ARKANSAS DESE · 2026 EDUCATION SUMMIT

Buying Outcomes, Not Services

High-Impact Tutoring Contracts That Deliver Results

Leadership Support Service
Division of Elementary & Secondary Education

Speakers

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Session Objectives

- Understand the basic tenets of Outcomes Based Contracting (OBC)
- Review the Arkansas Landscape with regards to OBC
- Analyze student assessment data resulting from OBC Contracts
- Hear from participating districts
- Participate in a Q & A

Are we paying for tutoring time — or for student growth?

What you'll leave with

A practical roadmap for HIT contracts that drive results and ROI

- The case for outcomes-based contracting (OBC) — and why tutoring is the right place to start
- **Five design decisions for an HIT contract that pays for results:**
  - ❑ Define outcomes
  - ❑ Select measures
  - ❑ Set targets
  - ❑ Structure payment
  - ❑ Monitor quality
- Real examples from Arkansas districts piloting OBC this year — including your own data
- **Key decision points you can take straight back to procurement**

THE CHALLENGE

We pay for inputs, not outcomes

The accountability gap

- School systems invest **enormous resources** in external vendors for educational products and services.
- **Yet more than 2/3s of those agreements lack key details and provisions that promote performance and accountability. (Stanford SCALE Initiative)**

- **The result:** districts pay providers in full regardless of whether the service improved student performance.
- **A significant inefficiency — and a missed opportunity — at a time when <u>every</u> $ counts.**

Why start with high-impact tutoring

- **High-impact (high-dosage) tutoring is one of the most evidence-based interventions we have.**
- **Conditions:**
    - The same trained tutor,
    - during the school day,
    - one-on-one or in small groups,
    - three or more times a week,
    - **30+ minutes a session,**
    - **for 10+ weeks**.
- **When implemented well, HIT can accelerate learning by three to 15 months.**
- SY27 - 4th year of the HIT Grant through the LEARNS Act.
- **The open question is not whether to tutor, but how to contract so those dollars buy growth, not just hours.**

THE MODEL

What is outcomes-based contracting?

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What is Outcomes Based Contracting?

Clear Outcomes & Responsibilities

Districts and providers agree upfront on specific student goals and define who's responsible for what, creating true partnership.

Cost Effectiveness Model

Districts pay full contract value when students show meaningful progress, providing clear understanding of investment value.

Payment Tied to Results

At least 40 percent of the overall contract value is contingent on meeting agreed-upon outcomes, ensuring focus on student success.

Innovation Incentives

Districts determine what they'll pay for success, incentivizing providers to find the best ways to help students learn.

OBC empowers partnerships to **contract for clear student outcomes** and **compels mutual accountability** for achieving them.

Outcomes-based contracting, defined

- **A model built on mutual accountability: districts and providers define and agree to detailed metrics before either signs.**
- **At least 40% of the total payment is contingent on the provider delivering results.**
- The district pays full value only when students demonstrate meaningful progress.
- Contracts can build in performance incentives that reward quality and innovation.
- **OBC shifts the K-12 marketplace to pay for outcomes, not just services.**

From Transactions to True Partnerships

Traditional Partnerships	Outcomes Based Partnerships
Payment begins when services start and continues as additional services are delivered.	Base payment of the contract is paid when services are executed, and the remainder of the contract is paid when student meet outcomes
Roles and responsibilities may evolve after the work begins	Expectations and mutual accountability are defined early, strengthening implementation for districts and providers.
Stakeholders frequently work independently to address implementation challenges and support student learning.	Stakeholders review data together through continuous learning practices and identify opportunities for improvement.

Traditional contracting vs. OBC

Traditional

- Pay for hours, seats, and licenses
- Payment is fixed — delivered or not
- Success = the service was provided
- Implementation left to chance
- Limited data, limited course-correction

Outcomes-Based

- Pay for measurable student growth
- ≥40% of payment contingent on results
- Success = students learned
- Implementation is engineered and monitored
- Shared data drives continuous improvement

OBC is working — and scaling

The Center for OBC's 2025 results across the country

46
completed OBCs nationwide (up from 5 in 2022)

$28M
total contract value — 42% contingent

63,300
students served under OBC in 2025

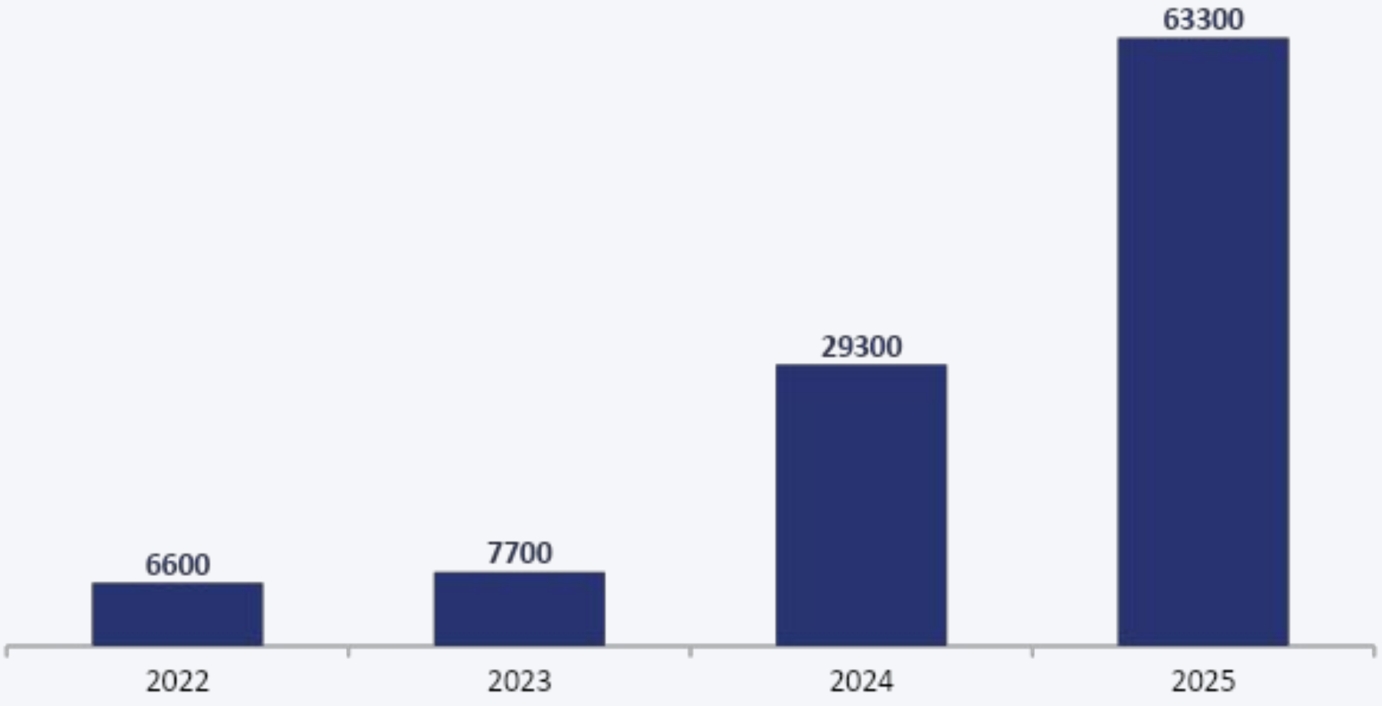
21,000+
measurable student outcomes achieved

87 unique districts, education service agencies, and state education agencies have engaged with the Center.

70% of contingent contract dollars were earned by providers in 2025 — the targets are rigorous but achievable.

Quality scales with volume

As OBC grew from 5 to 46 contracts, outcome achievement rose from 50% to 56%



Students served under OBC, cumulative (2025 Impact Report)

% of contracted outcomes achieved

2022 50%

2023 41%

2024 50%

2025 56%

More students AND a higher hit-rate — quality and scale moved together.

From pilot to movement: six states in 2026

- In 2026 the Center for OBC is moving beyond district pilots to build statewide infrastructure.
- **Six states are embedding OBC into their education procurement and funding systems:**

Arkansas | California | Texas | Florida | Indiana | Louisiana

- The goal: pay-for-success models that ensure fiscal accountability.
- **Arkansas is helping write the national playbook — not following it.**

ON THE GROUND

The Arkansas Story

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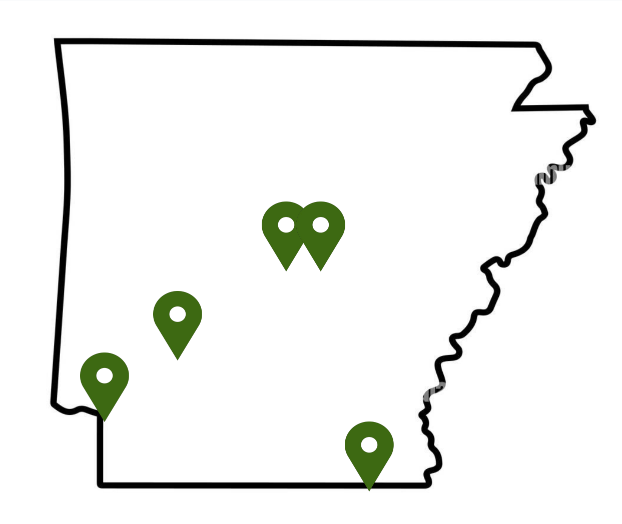
Arkansas: the first state-based OBC cohort

- **Focused on High-Impact Tutoring (HIT), through the LEARNS Act.**
- **Now in implementation — with the goal of replicating the model across the state.**
  - 27 implementing schools
  - 8 Outcomes-Based Contracts
  - 7 providers (in-person & virtual)
  - Over $3.5 million contingent on student outcomes
  - 95% Outcomes Met*



HIT for SY 2025-2026

- Arkadelphia Public Schools
- eStem Public Charter Schools
- Hamburg School District
- Little Rock School District
- Texarkana Arkansas School District

ForwARd

Voices from the Arkansas cohort

"It ensures that the educational investments we make are tied directly to student outcomes and student success."

Courtney Lincoln
Former VP of Impact, Forward Arkansas

"They have the same tutors every week — that individualized, small-group attention that will really help take them to the next level."

Jessi Forster
Executive Director of Operations, eStem Public Charter Schools

eStem tracks success through report-card growth and standardized testing data.

Spotlight: Hamburg School District

A rural district using virtual HIT + OBC to lift K-10 reading and math

The Challenge

- Rural district — too few local educators to staff tutoring in-house
- Before digital HIT, only ~1 in 3 students in grades 3-10 read on grade level (vs. 40% statewide)
- Online providers deliver HIT 3+ times/week, embedded in the school day

The Impact (2025-26 mid-year)

- 25% of K-10 students now receive HIT services
- Reading: 84% of participants improved, averaging +92 points
- Math: 80% of participants improved, averaging +62 points
- Next: protect tutoring time so it complements core (Tier 1) instruction

13,635
students in HIT

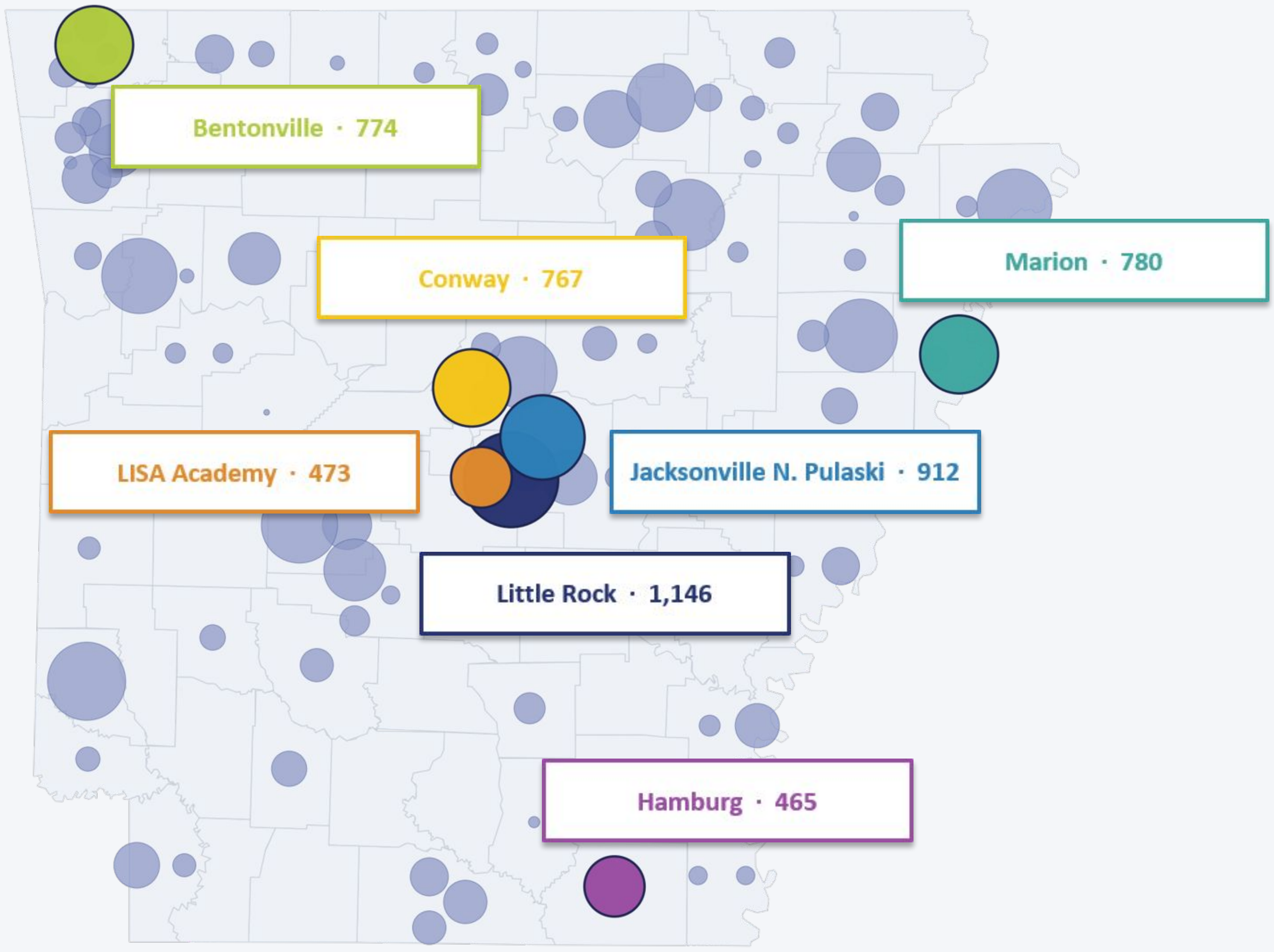
82
districts

191,207
tutoring sessions

32
avg sessions / student

21%
in the OBC cohort

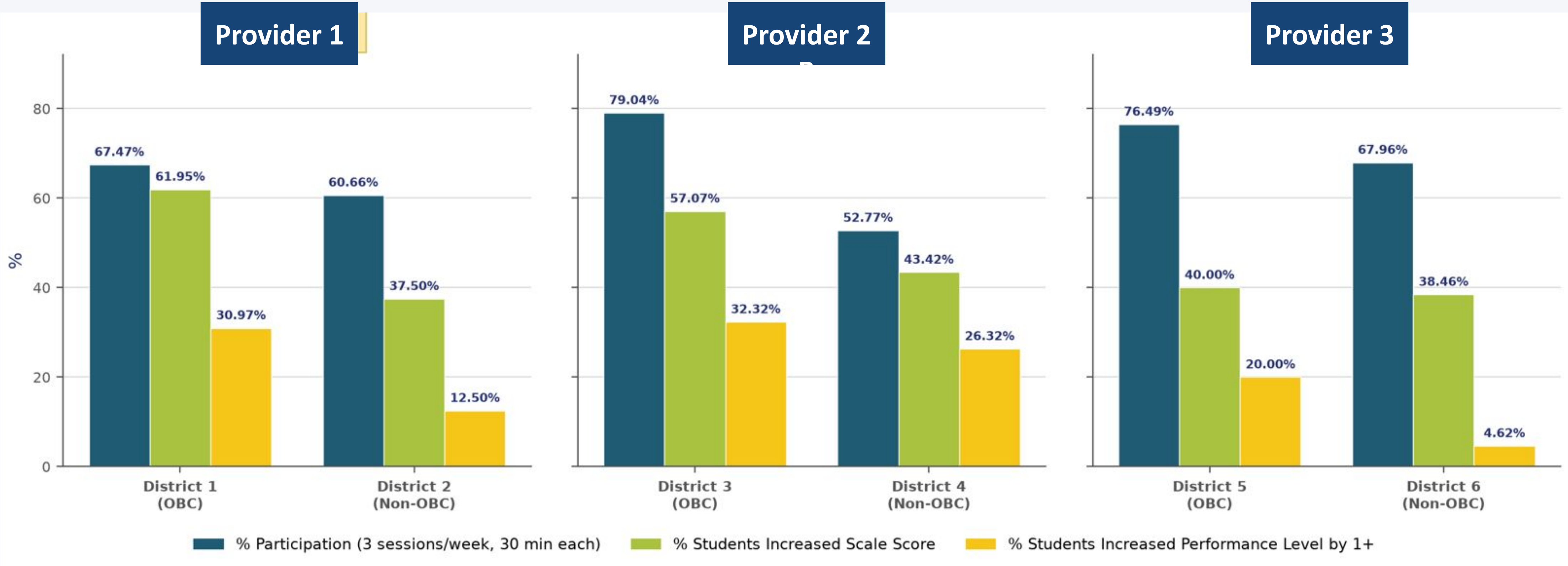
The Statewide High-Impact Tutoring Footprint



Largest district programs by HIT students (Combined State HIT file)

The data is real

How do Outcome Based Contracts compare across districts?



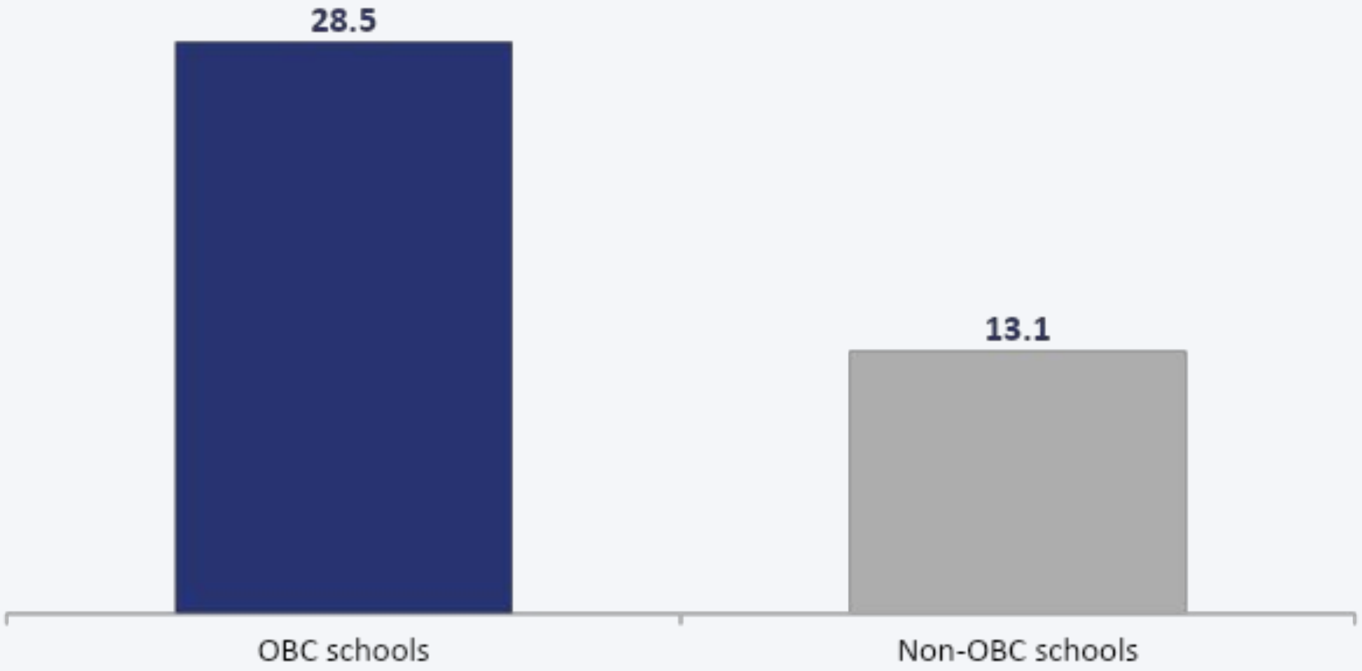
Three providers served Arkansas both in the OBC cohort and outside of it. See how they compare both in implementation and in growth. (Descriptive, not causal.)

Make a prediction:

What is one difference that might become apparent, based on data, when comparing OBC and non-OBC districts?

Inside the OBC initiative: same vendors, deeper dosage

The same tutoring vendors served both groups (OBC and NonOBC) — yet OBC schools received more than twice the sessions per student.



Sessions per student — ADE Implementation Data Collected via Pearl and District Reporting

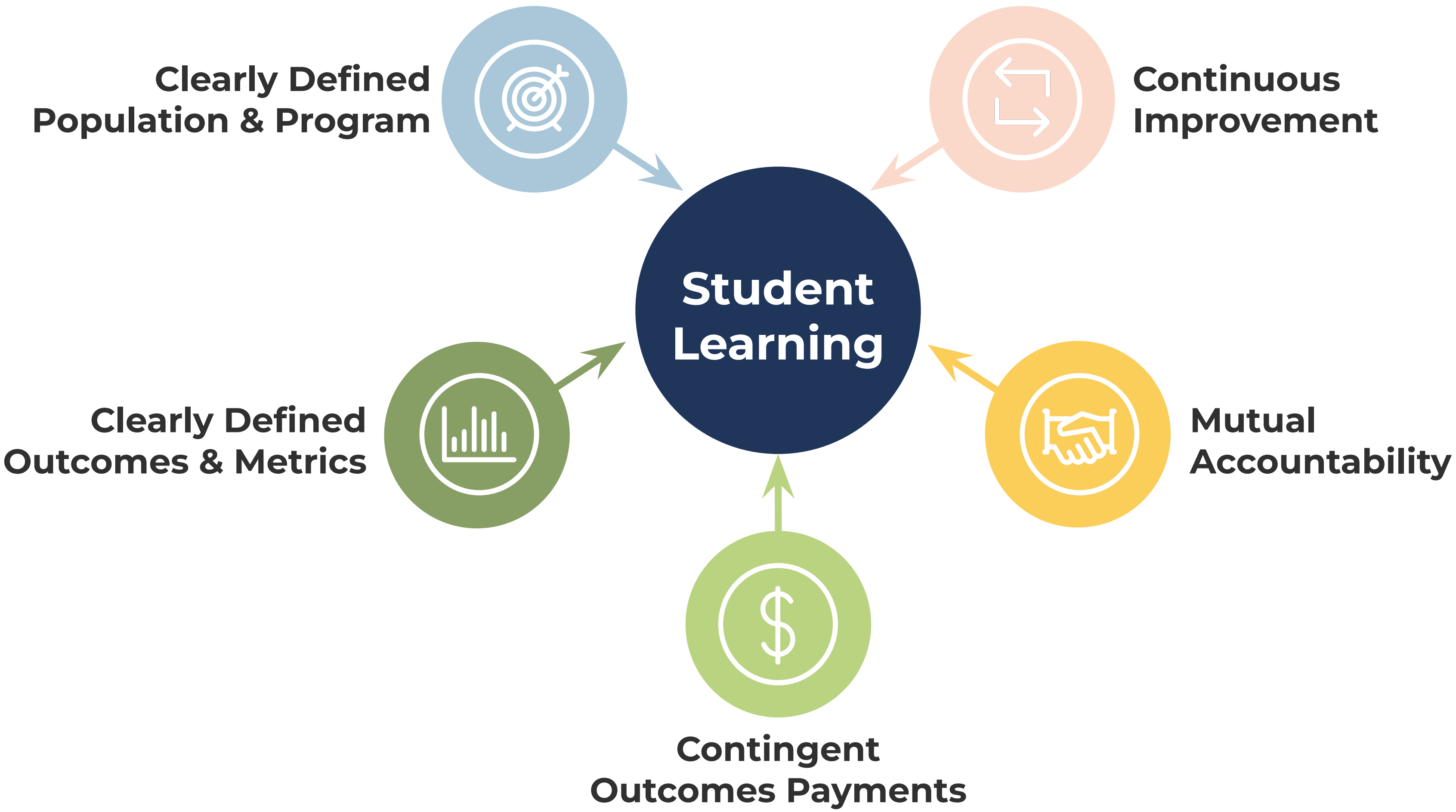
Results

- 5 of 6 vendors served both groups
- OBC: 1,760 students / 34 schools
- Non-OBC: 5,273 students / 94 schools
- Sessions/student: **29** vs 13

THE PLAYBOOK

Designing a contract that delivers: 5 decisions

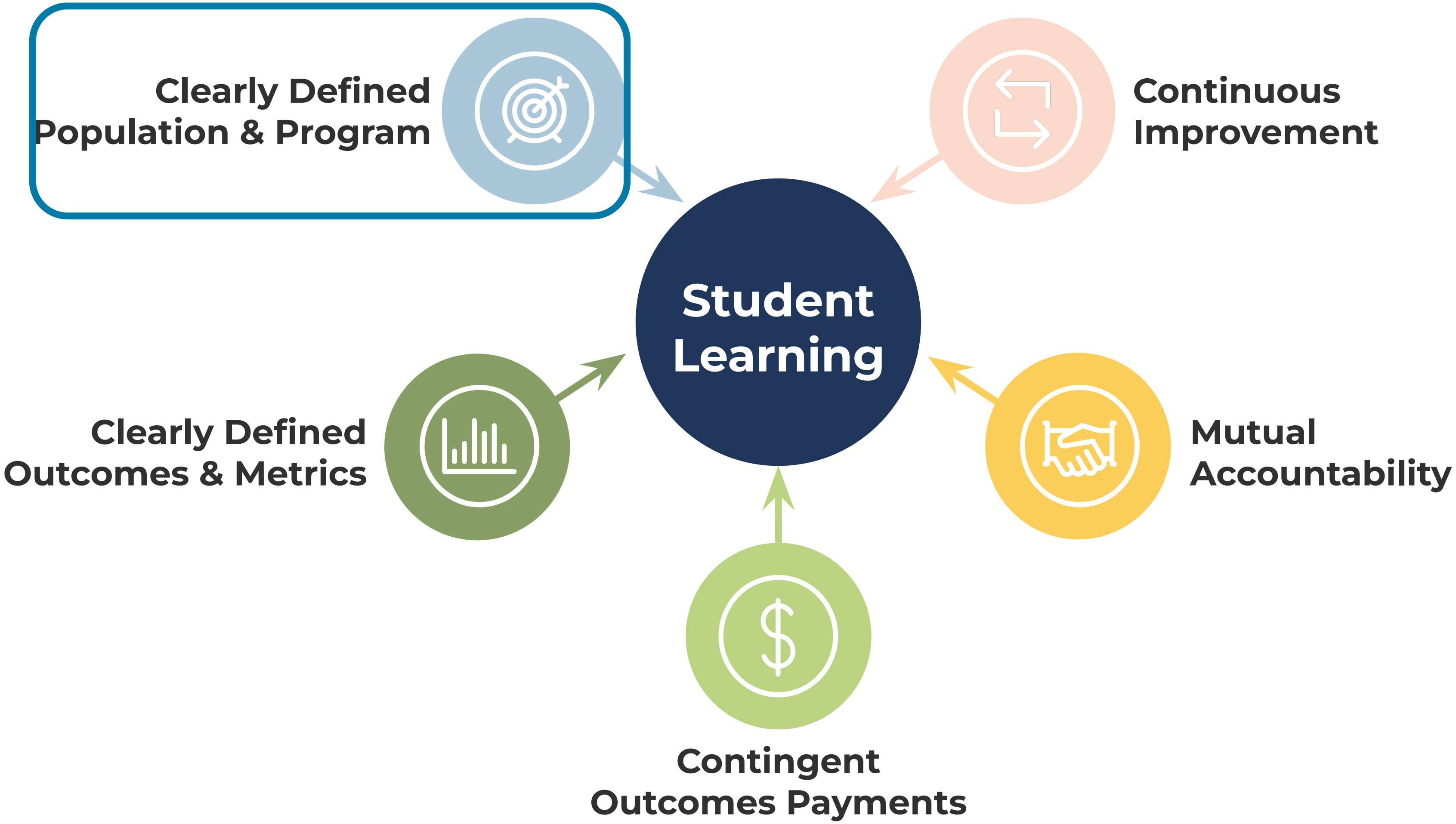
Domains for a Successful OBC



The **Standards of Excellence for Outcomes Based Contracting™** define five interconnected domains that ensure every OBC is clear, high-quality, and results-driven. Together, they create a unified framework for designing contracts that drive measurable improvements in student learning

Five Domains for a Successful OBC

The contract defines the target population to be served, specifying the content area, grade level, and like-performing student group (defined by one or more quantitative criteria), and the research-based instructional intervention to be implemented.

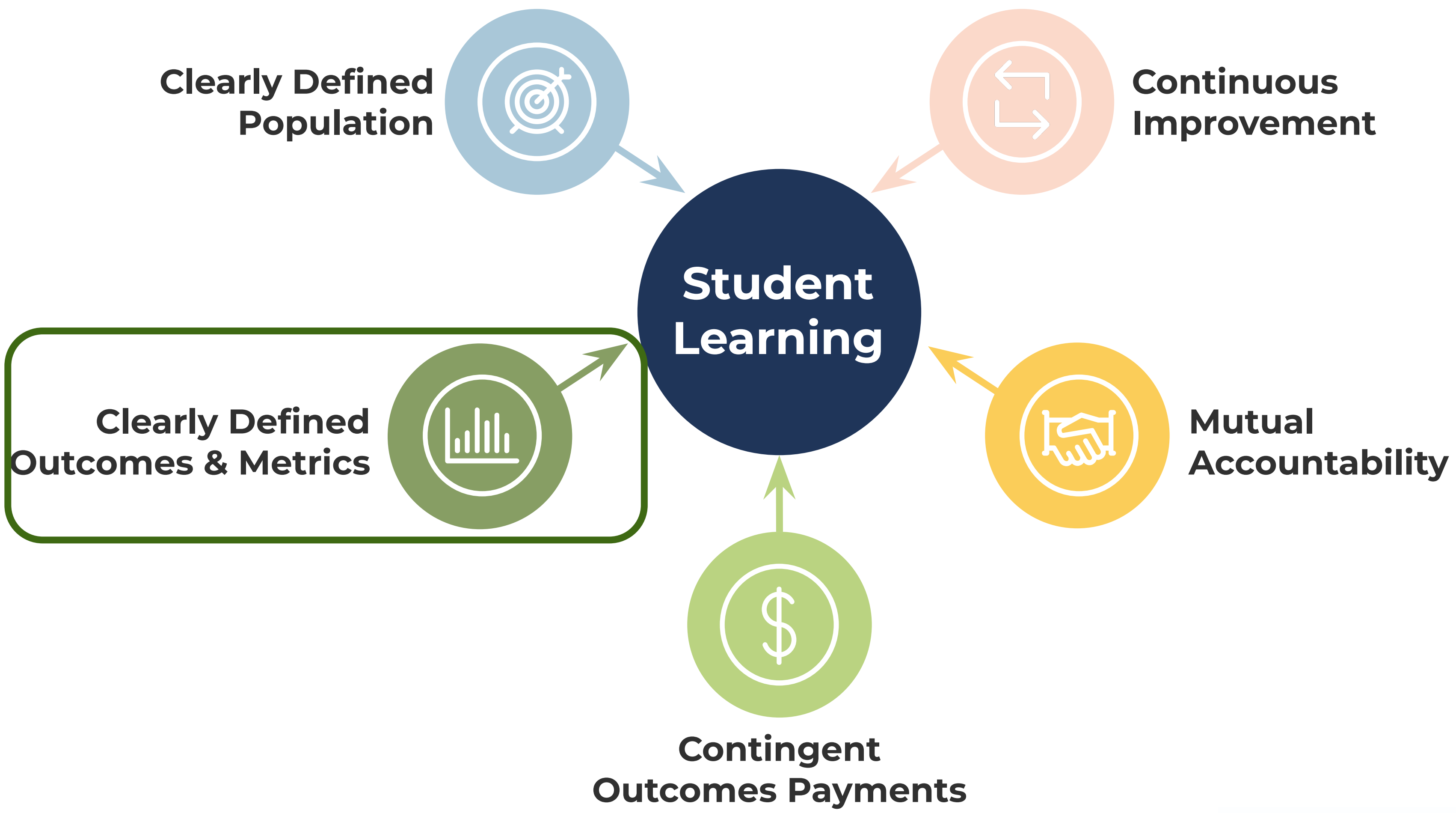


Based on the Standards of Excellence™ for Outcomes Based Contracting

The Center for Outcomes Based Contracting

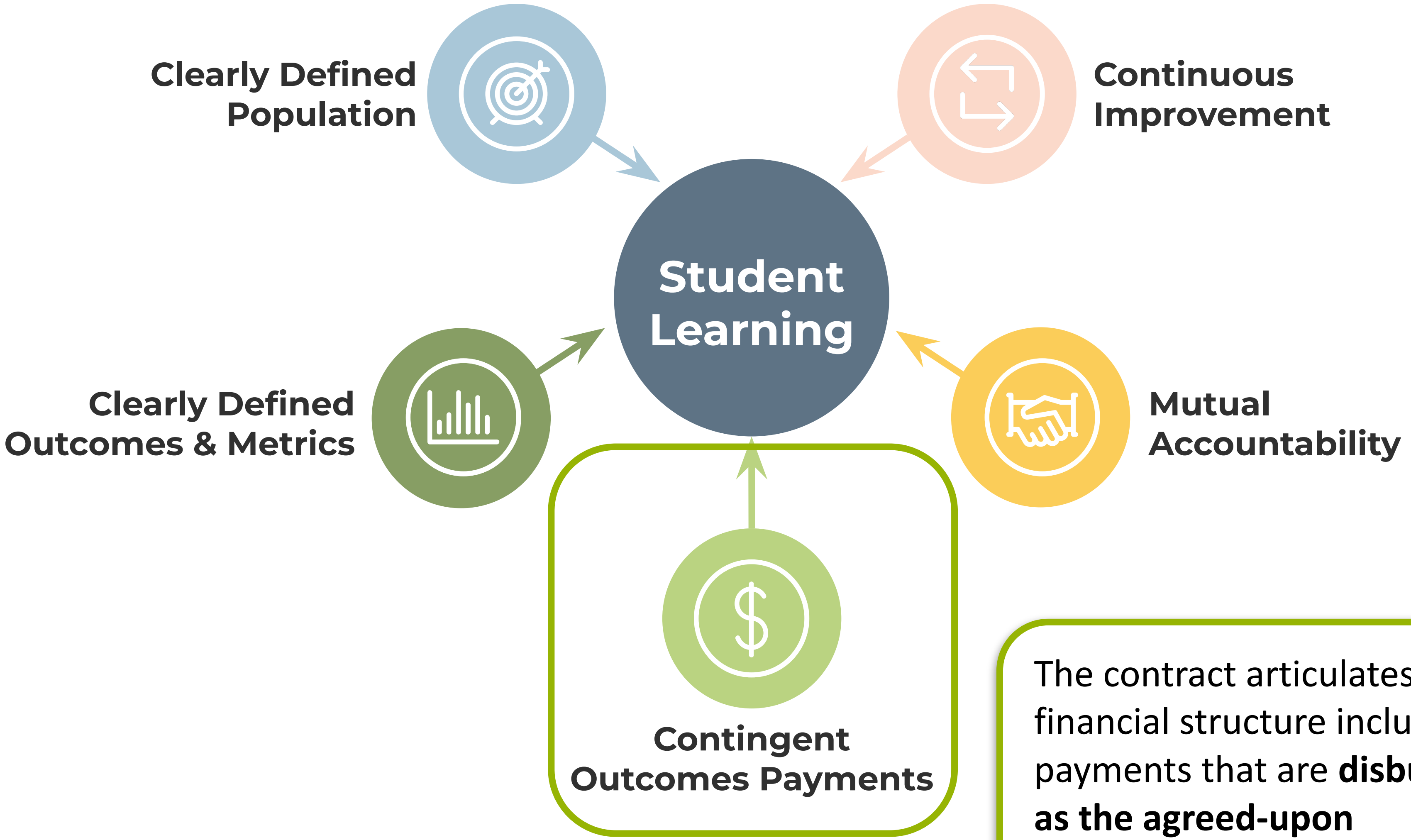
Five Domains for a Successful OBC

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



Based on the Standards of Excellence™ for Outcomes Based Contracting

Five Domains for a Successful OBC



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

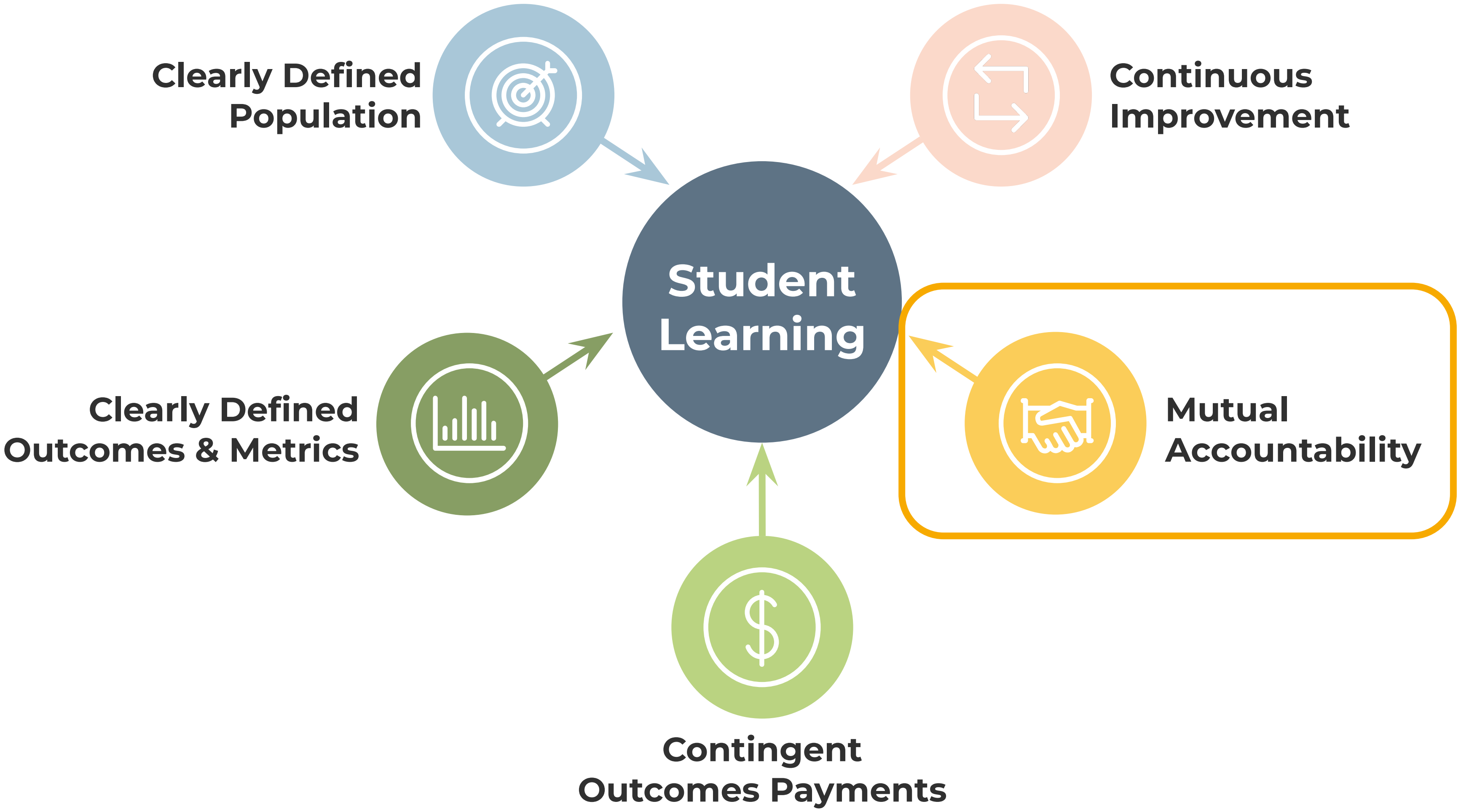
Based on the Standards of Excellence™ for Outcomes Based Contracting

OBC The Center for Outcomes Based Contracting

Clearly Defined Outcomes & Metrics

Outcome	Metric	Weight of Budget
ATLAS Interim Moderate Growth (MOY)	Student moves 1+ performance levels from prior-year ATLAS ELA Summative to Winter ATLAS ELA Interim	11%
ATLAS Moderate Growth (EOY)	Student moves 1+ performance level from prior-year ATLAS ELA	15%
ATLAS High Growth	Student moves 2+ performance level from prior-year ATLAS ELA	4%
ATLAS Achievement (EOY)	Student scores a Level 3 or above on the EOY ATLAS ELA Summative	20%
Base Payment	Paid on Services Delivered	50%
Total		**100%**

Five Domains 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

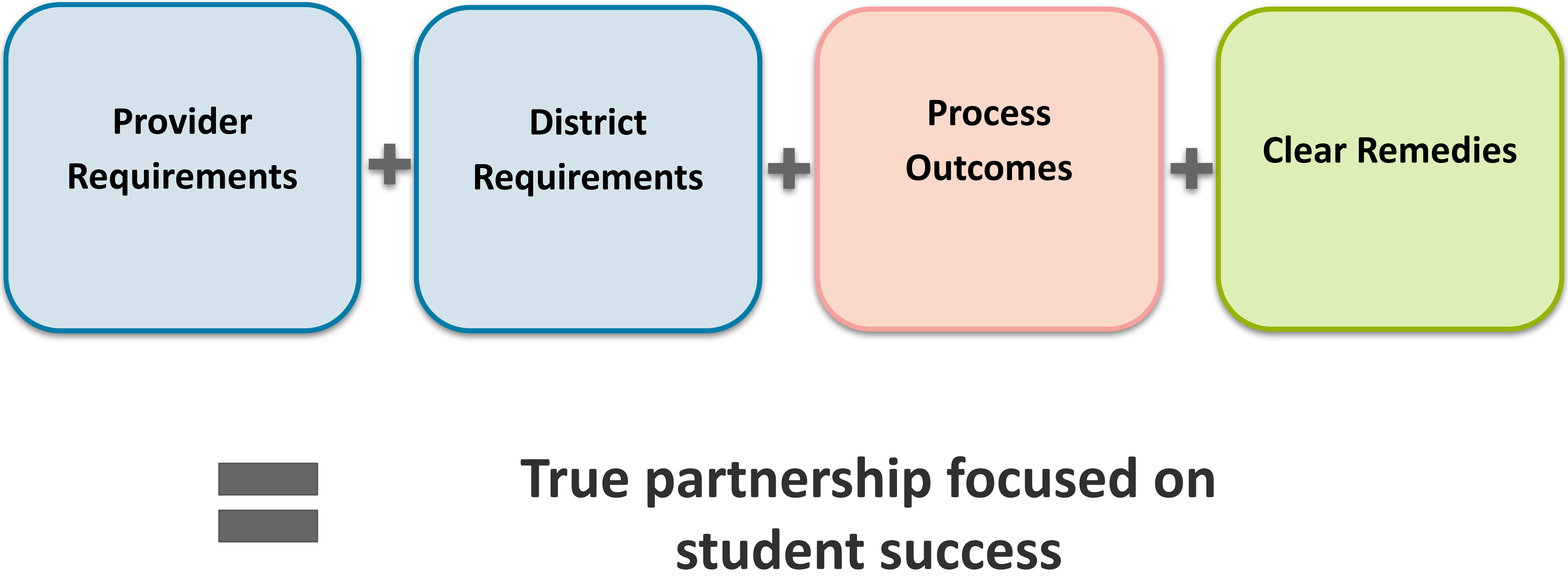
Based on the Standards of Excellence™ for Outcomes Based Contracting

OBC The Center for Outcomes Based Contracting

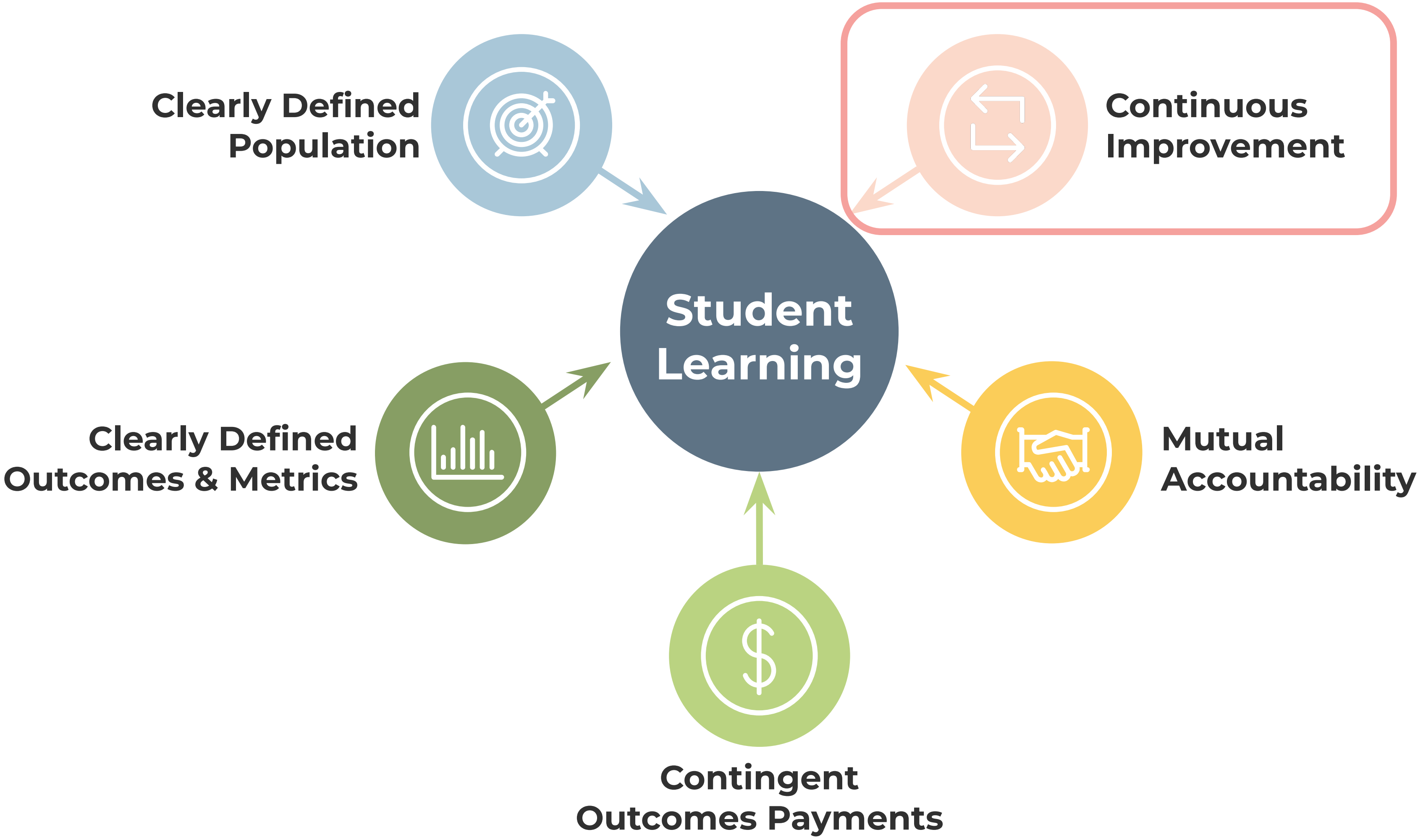
Mutual Accountability is Partnership

	Shared Responsibility	Mutual accountability fosters a culture where everyone feels equally responsible for the success of the project or initiative.
	Collective Ownership	When accountability is shared, team members take collective ownership of both successes and challenges.
	Mutual Support	In a true partnership, team members actively support one another, offering help when needed and celebrating each other's achievements. This builds trust and a sense of community within the team.
	Continuous Growth Together	Mutual accountability drives continuous growth and improvement. Regular team reflection helps refine strategies, celebrate successes, and improve performance.

The Formula for Mutual Accountability



Domains 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.

Based on the Standards of Excellence™ for Outcomes Based Contracting

The Center for Outcomes Based Contracting

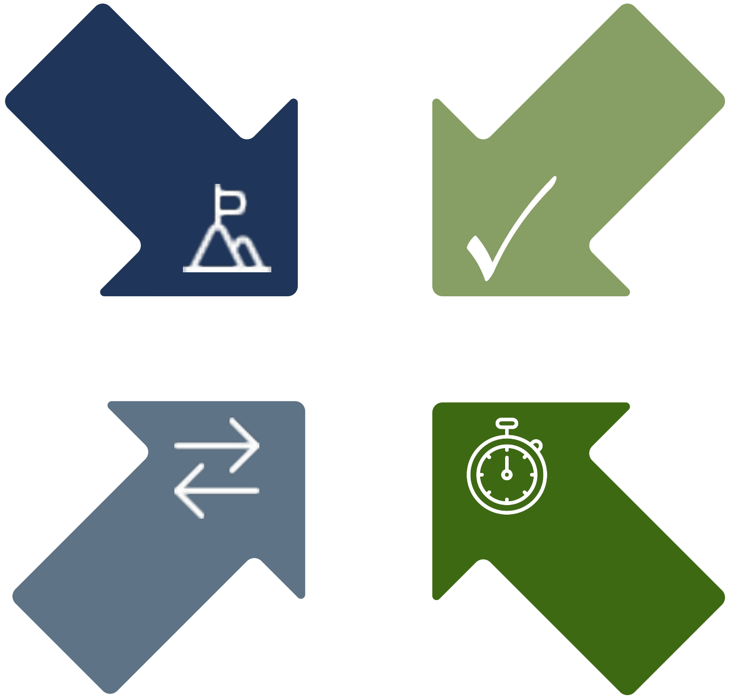
OBC The Center for Outcomes Based Contracting

Continuous Improvement

Continuous improvement is essential for successful outcomes based contracts. It provides a **structured framework** where districts and providers work together using data to monitor and act on the process outcomes we identified the previous section.

01 **Identify and address implementation challenges quickly**

02 **Make informed decisions transparently**



03 **Maintain program quality through ongoing assessment**

04 **Solve problems efficiently as they arise**

Continuous Improvement

Continuous Improvement

Design

- Map **data sources** and plan for access and integration
- Define key **process outcomes** and metrics to monitor alongside payment outcomes
- Establish a continuous improvement structure with **clear roles** and **meeting cadences**

- Collect and analyze **data** on a **regular cadence**
- **Share** findings with stakeholders through **consistent, actionable reporting**
- Create **feedback loops** to drive improvement and ensure accountability

Five decisions, one aligned contract

Each decision moves payment closer to student growth

1. **Define the outcomes** — what counts as success?
2. **Select valid measures** — how will we know?
3. **Set performance targets** — how much growth, for whom, by when?
4. **Structure the payment model** — how much is at risk, and on what?
5. **Build monitoring** — how do we protect implementation quality?

1 Define the outcomes

- **Start from the student need, not the service. What change in learning are we buying?**
- Make each outcome meaningful and measurable — tied to an individual student's learning goals.
- For HIT literacy: grade-level reading growth, early-literacy benchmarks, oral reading fluency.
- **Distinguish outputs (sessions delivered) from outcomes (students who grew). Pay on the latter.**
- **Decision point: which one or two outcomes matter most for our target students this year?**

2 Select valid measures

- **Match the measure to the intervention. Valid, timely measures by product line:**
  - High-impact tutoring: attendance thresholds, tutor-student match rates, session-quality monitoring.
  - AI-based reading: oral-fluency monitoring, words-correct-per-minute, state-assessment benchmarks.
  - Edtech/instructional software: dosage tracking, login access, weekly usage dashboards.
- **Favor measures that are timely (available weekly), trusted by teachers, and hard to game.**

3 Set performance targets

- **Specify, in advance: the target population, dosage expectations, data reporting, and service requirements.**
- Defining these up front removes the ambiguity that traditionally stalls implementation.
- **Set targets that are rigorous but achievable — nationally, providers earned 70% of contingent dollars.**
- Tie targets to a clear timeline and interim review points, not a single end-of-year measure.
- **Decision point: what level of growth, for which students, by when, triggers payment?**

4 Structure the payment model

- **At least 40% of total payment contingent on agreed student outcomes.**
- Release base payments for delivery; release contingent payments only on demonstrated progress.
- Add performance incentives to reward quality and innovation beyond the threshold.
- Phase payments to milestones so both sides can course-correct before money is spent.
- **This is where 'pay for outcomes, not services' becomes real dollars.**

4 Structure the payment model

Outcome	Metric	Weight of Budget
ATLAS Interim Moderate Growth (MOY)	Student moves 1+ performance levels from prior-year ATLAS ELA Summative to Winter ATLAS ELA Interim	11%
ATLAS Moderate Growth (EOY)	Student moves 1+ performance level from prior-year ATLAS ELA	15%
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Base Payment	Paid on Services Delivered	50%
Total		**100%**

5 Build monitoring for integrity

“Traditional contracts assume usage will occur. OBC acknowledges that usage must be engineered.”

1
Clear roles & responsibilities
structure

2
Timely, shared data — weekly dashboards
visibility

3
Instructional agency for teachers
motivation

4
Continuous-improvement cadence
operating rhythm

Anchor it all to the Standards of Excellence

- **The Standards of Excellence for Outcomes Based Contracting™ are the field's shared 'North Star.'**
  - 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.

Your roadmap: from hours to growth

Key decision points to take back to your team

- Name the 3-5 student outcomes your district values the most
- Identify meaningful and malleable outcomes
- Define target population, dosage, and reporting up front — aligned with your district's strategic goals & priorities
- Put ≥40% of payment contingent on outcomes; phase it to milestones; reward excellence (growth & achievement)
- Stand up weekly data routines and clear roles before day one
- Adopt the Standards of Excellence as your quality floor

THE PILOT

Outcomes Based Contracting: Professional Learning

Leadership Support Service

Division of Elementary & Secondary Education

OUTCOMES-BASED CONTRACTING IN PRACTICE

When OBC pays for professional learning, not seat time

Maynard School District's 2026 literacy OBC ($100K max) buys **adult capacity** — leader and teacher confidence to use data and align tutoring to core instruction.

The structure

BASE — $80,000 (up to $100K max)

Pays for PD delivery: coaching days, virtual sessions, program management. The minimum service level.

CONTINGENT — 20%, up to $20,000 ($2,500 / outcome)

Earned **only** when leaders and teachers report confidence on the End-of-Project survey. Paid Dec 31, 2026.

- **Mutual accountability:** both own the outcomes; an Implementation Success Plan drives the work.

Tied to: adult confidence

1. **Leaders** confident tutoring complements core literacy across tiers.
2. **Leaders** confident using mCLASS data **in PLCs** for tiered decisions.
3. **Teachers** confident accessing progress-monitoring & benchmark data.
4. **Coached teachers** confident using assessment data to guide planning.

Measure within the year:

Adult-confidence & implementation outcomes — malleable and measurable now. This is what Maynard tied payment to.

Measure over ~two years:

If **student-performance data** is the payment trigger, tie it to growth across ~two years — not a single year.

AR LAW *Source: Maynard SD–Amplify Outcomes-Based Agreement, executed 5/7/2026 (base $80K; contingent 20%/$20K cap; $2,500/outcome). Two-year horizon for student-outcome payment per Rivet Education guidance; CBPL/OBC framing per SEF & Rivet CBPL Feasibility Study (2024). OBC funding/allowable-use per DESE HIT RFA & 6 CAR § 282-102(i),(j).*

INSTRUCTIONAL COHERENCE

The OBC support plan is built on the four coherence strategies

Maynard's implementation plan runs on recurring professional-learning strands that map directly onto the **Instructional Coherence Toolkit.**

TOOLKIT COHERENCE STRATEGY	HOW IT SHOWS UP IN THE MAYNARD OBC PLAN
Align with HQIM & instruction	"Connections across the literacy suite" — CKLA core aligned to mCLASS assessment & intervention, and tutoring aligned to the core.
Leverage existing policies & structures	Built inside **MTSS**; a **PLC cadence centered on data cycles**; tutoring runs as Tier 2/3 within the schedule.
Use data to inform instruction	ATLAS + mCLASS BOY/MOY/EOY data drives the Grade 3 intervention plan; data check-ins, walkthroughs, and progress monitoring.
Foster collaboration among stakeholders	Coaches join **PLCs**; leadership team + Grade 3 teachers work together; caregiver resources bring families in.

Bottom line: OBC didn't add a program — it funded the coherence work the Toolkit calls for, on a recurring cycle, with payment tied to whether adults can sustain it.

AR LAW *Strategies per DESE HIT Instructional Coherence Toolkit; plan detail from the Maynard–Amplify Outcomes-Based Agreement (2026). OBC-for-CBPL feasibility per SEF & Rivet Education CBPL Feasibility Study (2024). Coherence & data-use framing per 6 CAR § 282-102(a),(d).*

“

[OBC] is not just a transaction. It is a conversation about student achievement that centers how students are going to grow.

— **OBC Provider** 2025 Annual Impact Report

DISCUSSION

Q & A

Questions, reactions, and what you’re taking back.

Let's talk

- What are you paying for in your tutoring contracts — hours or growth?
- Which one outcome would you put 40% of payment behind?
- What would it take to stand up weekly data routines in your district?

Thank you. Reach the HIT team anytime at DESE Office of Learning Services.

ade.tutoring@ade.arkansas.gov
amy.counts@ade.arkansas.gov
amy.hindsman@ade.arkansas.gov

Upcoming Opportunities

2026 Instructional Interventions OBC Cohort

Applications due August 31

LeARn more at one of our

Information Sessions/Office Hours

July 23, 2:00-3:00 PM

Register here: bit.ly/july23-obc

August 5, 1:00-2:00 PM

Register here: bit.ly/august5-obc

ADE SUMMIT 2026 · HOT SPRINGS, AR

High-Impact Tutoring sessions at a glance

Five tutoring-track sessions across two days. All times **Central (CDT)**.

WEDNESDAY · July 15	
2:20 PM	From Grant to Growth: What High-Impact Tutoring Looks Like in Practice
3:40 PM	Outcomes-Based Tutoring Contracts: What Worked in District Pilots
THURSDAY · July 16	
10:20 AM	Buying Outcomes, Not Services: High-Impact Tutoring Contracts That Deliver Results
11:40 AM	Aligning Tutoring With Tier I: Making Instructional Coherence Real, **ROOM 103**
1:00 PM	Using Data Without Drowning in It: Monitoring HIT for Continuous Improvement, **EXHIBIT HALL B**

 Source: ADE Summit 2026 program schedule (adesummit2026.sched.com), tutoring track; Hot Springs, AR, July 13–16, 2026. Session times subject to change — confirm on the live Sched program.

Resources

- Forward Arkansas — forwardarkansas.org
- Center for OBC — obc.southerneducation.org
- Moving Arkansas Forward — movingarforward.org
- Arkansas DESE, Learning Services -
  dese.ade.arkansas.gov/Offices/learning-services/tutoring-services