

Outcomes-Based Contracting for Accelerate: High-Dosage Tutoring



July 23, 2026

Agenda

1. Outcomes-Based Contracting Overview
2. Why OBC?
3. OBC Guidance
4. OBC Resources



OBC Overview



Outcomes-Based Contracting (OBC): High-Level Overview

- Outcomes-based contracting (OBC) ties part of a provider's payment to achieving agreed-upon student outcomes rather than only services delivered.
- Schools and vendors collaborate to define pricing, contract terms, and measurable performance goals.

Note: Information is from the Southern Education Foundation's Outcomes-Based Contracting work.



Outcomes-Based Contracting (OBC): High-Level Overview

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.



Outcomes-Based Contracting (OBC): High-Level Overview

Typically, OBC contract structure is composed of two parts:

Base Payment
(Typically, <60% of total contract value)

Outcome-Based Payment
(Typically, ~40% of total contract value*)

Outcome-based payment values are capped to ensure contract remains within agreed upon budget.

Note: Information is from the Southern Education Foundation's Outcomes-Based Contracting work.



Outcomes-Based Contracting (OBC): High-Level Overview

OBC contract structure also includes key provisions that both the school system and the vendor agree to. Examples of these provisions include:

School System

- Schedule accommodates tutoring sessions
- Students are available during scheduled time

Vendor

- Meeting all deliverables
- Students meet growth targets
- Students exceed growth targets

Note: Information is from the Southern Education Foundation's Outcomes-Based Contracting work.



Why OBC?

- **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.



OBC Guidance



Steps for Development and Implementation

1. Identify Eligible Students
2. Select Student Outcomes: Select Louisiana Assessment Measures
3. Use a Rate Card
4. Balance Implementation Support with Mutual Accountability
5. Monitor Implementation with Process Outcomes
6. Establish a Continuous Improvement Structure
7. Use a Contract Finalization Checklist
8. eGMS Reporting



Step 1: Identify Eligible Students

School systems determine which students will receive tutoring based on [Act 771](#) eligibility, including the subject, grade levels, schools, and estimated number served. Clearly defining the student population helps set appropriate goals, outcomes, and measures of success.



Step 2: Select Student Outcomes and Metrics

Choose outcomes aligned to tutoring goals and student needs. Include both growth measures (student improvement) and achievement measures (meeting benchmarks). Use Louisiana-required assessments to measure outcomes:

- **K–3 Literacy:** DIBELS
- **K–3 Math:** Louisiana Numeracy Screener
- **Grades 4–5 ELA & Math:** LEAP
- **Grades 4–5 ELA:** Paper-based DIBELS may also be used



Step 3: Use a Rate Card

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.



Step 4: Balance Implementation Support with Mutual Accountability

- **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.



Step 5: Monitor Implementation with Process Outcomes

- 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.
- This data should be reviewed throughout the tutoring cycle to identify barriers, adjust supports, and improve student access to effective tutoring.
- How will we monitor implementation throughout the tutoring cycle?



Step 6: Establish a Continuous Improvement Structure

Establish a continuous improvement routine: OBC works best when the contract is treated as a living partnership. Systems and providers should meet regularly to review implementation, attendance, student progress, barriers, and needed adjustments. The Continuous Improvement Structure should be spelled out in the contract.



Step 7: Use a Contract Finalization Checklist

Before signing an OBC, confirm that all contract requirements, timelines, and expectations are clear for both the school system and provider by using the checklist provided by The Center for OBC. In addition to the [checklist](#), confirm the following before executing an outcomes-based contract:

- Align rate card metrics with the HDT implementation timeline.
- Ensure the 10-week tutoring cycle matches the selected assessment window.
- Select state assessment indicators that align to student outcomes:
 - DIBELS, Louisiana Numeracy Screener, or LEAP
- Verify assessment dates support the contract timeline:
 - BOY: Within first 30 school days
 - MOY: December 2–20, 2026
 - EOY: April 1–30, 2027
- Confirm all contingency payment calculations and metrics are clearly defined and understood.



Step 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.



Sample Rate Card



Example Rate Card

Rate cards, which are developed through negotiations and goal alignment between school systems and vendors, are used to clearly outline the responsibilities and connected compensation for an OBC RFP and/or contract.

Louisiana School District – Example Rate Card					
Students: K-5 students underperforming in Louisiana ELA and Math standards (150 Students)					
Outcomes Rate Card					
Outcome	Metric	Price Per Student	Percentage	Outcome Payment Cap	Notes
Outcome 1: Diagnostics	• Reading diagnostics completed	\$33.33	5%	\$5,000	Outcome is released if student does not attend sessions during assessment
Outcome 2: Tutor Attendance	• Tutor attendance rate 99%	\$33.33	5%	\$5,000	
Outcome 3: Report Completion	• Student weekly academic report completion rate 99%	\$33.33	5%	\$5,000	
Outcome 4: Response Time	• Tutoring provider average support response time <1 business day	\$33.33	5%	\$5,000	
Outcome 5: Academic Growth	• Growth on state assessment (DIBELS K-3 rd , Leap 4 th +)	\$66.67	10%	\$10,000	Outcome is released if student does not attend 85% of sessions or student
Base Payment					
Initial Payment	Paid on services rendered	\$200.00	30%	\$30,000	
Monthly Payment	Paid as services delivered on monthly basis	\$266.67	40%	\$40,000	
Total:		\$666.67	100%	\$100,000	



Example Rate Card

Louisiana School District - *Example Rate Card*

Students: K-5 students underperforming in ELA and Math Standards (150 Students)

**Identified
student
population**

Outcomes Rate Card

Outcome	Metric	Price Per Student	Percentage	Outcome Payment Cap	Notes
Outcome 1: Diagnostics	Reading Diagnostics completed	\$33.33	5%	\$5,000	<i>Outcome is released if student does not attend sessions during assessment</i>

Pricing is broken down on per student cost, with a total percent and payment cap



Example Rate Card

Outcome	Metric	Price Per Student	Percentage	Outcome Payment Cap	Notes
Outcome 1: Diagnostics	Reading Diagnostics completed	\$33.33	5%	\$5,000	<i>Outcome is released if student does not attend sessions during assessment</i>
Outcome 2: Tutor Attendance	Tutor attendance rate 99%	\$33.33	5%	\$5,000	 Notes help to define contingencies in outcomes
Outcome 3: Report Completion	Student weekly academic report completion rate 99%	\$33.33	5%	\$5,000	
Outcome 4: Response Time	Tutoring provider average support response time <1 business day	\$33.33	5%	\$5,000	
Outcome 5: Academic Growth	Growth on state assessment (Dibels K-3, LA Numeracy Screener, LEAP 4+)	\$66.67	10%	\$10,000	<i>Outcome is released if student does not attend 85% of sessions.</i>

All achievement metrics are addressed separately



Example Rate Card

Outcome 4: Response Time	Tutoring provider average support response time <1 business day	\$33.33	5%	\$5,000	
Outcome 5: Academic Growth	Growth on state assessment (Dibels K-3, LEAP 4+)	\$66.67	10%	\$10,000	<i>Outcome is released if student does not attend 85% of sessions.</i>
Base Payment					
Initial Payment	Paid on services rendered	\$200.00	30%	\$30,000	
Monthly Payment	Paid as services delivered on monthly basis	\$266.67	40%	\$40,000	
Total		\$666.67	100%	\$100,000	

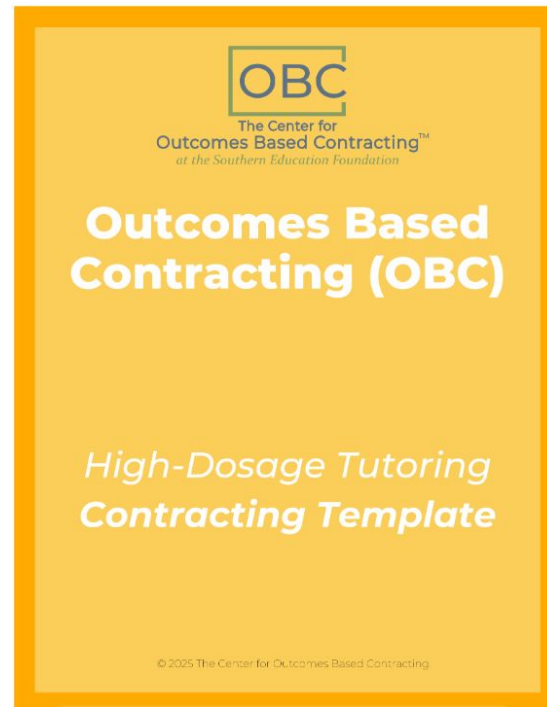
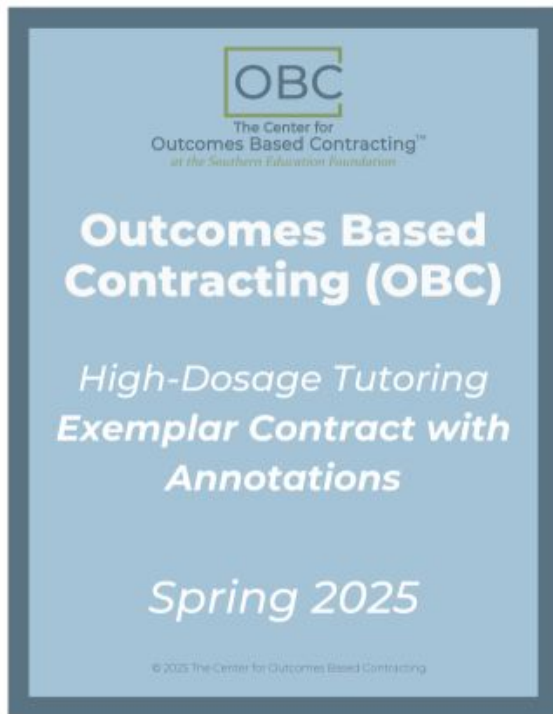
Outcome and Base Payments are clearly designated



OBC Resources



Exemplar Contract & Template



Note: Information is from the Southern Education Foundation's Outcomes-Based Contracting work



Rate Card Calculator

Cost & Population Assumptions			
Target Population		<i>Insert Target Population Description</i>	
Total District Budget for Contract		\$	-
Non-OBC Price Per Student		\$	-
OBC Average Price Per Student		\$	-
Number of Students to be Served			0

Outcomes & Weights Assumptions			
Outcome	Metric	Weight of Budget	Outcome Cap
Outcome 1	Metric 1	0%	\$ -
Outcome 2	Metric 2	0%	\$ -
Outcome 3	Metric 3	0%	\$ -
Outcome 4	Metric 4	0%	\$ -
Base Payment	Paid on Services Delivered	0%	\$ -
Total		0%	-

Baseline, Estimated Achievement Rates, & Price Per Outcome					
Outcome	Metric	Baseline % of students achieving outcomes	Estimated % of students achieving outcomes	Estimated # of students achieving outcomes	Price Per Outcome
Outcome 1	Metric 1	0%	0%	-	\$ -
Outcome 2	Metric 2	0%	0%	-	\$ -
Outcome 3	Metric 3	0%	0%	-	\$ -
Outcome 4	Metric 4	0%	0%	-	\$ -
Base Payment	Paid on Services Delivered	100%	100%	-	\$ -
					\$ -

Key	
Blue Text	Input cell
Black Text	Calculation

(1:4 ratio)

*Given that providers are taking on more risk, you can build-in "upside" into the rate card by increasing the potential price per student

*The Estimated % of students to achieve the base payment should be kept at 100%

Note: Information is from the Southern Education Foundation's Outcomes-Based Contracting work



Resources

- [Standard of Excellence for Outcome-Based Contracting: High-Dosage Tutoring](#)
- [Example Language to Include in OBCs document](#)
- [Rate Card Calculator](#)
- [Rate Card Calculator Inputs](#)
- [OBC Template](#)
- [High-Dosage Tutoring Exemplar Contract with Annotations](#)

Please reach out to tutoring@la.gov with questions.

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