric	February 2	District Teams-Academic Services, Accountability & Assessment Team
F.A.S.T. (PM2)	Payment Metric	June 7	District Teams-Academic Services, Accountability & Assessment Team
Student Attendance	Process measure	Weekly	Provider
Tutor-Student Match Rate	Process measure	Weekly	Provider
Session Exit Tickets	Process measure	After every session	Provider

Domain 4: Mutual Accountability

Standard 8: Minimum Service Requirements, cont'd.

Minimum Service Requirements - The contract includes minimum service requirements for all parties.

Indicator

Example Language from an OBC

8.5 Implementation Success Plan - Includes initial **provider-developed implementation success plan** that outlines the activities needed to support and drive implementation consistent with research-based best practices (including but not limited to professional learning, frequency of data / report review, ongoing coaching, on-demand resources, tech support, and continuous improvement) and all parties' responsibilities for completing these activities

- The Provider is accountable for designing and driving the Success Implementation Plan. The Implementation Success Plan should include: professional learning for variety of audiences; Client Success Manager; a continuous improvement process; office hours to support implementation and troubleshoot issues.

8.6 Progress Monitoring Reports - Identifies the **key reports** (2-3) needed to drive strong implementation and monitor process outcomes at the classroom, school, and district levels - e.g., attendance, participation, student performance, and other key metrics of engagement and progress - and details their availability, including how they can be accessed by all parties and the frequency with which they update

- Provider will share reports at the classroom, school, and district levels- attendance, participation, performance, and other key metrics of engagement as outlined- and details their availability, including how they can be accessed by all parties and the frequency with which they update.

Domain 4: Mutual Accountability

Standard 8: Minimum Service Requirements, cont'd.

Minimum Service Requirements - The contract includes minimum service requirements for all parties.

Indicator	Example Language from an OBC
<p>8.7 Technical Requirements - If necessary, specifies requirements for platform performance (platform uptime and operational status, single sign-on and user verification, SIS and LMS interoperability, system performance and response time, data encryption and cyber protection, and support response time) and the provider's responsibility to ensure requirements are met</p>	<ul style="list-style-type: none">• The Provider will support that the platform is available and operational for users without significant downtime, ensuring reliable access to educational resources.• Secure user authentication mechanisms are in place to verify the identity of users and prevent unauthorized access (single sign-on).• The platform is interoperable with student information system and learning management system.• The platform is capable of handling anticipated users and content without significant performance degradation.• The platform has security measures including data encryption, user access controls, and protection against common cyber threats to safeguard user data and privacy.
<p>8.8 Support Timeline - If necessary, specifies a timeframe for when the provider will deliver technical support when issues arise with the platform.</p>	<ul style="list-style-type: none">• Technical support is available within 24 hours to address any platform related issues or concerns.• Provide phone, email, and Zoom support year round
<p>8.9 Roster Finalization Timeline - Specifies a timeline during initial stages of implementation for finalizing the participating student roster and computing associated base payment</p>	<ul style="list-style-type: none">• The District will have a 4 week window from the start of the program to finalize the roster of participating students. During this window, the District may add or remove students from the program, in accordance with the student population description. Additional base payment will be calculated and paid at the conclusion of this window.

Domain 4: Mutual Accountability

Standard 9: Mutual Accountability Mechanisms

Mutual Accountability Mechanisms - The contract outlines mutual accountability mechanisms and remedies when responsibilities are not met for all parties.

Indicator	Example Language from an OBC
9.1 Missing Assessment Remedy - Outlines a remedy for any student who is participating but for whom an assessment score is not available for determining outcome payment(s)	<ul style="list-style-type: none">For any student who is participating but for whom an assessment score is not available for determining outcome payment(s), the District will be responsible for outcome payments for all impacted students.
9.2 Low Attendance Remedy - Outlines a remedy for any student who does not meet the attendance requirements	<ul style="list-style-type: none">For any student who falls below an attendance average of 80%, the District may be required to pay both base and outcome payment(s) for that student for a given timeframe (e.g. first semester, before winter break) up to the amount of the outcomes payment caps articulated in the rate card.
9.3 Tutor Consistency - Outlines a remedy for any student for whom the tutor consistency requirement is not met	<ul style="list-style-type: none">If tutor consistency falls below 80% for a given student for two consecutive months, the District may withhold the contingent payments corresponding to the affected student, until the Provider demonstrates corrective actions have been implemented.The Provider will track and report tutor consistency rates monthly to the District, including justifications for any tutor changes and their alignment with research-based high-impact tutoring practices.The Provider will submit a plan within 10 business days outlining steps to restore tutor consistency, including tutor reassignment strategies and contingency plans for mitigating disruptions to student learning.

Domain 4: Mutual Accountability

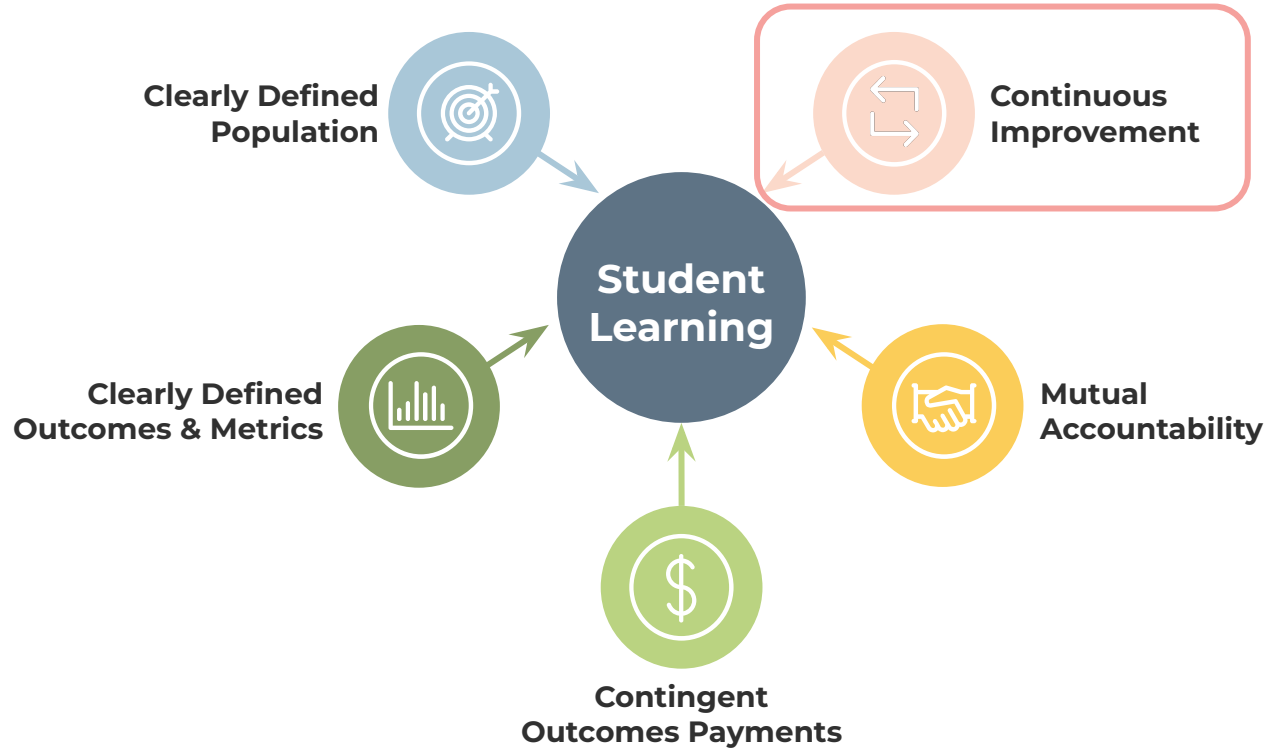
Standard 9: Mutual Accountability Mechanisms, cont'd.

Mutual Accountability Mechanisms - The contract outlines mutual accountability mechanisms and remedies when responsibilities are not met for all parties.

Indicator	Example Language from an OBC
<p>9.4 Roster Modification Process - Specifies a process for substituting / removing students from the roster after it is finalized, including timeline and payment requirements</p>	<ul style="list-style-type: none">• Should the District be unable to continue to ensure the attendance of specific active students despite rigorous attempts, the District and Provider may mutually agree to substitute alternative students in place of non-attending students. The standard timeline for substitution of students will occur by October 11, 2024. Only the new student's outcomes will count for the purposes of calculating Contingent Payments. Base payments for the non-attending student will cease and begin for the new students the following month.
<p>9.5 Implementation Plan Remedy - Outlines a remedy if any party does not meet the expectations in the Implementation Success Plan</p>	<ul style="list-style-type: none">• Should the Provider fail to design and drive an Implementation Success Plan—including professional learning, a client success manager, and a continuous improvement process—the District and Provider may mutually agree to implement corrective measures.• Should the District fail to adhere to the Implementation Success Plan, including providing necessary support for professional learning, ensuring engagement with a Customer Success Manager, or participating in the continuous improvement process, the District and Provider may mutually agree to implement corrective measures.

View [Section I](#) in the HDT OBC Template for more specifics.

Ingredients for a Successful OBC



The contract establishes a **systematic approach** to data collection, analysis, and collaboration that supports informed, transparent decision-making between districts and providers.

Domain 5: Continuous Improvement

Standard 10: Partnership

Partnership: The contract describes a partnership between the district and provider.

Indicator	Example Language from an OBC
<p>10.1 Collaboration - Articulates how the district and provider will collaborate to successfully achieve student outcomes, e.g., proactive communication about important updates, challenges, and opportunities; informal sharing of knowledge and feedback; and other mechanisms that prevent friction and build trust</p>	<ul style="list-style-type: none">• In service of this partnership, the District and the Provider(s) will engage in collaboration and problem-solving in order to more successfully achieve student outcomes. This includes but is not limited to weekly or bi-weekly data review and regular continuous improvement meetings that incorporate:<ul style="list-style-type: none">-Discussion of Program implementation-Review of progress on payment and process outcomes-Exploring challenges related to student participation-Informed, collaborative, and transparent decision-making by and between the District and the Provider-Mutual problem-solving to achieve District goals
<p>10.2 Proactive Problem-Solving - Specifies that all parties will proactively identify strategies to increase / maintain student engagement, attendance, and participation (e.g., session reminders, attendance incentives)</p>	<ul style="list-style-type: none">• Continuous improvement workgroups will use data to measure impact and support informed, collaborative, and transparent decision-making by and between the District and the Provider. The District and the Provider will also convene no more frequently than every 2 weeks in evidence-based continuous improvement meetings, according to the Continuous Improvement Structure table below, to discuss Program implementation, progress on payment and process outcomes, and any challenges to student participation with the goal of mutual problem-solving to achieve District goals.

Domain 5: Continuous Improvement

Standard 11: Process Outcomes

Process Outcomes: The contract includes process outcomes (indicators of student success and program implementation that are used to inform ongoing learning and continuous improvement but are not tied to payment).

Indicator	Example Language from an OBC
11.1 Process Outcomes - Includes 3-5 process outcomes	<ul style="list-style-type: none">• Session Exit Tickets: Student maintains an average session exit ticket score of 80% (At the end of each session, Beginning 10/7/24; Ending 5/30/25)
11.2 Service Requirement Metrics - Includes process outcomes that measure and provide data for each minimum service requirement , e.g., student attendance; tutor consistency	<ul style="list-style-type: none">• Student Session Attendance: Student maintains an average session attendance rate of 80% (Weekly, Beginning 10/14/24; Ending 5/30/25)• Tutor-Student Match Rate: Student is matched with the same tutor for at least 80% of total sessions (Weekly, Beginning 10/14/24; Ending 5/30/25)
11.3 Improvement and Progress Measures - Includes process outcomes that can be used to inform continuous improvement and monitor progress towards achieving payment outcomes , e.g., lesson / session pass rates; student performance on district or state assessments not tied to payment; feedback from teachers, school, and district leaders; responsiveness to feedback	<ul style="list-style-type: none">• Student Session Satisfaction Surveys: Student reports at least 80% satisfaction with the platform (Quarterly, Beginning 10/31/24; Ending 5/30/25)• Teacher Satisfaction Surveys: Teacher reports at least 80% satisfaction with the platform and services (Quarterly, Beginning 10/31/24; Ending 5/30/25)

View [Section J](#) in the HDT OBC Template for more examples.

Domain 5: Continuous Improvement

Standard 12: Continuous Improvement Structures

Continuous Improvement Structures - The contract includes clear expectations and structures to drive meaningful continuous improvement and progress monitoring.

Indicator

Example Language from an OBC

12.1 Provider Meeting Schedule - Specifies schedule of continuous improvement meetings between the **district lead** and the **provider**, with meetings occurring no less than bi-weekly

12.2 District Meeting Schedule - Outlines cadence of continuous improvement meetings, including both provider-led and district-led sessions, for various combinations of **district staff, school leaders, and teachers** as needed to support implementation and progress monitoring (e.g., district data meetings that include cross-departmental district staff; district-provider-school meetings that include school leaders and teachers)

12.3 Data Use - Articulates a **plan for data analysis and determination of next steps**, including timelines for data availability and expectations for how process outcomes will be used to inform continuous improvement and monitor progress towards achieving payment outcomes

12.4 Participants - Identifies participants - including individuals from both the district and provider **who hold appropriate roles** and levels of **authority** within their organizations - **to act on findings promptly and effectively** as part of the continuous improvement process

Continuous Improvement Structure			
	District Data Review Meeting	District- Provider Coordination Meeting	District- Provider-School Data Review Meeting
Purpose	To discuss monthly data analysis To highlight trends To align on data story To prepare to share with all relevant stakeholders	To troubleshoot tutoring implementation challenges To review process outcomes data and make real-time program adjustments	To support school-level data review & data story To identify best practices, challenges, and changes to support continuous improvement
Stakeholders	Academic Services Accountability & Assessment Region Leadership	Academic Services Provider	Academic Services Provider School Site Administrator/Coordinator
Timing	Monthly, 1 hour	Weekly, 1 hour	Bi-weekly, 15 min
Decision-Making	Determine analyses to share, stories to highlight Approve report for release - Align on topics to discuss with provider	Collaboratively interpret data Elevate challenges and align on changes (at school, provider, and district level)	Elevate challenges and align on changes Determine what to share with school team

Additional Resources

- [High-Dosage Tutoring OBC Contract Template](#)
- [High-Dosage Tutoring OBC RFP Template](#)
- [Example Annotated OBC](#)
- [Contract Finalization Checklist](#)

