



OBC

OUTCOMES BASED CONTRACTING

A SOUTHERN EDUCATION
FOUNDATION INITIATIVE

CASE STUDY: Denver Public Schools

AT A GLANCE

CONTRACT SIZE

1,069 Students Served
\$900,000

AMOUNT CONTINGENT ON OUTCOMES

\$513,000

OF VENDORS RESPONDED TO RFP

10

STUDENT MATH GROWTH

64% of students increased
scores with an average
increase of 12.2%

OVERVIEW

In 2022 Denver Public Schools implemented a high-impact tutoring for over 1,000 students using an outcomes based contracting model.

Focus Population:

Students in 4-12
performing below grade
level in mathematics



Program Model:

Small group (up to 4
students) virtual tutoring
during the school day



Timeline:


The RFP, contract
development and
implementation took
place during the 2021-22
School Year



5 STEPS OF OUTCOMES BASED CONTRACTING


STEP 1: PREPARE

DPS worked to align their OBC project to their academic strategic plan. Because Accelerating Learning and Student Social Emotional Learning were equally prioritized for the district, the OBC team included inputs from the Procurement, Curriculum and Instruction, Culturally Responsive Education, Expanded Academic Learning, Assessment, and Evaluation departments.




STEP 2: IDENTIFY

DPS identified both payment and process outcomes for their OBC RFP. Because of their dedicated focus on Student Social Emotional Learning, DPS was the only district to tie payment to this outcome. Process outcomes included tutor feedback on how students were engaging in tutoring, and student empathy interviews.




STEP 3: DEVELOP

The pricing strategy DPS employed was based on the district's high-impact tutoring budget, funded through ESSER and a state grant, and an understanding of the market value of tutoring at the time. DPS decided to weigh the student academic growth equally to the SEL indicators due to the importance of both strategies in the district's academic strategic plan.




STEP 4: CREATE

When DPS created their OBC RFP and subsequent contracts, the district made sure to include provisions for services to be available in Spanish for students receiving core instruction in Spanish. This contracted provision was one of the very few minimum service agreements required by the district in order to enable their vendor to focus on outcomes instead of compliance.



STEP 5: DRIVE

During continuous improvement cycles, DPS met with the vendor once a week, and the vendor and a district representative met with each school a minimum of once a month. While the initial focus of these meetings was reviewing student attendance and satisfaction data to drive toward base-level implementation, the meetings matured to student mastery of academic standards and alignment to core instruction over time.



PRICING OUTCOMES - RATE CARD

Outcome	Metrics	Prices Per Student / Price Ranges <small>(Per Student, Per Outcome)</small>	Outcomes Cap
Base Payment	Students have to attend 70% of sessions	\$720	N/A
Growth	Student will meet 100% of their Growth Target on school's Spring growth assessment (iReady or NWEA) after 36 hours minimum of tutoring	\$300	\$150k
SEL - Culture	Students will agree/strongly agree 80% of the time to survey questions regarding program culture	\$170	\$85k
SEL - Efficacy	Students will have a positive response 80% of the times to survey questions regarding learner identity in mathematics	\$170	\$85k
Status - End of Year Test	Student meeting or exceeding expectations on EOY Colorado Measures Academic Success (CMAS) assessment	\$300	\$150k
Total Potential Payment Per Student:		\$1660	
Total Project Budget: \$1 Million			

Denver Public Schools Demographics

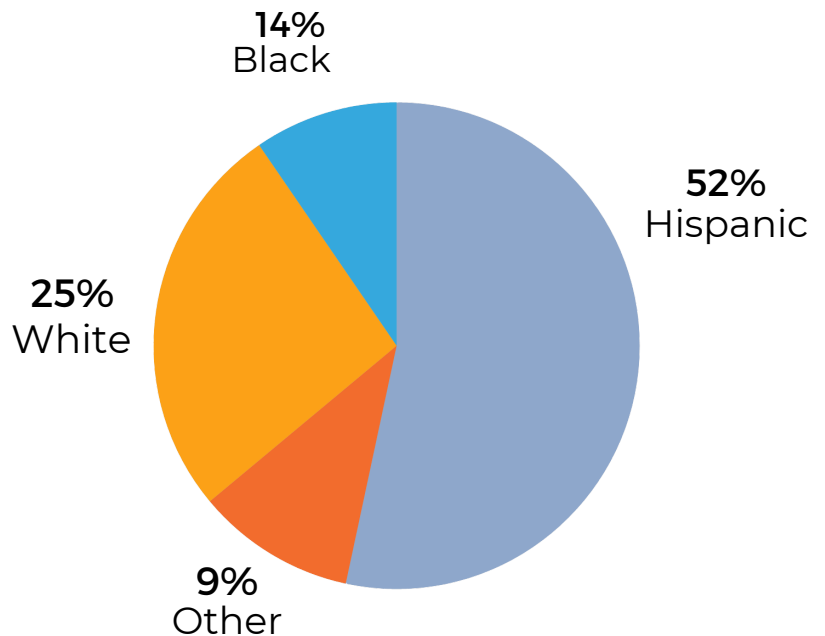
207
Schools



36.3%
Multilingual
Learners



89,213
Students



IMPLEMENTATION HIGHLIGHTS

The OBC model ensured the Denver team was able to work closely with their vendors for each project. The regular weekly meetings with a strong focus on implementation data drove continuous improvements in implementation. Data included in weekly meetings was:

- Attendance
- Student SEL Responses
- Tutor SEL Responses
- Standards Progress

HIGH IMPACT TUTORING RESOURCES DEVELOPED

- [Elementary Scheduling Guidance](#)
- [Best Practices for Virtual Learning](#)
- [Best Practices for In Person Learning](#)
- [Grade Level Tutoring School Coordinator Role](#)





101 Marietta St. NW, 16th Floor (Suite 1650)
Atlanta, GA 30303

Contact:

Brittany Miller, Director

Email: bmiller@southerneducation.org



obc.southerneducation.org