

## Teaching and Learning

# Outcomes-Based Contracting FAQ

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### Where can I find resources and guidance about Outcomes-Based Contracting (OBC)?

Helpful resources and guidance related to Outcomes-Based Contracting, including contract template, rate card calculator, an exemplar contract, and webinar presentation, are available on the [Louisiana Department of Education \(LDOE\) tutoring landing page](#).

### How should student attendance be considered when developing an outcomes-based contract and rate card?

Student attendance is an important factor to consider when developing an outcomes-based contract, as it can influence a student's opportunity to benefit from tutoring. During contract development, school systems and vendors should discuss how attendance will be addressed in the agreement. Attendance expectations should be included as contractual provisions rather than included as performance metrics on the rate card. For example, the agreement may define attendance expectations for participating students, outline how low attendance will be addressed, or describe a process for replacing students who are unable to consistently participate despite reasonable efforts. When identifying students for tutoring and establishing performance expectations, school systems and vendors may also wish to consider students' historical attendance patterns, as these may impact implementation and the likelihood of achieving desired outcomes. Clear expectations established at the outset can help ensure the agreement reflects the local context and the shared goals of both parties.

### What is the difference between a Payment Outcome and a Process Outcome?

Payment Outcomes: Indicators of student success that are tied to payment. 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.

- **EXAMPLES of Payment Outcomes**

- Student demonstrates **typical growth** from Beginning of Year to Middle of Year based on the expected growth target established from the student's baseline DIBELS score.
- Student demonstrates **high growth** by exceeding the expected growth target established from the student's BOY to MOY DIBELS score (e.g., growth rate above the typical growth range).
- Student increases by at least one level on Middle of Year DIBELS (compared to Beginning of Year DIBELS).
- Student achieves Benchmark or Above on End of Year DIBELS, or Mastery or Above on End of Year LEAP.

- Literacy – 85% of students will meet their individual growth target as determined by mCLASS.
- Math - X% of students will improve by X questions as measured by the K-3 Numeracy Screener.
- **EXAMPLES of Process Outcomes**
  - Students maintain an average attendance rate of 80% or higher
  - 100% of required progress monitoring data are submitted by established deadlines.

**Which student assessment(s) should providers use for baseline and end-of-program reporting under OBC? Are there approved assessment options or required instruments?**

School Systems and Providers should use DIBELS for literacy, the K-3 Numeracy Screener for mathematics, and LEAP for baseline and end-of-program outcomes, as applicable to the student's grade level.

**Who is responsible for verifying invoice accuracy?**

The school system is ultimately responsible for reviewing and approving invoices before payment. The vendor is responsible for providing the documentation needed to support the invoice and demonstrate that the applicable contract outcomes or benchmarks were met. Invoice review should occur as part of the regular meetings between the school system and the vendor that are identified in the contract. The [annotated exemplar contract](#) illustrates how these responsibilities, documentation requirements, and review processes are established before the contract is executed.

**Is the school system expected to determine whether payment outcomes were met?**

Yes. The contract should identify which party is responsible for providing and/or calculating the data used to determine payment outcomes. The school system provides the assessment data identified in the contract to the vendor. The vendor then calculates the applicable payment outcomes and submits the supporting documentation with the invoice. Before approving payment, the school system should verify that the invoice aligns with the terms of the contract and that the documented payment outcomes have been met.

**What information should an invoice include?**

The invoice should include enough detail for the school system to easily reconcile the charges. An itemized invoice showing the number of students in each payment category or outcome, the applicable rate, and the total amount billed is appropriate. Invoices should be submitted according to the base payment and contingent payment timetable outlined in the contract. The payment should be made only after the school system verifies that the agreed-upon payment terms have been met. School systems may request additional supporting documentation from the vendor before approving payment. The [annotated exemplar contract](#) includes an example of a payment timetable and demonstrates how these requirements are established in the contract before services begin.

**Is there a preferred invoice format?**

No. The LDOE does not require a specific invoice template.

**What documentation must be submitted to the LDOE with quarterly fiscal reporting?**

For quarterly fiscal reporting, school systems only need to upload:

- A copy of the paid invoice.
- A copy of the executed outcomes-based contract (OBC).

**Does the LDOE audit the school system's documentation and payment records, the vendor's records, or both?**

Documentation of individual student metrics, outcome calculations, or payment amounts by student does not need to be submitted to the LDOE. School systems should retain those records locally in case they are needed for monitoring or audit.