

Office of Teaching and Learning

Outcomes-Based Contracting: High-Dosage Tutoring Guidance

Purpose: Beginning in the 2026-2027 school year, all external Accelerate: High-Dosage Tutoring (HDT) provider contracts funded with state HDT allocations must be outcomes-based. This document provides school system leaders with guidance on how to plan for and implement outcomes-based contracting (OBC) for HDT. It is intended to help systems understand the purpose of OBC, the core principles of effective implementation, and the tools available to support contract development. Systems should use this guidance alongside resources from [The Center for Outcomes-Based Contracting](#), including the [Sample OBC Contract](#) and [Rate Card Calculator](#).

Note: All existing HDT requirements per [Act 771](#) of the 2024 Louisiana Legislative Session remain in effect. For additional information on HDT requirements, please see [Accelerate: High-Dosage Tutoring Guidance](#).

What is Outcomes-Based Contracting?

Outcomes-based contracting (OBC) is a procurement strategy where a portion of a provider's compensation is contingent on achieving specific, predetermined student outcomes. Instead of paying only for inputs, such as tutoring hours delivered, an OBC connects part of the payment to measurable results, such as student growth or proficiency. OBC shifts from a focus on inputs to measurable outputs. It requires negotiation between the school system and vendor to jointly determine pricing, clearly define contract terms, and agree on measurable outcomes, ensuring both parties have input into the final agreement.

An OBC typically includes:

- An agreed-upon **base payment** for service delivery and implementation,
- **outcome-based payments** earned when students meet agreed-upon outcomes,
- A **rate card** that defines the outcomes, metrics, per-student prices, and payment caps,
- Shared responsibilities between the system and provider, and
- Regularly scheduled meetings for data review to support continuous improvement.

Why OBC for High-Dosage Tutoring?

The goal of OBC is to strengthen student outcomes by aligning public investment, provider incentives, and system implementation conditions. When designed well, OBC helps systems focus on whether tutoring is improving student learning, not just whether sessions occurred.

OBC can support:

- **Focus on results:** Tutoring is measured by student learning outcomes, not only service delivery.
- **Higher-quality implementation:** Providers have incentives to use strong tutors, aligned materials, and effective instructional practices.
- **Continuous improvement:** Systems and providers review data throughout the tutoring cycle and adjust quickly when students are not making progress.
- **Student-centered resource use:** Funds are directed toward students with the greatest academic need.
- **Proof of impact:** Systems can better understand which tutoring models are producing measurable gains.

Developing and Implementing OBC for High-Dosage Tutoring

1. **Start with the students who need support and are eligible:** Systems should begin by identifying the students who will be served by external tutoring providers per [Act 771 eligibility requirements](#). This includes the subject area, grade levels, school sites, and estimated number of students served. A clearly defined student population helps systems select the right outcomes, set realistic targets, and monitor results.
2. **Select outcomes that match the tutoring focus:** Payment outcomes should reflect the content and skills tutoring is designed to improve. Strong outcomes are aligned to system priorities and student need, likely to be influenced by tutoring, based on valid and consistently administered assessments. Systems should select payment outcomes that include a mix of growth outcomes and achievement outcomes. Growth outcomes measure improvement from baseline to end of cycle. Achievement outcomes measure whether students meet a benchmark, proficiency level, or other defined standard aligned with a Louisiana state assessment.
 - **Outcomes-based contracts must use Louisiana's required state assessments as the basis for student outcome measures.** This may include selected indicators of DIBELS, the Louisiana Numeracy Screener, and LEAP, as appropriate. School systems should carefully choose the assessment indicator(s) that best align to the specific student goals outlined in the contract, rather than using assessment measures that are not directly connected to the intended outcomes.

- The following assessments should be used for contingent outcome payments:
 - **K-3 literacy:** Louisiana’s statewide literacy screener (DIBELS)
 - **K-3 math:** Louisiana’s statewide numeracy screener
 - **Grades 4-5 ELA and math:** LEAP
 - Paper-based DIBELS assessments may also be used for 4-5 ELA if desired
3. **Use a rate card to make payment expectations transparent:** The rate card translates selected student outcomes into payment terms. It should include the base payment, outcome-based payments, per-student prices, outcome caps, and total contract value.

Rate cards should:

- include 2-5 contingent payment outcomes;
 - clearly define each outcome, metric, assessment, threshold, and payment timeline;
 - tie at least 40% of the total contract value to student outcomes;
 - use per-student pricing and outcome caps;
 - align to the total contract budget; and
 - use non-exclusive outcomes when appropriate, meaning one student may earn more than one outcome payment if multiple outcomes are met.
 - All pricing should be all-inclusive. Tutoring services, implementation support, professional learning, reporting, technology support, data meetings, and other supports needed for implementation should be built into the base and outcome payment structure.
 - Systems should use an [OBC Rate Card Calculator](#) to model pricing and include the finalized rate card in the contract.
4. **Balance implementation support with mutual accountability:** OBC is not intended to shift all risk to the provider or reduce implementation quality. A strong contract provides enough base payment to support high-quality service delivery while tying a meaningful portion of payment to student outcomes. It also clearly names what the school system and provider are each responsible for doing to create the conditions for student success.
- **School system responsibilities may include:** identifying eligible students, finalizing the student roster, scheduling students for tutoring, supporting student attendance, ensuring access to devices, space, and materials as applicable, sharing required data on time, ensuring school staff participate in implementation meetings, and communicating with families.
 - **Provider responsibilities may include:** delivering tutoring consistent with HDT requirements, using aligned materials, maintaining tutor consistency, providing progress data, participating in continuous improvement meetings,

providing professional learning or implementation support as agreed, communicating implementation barriers, and protecting student data.

5. **Use process outcomes to improve implementation before the cycle ends:** Payment outcomes determine whether students met agreed goals. Process outcomes help teams understand whether implementation is on track while there is still time to adjust. Process outcomes may include student attendance data, progress monitoring data, instructional quality observations, and teacher or school leader feedback. These data should be reviewed throughout the tutoring cycle to identify barriers, adjust supports, and improve student access to effective tutoring.
6. **Establish a continuous improvement routine:** OBC works best when the contract is treated as a living partnership, not just a finance document. Systems and providers should meet regularly to review implementation, attendance, student progress, barriers, and needed adjustments. At minimum, systems and providers should establish a regular meeting cadence (such as biweekly); the data reviewed at each meeting; decision-making responsibilities; steps for addressing attendance, dosage, or implementation concerns; and how progress will be shared with school leaders and teachers.
7. **Use a contract finalization checklist to ensure the partnership is structured for success:** Before signing the contract, use a [checklist](#) to confirm that all required elements, such as clear outcomes, a finalized rate card, and defined mutual responsibilities, are in place and understood by both the system and the provider. In addition to the [checklist](#), school systems should confirm the following before executing an outcomes-based contract:
 - Ensure the rate card metrics align with the planned High-Dosage Tutoring (HDT) implementation timeline (e.g., BOY to MOY or MOY to EOY).
 - Confirm the 10-week tutoring cycle aligns with the selected assessment window for the student outcome measure.
 - Carefully select the appropriate indicators of the required state assessments, including DIBELS, the Louisiana Numeracy Screener, or LEAP, that align to the specific student outcomes identified in the contract.
 - Verify that assessment administration dates support the contract timeline:
 - BOY: Within the first 30 school days (district dates vary based on local calendars).
 - MOY: December 2 to December 20, 2026.
 - EOY: April 1 to April 30, 2027.
 - Ensure contingency payment calculations, including any attendance-based metrics, are clearly defined, measurable, and understood by both the school system and the provider.

- Confirm that all performance measures, data sources, calculation methods, and payment triggers are clearly documented in the contract to avoid misunderstandings during implementation.
8. **eGMS Reporting:** OBC contracts should be uploaded as supporting documentation during quarterly fiscal reporting in eGMS.

For Q4 fiscal reporting, school systems should report the maximum potential contingency payment tied to LEAP outcomes, even though LEAP results will not yet be available to determine the final earned amount. Any necessary adjustments can be made once LEAP results are released and performance payments are calculated.

Additional Resources

- Resources from the [Center for Outcomes-Based Contracting](#):
 - [Center OBC District Toolkit](#)
 - [OBC Sample Contract Template](#)
 - [Exemplar Contract with Annotations](#)
 - [OBC Rate Card Calculator](#)
 - [Example Language for OBC](#)
 - [Standards of Excellence for OBC](#)
- LDOE Resources
 - [Accelerate: High-Dosage Tutoring Guidance](#)
 - [Accelerate: High-Dosage Tutoring FAQ](#)
 - [Accelerate: High-Dosage Tutoring Vendor Guide](#)
 - [Accelerate: High-Dosage Tutoring Workbook](#)
 - [Act 771](#)

Please reach out to tutoring@la.gov with any questions or support needed.