



The Center for
Outcomes Based Contracting
at the Southern Education Foundation

ANNUAL IMPACT REPORT

20

25

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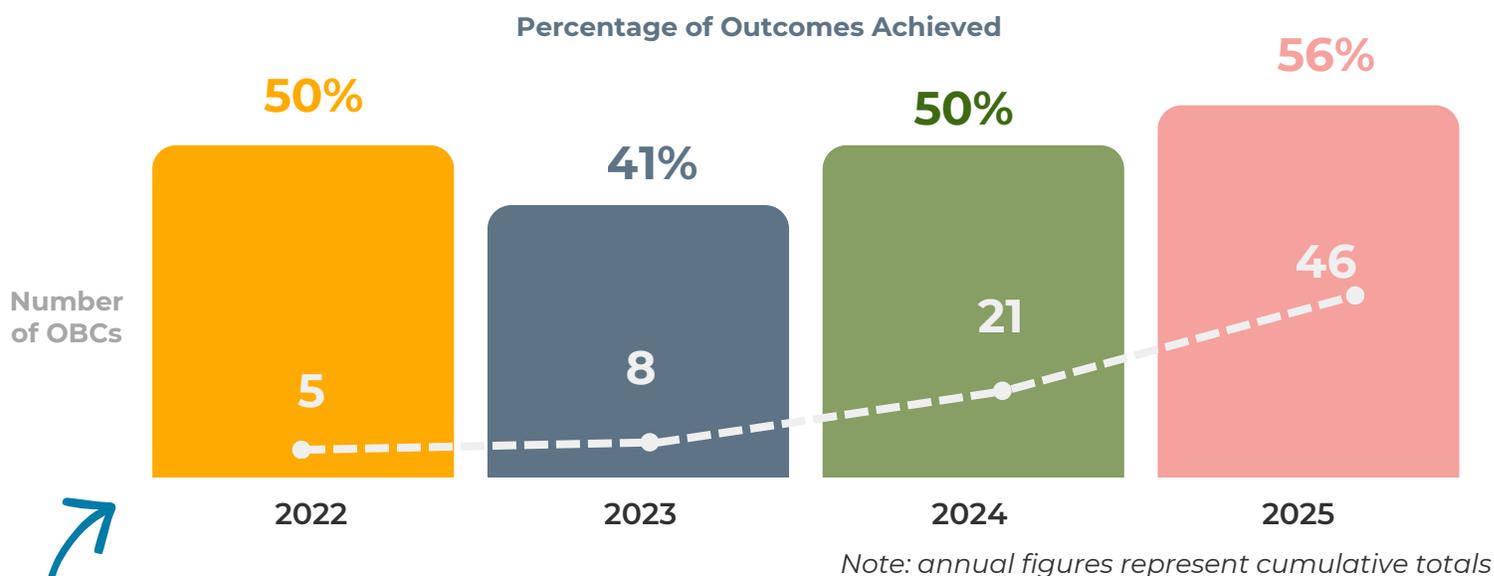
Implementation

Integrity: What We
Learned from Edtech

TOP ACHIEVEMENTS: 2025 At A Glance

In 2025, the Center for Outcomes Based Contracting reached a defining moment in our mission to ensure every education dollar drives measurable student success. Through strengthened partnerships with districts, providers, and states, we demonstrated that outcomes based contracting creates the conditions for implementation integrity at scale—and that when implementation improves, students thrive.

ACCELERATING IMPACT: EXPANDING SCALE & DEEPENING RESULTS



The data tells an unusual story: as OBC expanded from 5 to 46 completed contracts nationwide, **performance didn't just hold steady—it improved, rising from 50% to 56% of contracted outcomes achieved.**

Each outcome represents a meaningful, measurable gain tied directly to an individual student's learning needs, proving that quality and scale can grow together.

TOP ACHIEVEMENTS: 2025 At A Glance

21,000

Proven results: Students achieved more than **21,000** outcomes across 46 contracts totaling \$28 million, with 70% of contingent payments earned by providers.

69%

Implementation breakthrough: Students achieved recommended edtech dosage at rates of **69%**—almost 14 times the 5% industry baseline—demonstrating that outcomes based contracting strengthens implementation at scale.

63,000

Expanding reach: 87 unique school districts, education service agencies, and state education agencies engaged with the Center, serving more than **63,000** students under outcomes based contracts.

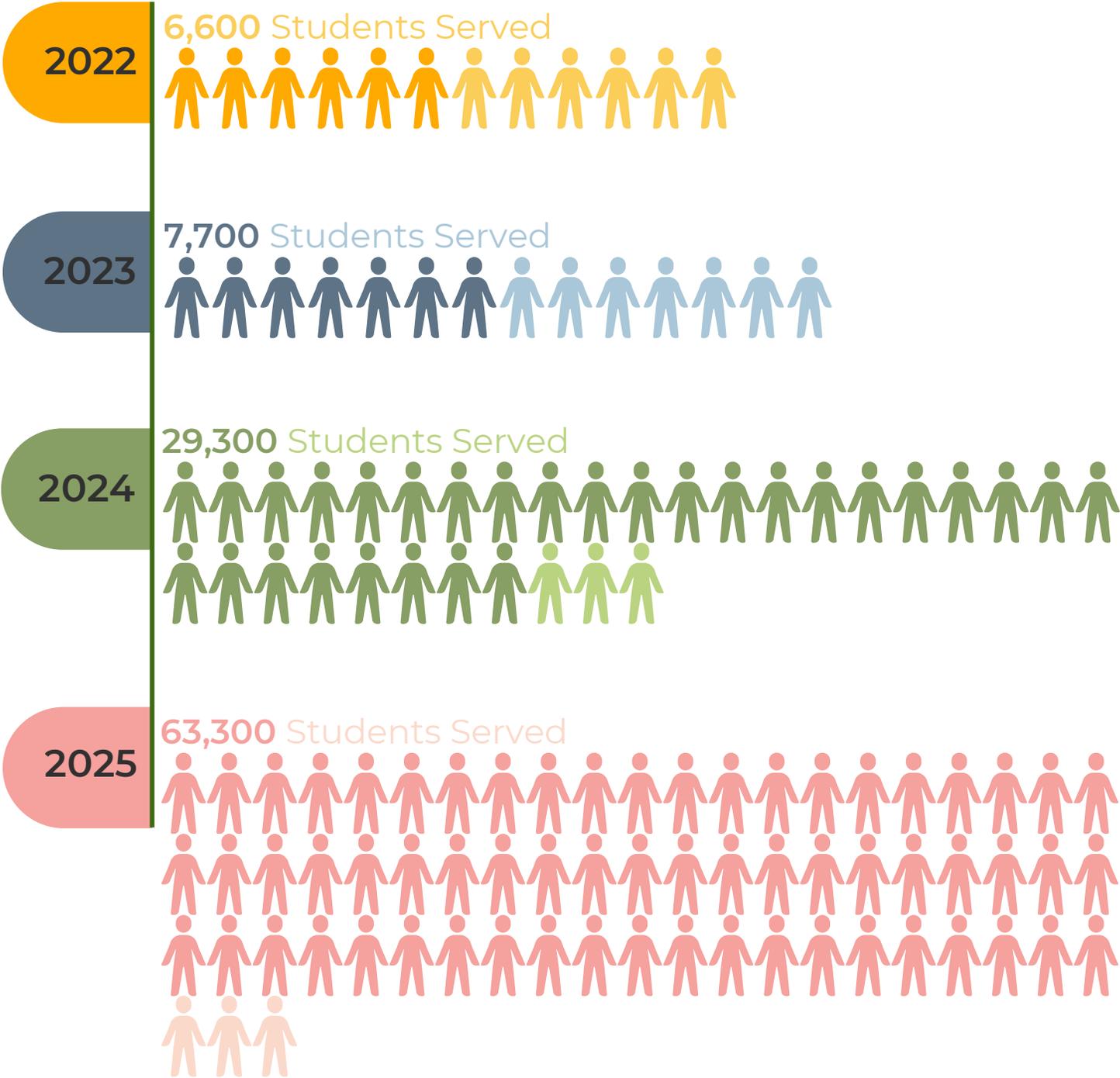
Standards of Excellence

Field-building infrastructure: Released product-specific versions of the **Standards of Excellence for Outcomes Based Contracting™** for high-dosage tutoring and edtech interventions, providing clear benchmarks for quality implementation across intervention types.

These achievements demonstrate how outcomes based contracting, a pay-for-success approach to educational services, provides fiscal accountability through evidence-based interventions, creating provider and LEA accountability for measurable results across diverse K-12 contexts.

IMPACT BY THE NUMBERS

STUDENTS SERVED



Note: annual figures represent cumulative totals

FIGURE KEY

-  Dark figures represent 1,000 students
-  Light figures represent 100 students

IMPACT BY THE NUMBERS

NUMBER OF OUTCOMES BASED CONTRACTS

5
high-dosage tutoring
contracts worth



31% of total contract
value contingent on
outcomes

2022

8
high-dosage tutoring
contracts worth



33% of total contract
value contingent on
outcomes

2023

21
high-dosage tutoring and
edtech contracts worth



40% of total contract
value contingent on
outcomes

2024

46
outcomes based
contracts worth



42% of total contract
value contingent on
outcomes

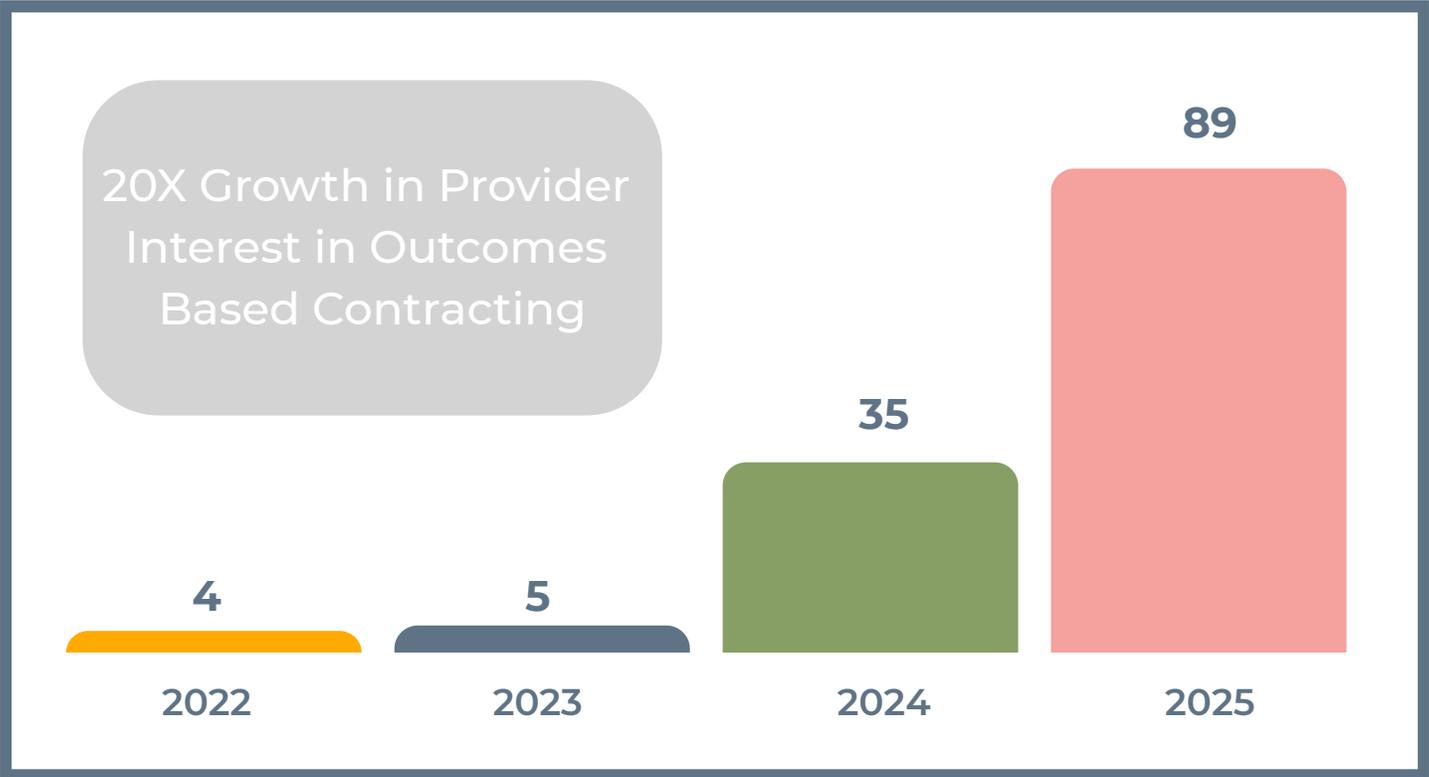
2025

Note: annual figures represent cumulative totals



IMPACT BY THE NUMBERS

NUMBER OF PROVIDERS ENGAGING WITH THE CENTER FOR OBC



Note: annual figures represent cumulative totals



IMPACT BY THE NUMBERS

OUTCOMES ACHIEVED

2022

2,800
Outcomes
Achieved

50%
of
contracted
outcomes*

*where data
available

2023

3,400
Outcomes
Achieved

41%
of
contracted
outcomes

44% of contingent
contract dollars
paid

2024

6,900
Outcomes
Achieved

50%
of
contracted
outcomes

68% of contingent
contract dollars
paid

2025

21,400
Outcomes
Achieved

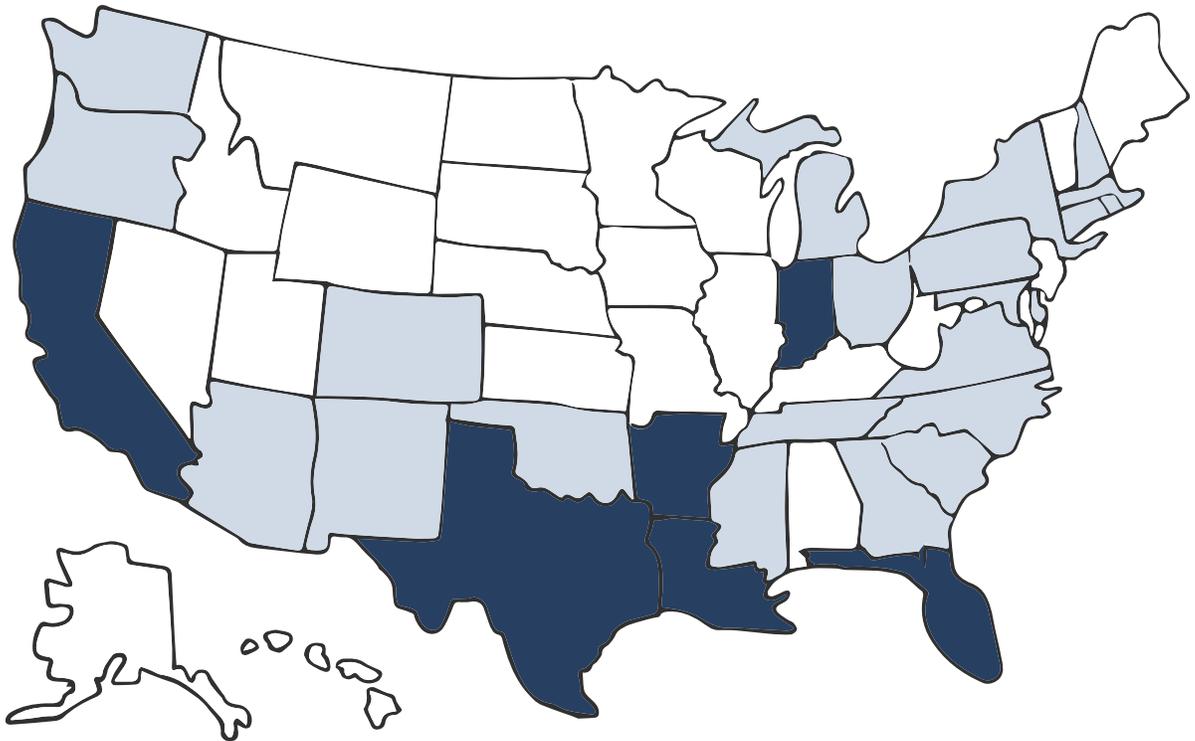
56%
of contracted
outcomes

70% of
contingent
contract dollars
paid

IMPACT **BY THE NUMBERS**

NUMBER OF UNIQUE LEAS, ESAS, AND SEAS
ENGAGING WITH THE CENTER AND/OR
ADOPTING OBC AS OF 2025

87



**STATE-WIDE ADOPTION OF OUTCOMES
BASED CONTRACTING**

6

FIGURE KEY

-  **Navy** represents state-level initiatives supporting OBC adoption
-  **Light Blue** represents states with individual LEAs that have engaged with the Center and/or adopted OBC

IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

Edtech Implementation: Breaking Through Historic Barriers

14X Improvement



Applying Lessons Across Products

Our earliest work in high-dosage tutoring demonstrated that implementation quality depends less on effort and more on structure. The same lesson held true in 2025 as we supported districts in procuring edtech instructional interventions under outcomes based contracts. The OBC model replaced fragmented rollout practices with clarity, data visibility, and mutual ownership—conditions districts universally reported as prerequisites for impact.

While 2025 focused exclusively on edtech rather than tutoring, the cross-product learning remains constant: **OBC drives outcomes just as powerfully for edtech as it does for tutoring.**

Why Implementation Integrity Matters

Implementation integrity—defined as intentional delivery, transparent monitoring, and shared ownership—emerged as one of the strongest predictors of student outcomes across the edtech cohort. Districts that co-designed for outcomes, defined roles, and adopted clear data routines consistently outperformed districts relying on traditional, license-based contracting.

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

IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

“The model empowered districts to take the reins of edtech contract terms, led to implementation fidelity rates 10 times or more greater than standard product usage, and established meaningful mindset shifts.” - Digital Promise

Edtech in Practice: Changing Behavior, Not Just Contracts

For more than a decade, research has shown that only **~5%** of students nationally use edtech tools at the recommended dosage, limiting both impact and evaluability. Under outcomes based contracts, the 2025 edtech cohort averaged **69%** of students meeting recommended dosage and roughly **60%** of contracted outcomes achieved.



Contracted Clarity

The Standards of Excellence for OBC™ pushed districts and providers to define target populations, dosage expectations, data reporting, and service requirements in advance, reducing ambiguity that traditionally stalls implementation. One provider described the shift:

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



IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

Edtech in Practice: Changing Behavior, Not Just Contracts



Instructional Agency for Teachers

Implementation improved when teachers understood the purpose of the tool, saw weekly data, and influenced how usage expectations were met. A district leader emphasized the difference:

Having teachers at the table and having a voice in problem-solving...their buy-in is everything.
- OBC District Leader

This is not about compliance; it is about teacher-led instructional decision-making.



Predictable Operating Rhythms

OBC embedded standing meetings, data dashboards, and escalation routines that replaced sporadic troubleshooting with systematic progress checks. Providers valued this rigor:

“So many products work but are poorly implemented—this drives the level of rigor that will drive outcomes.”
- OBC Provider

These cadences made intervention possible before momentum was lost.



IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

Evidence from the 2024–25 Edtech Cohort

Across the 2024–25 cohort, implementation integrity aligned directly with learner outcomes:

- **Duval County Public Schools** served 2,700 students through an AI-based reading intervention. Ninety-four percent met recommended dosage, and high-using students outperformed peers on FAST proficiency, FAST improvement, and oral reading fluency.
- **Hillsborough County Public Schools** reached high implementation across 20 schools serving multilingual learners. Leaders explicitly shifted from “all-or-nothing” rollout to identifying conditions under which usage produced results and used data to learn from variability.
- **Uplift Education** reached strong implementation in its first year by elevating school-based champions and structured data conversations. District leaders reported that OBC “changed how we design contracts and define outcomes.”
- **Fresno Unified School District** described organization-wide shifts toward an ROI mindset, with multiple departments, including facilities, beginning to ask whether investments were aligned to measurable student outcomes.



IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

What We Learned Across Products

Although 2025 did not include new tutoring contracts, the patterns from both verticals align. Implementation integrity requires four enabling conditions, each tied to a distinct behavior:

1. Clear Roles and Responsibilities (Structure)

District, provider, and school teams understand their execution responsibilities. OBC breaks silos: districts reported *“greater success with clear roles working in tandem, strong relationships, and standing meetings.”*

2. Timely, Shared Data (Visibility)

Dashboards and weekly usage reporting helped districts target support and providers improve design: OBCs *“drove a systematic shift...to monitor and leverage data for continuous improvement” at the classroom level.*

3. Instructional Agency (Motivation + Understanding)

Teachers embraced the work when they understood the rationale and saw themselves as partners, not implementers.

4. Continuous Improvement Cadence (Operating Rhythm)

Standing meetings and early intervention reduced drift. As one principal noted:

“Knowing that we aren’t going to pay until we see results is a different lens... I need your buy-in, because this should ultimately help you in the end.”

These four drivers move implementation from **“access” to “intentional, measurable use.”**



IMPLEMENTATION INTEGRITY: WHAT WE LEARNED FROM EDTECH

Implementation Integrity Across Product Lines

Edtech Instructional Software



- ✓ Dosage tracking
- ✓ Login access
- ✓ Weekly dashboards

(central challenge: the 5% problem)

AI-Based Reading Interventions



- ✓ Oral-fluency progress monitoring
- ✓ Coaching Huddles
- ✓ Word Count Per Minute/State Assessment Benchmarks

High-Impact Tutoring (Prior Cohort)



- ✓ Attendance thresholds
- ✓ Tutor-student match rates
- ✓ Session quality monitoring

This work is not product agnostic, but condition dependent. Together, these conditions move implementation from fidelity in name to integrity in practice, creating the foundation for outcomes that are both measurable and sustainable.



ACTION Vol. 2

Starting Small, Thinking Big:
How Santa Ana USD
Transformed Literacy
Support Through
Outcomes Based
Contracting

THE CHALLENGE
Supporting the most
vulnerable students
better through OBC

SAUSD IMPACT STORY

LURITA CRUZ
Director of Expanded Learning

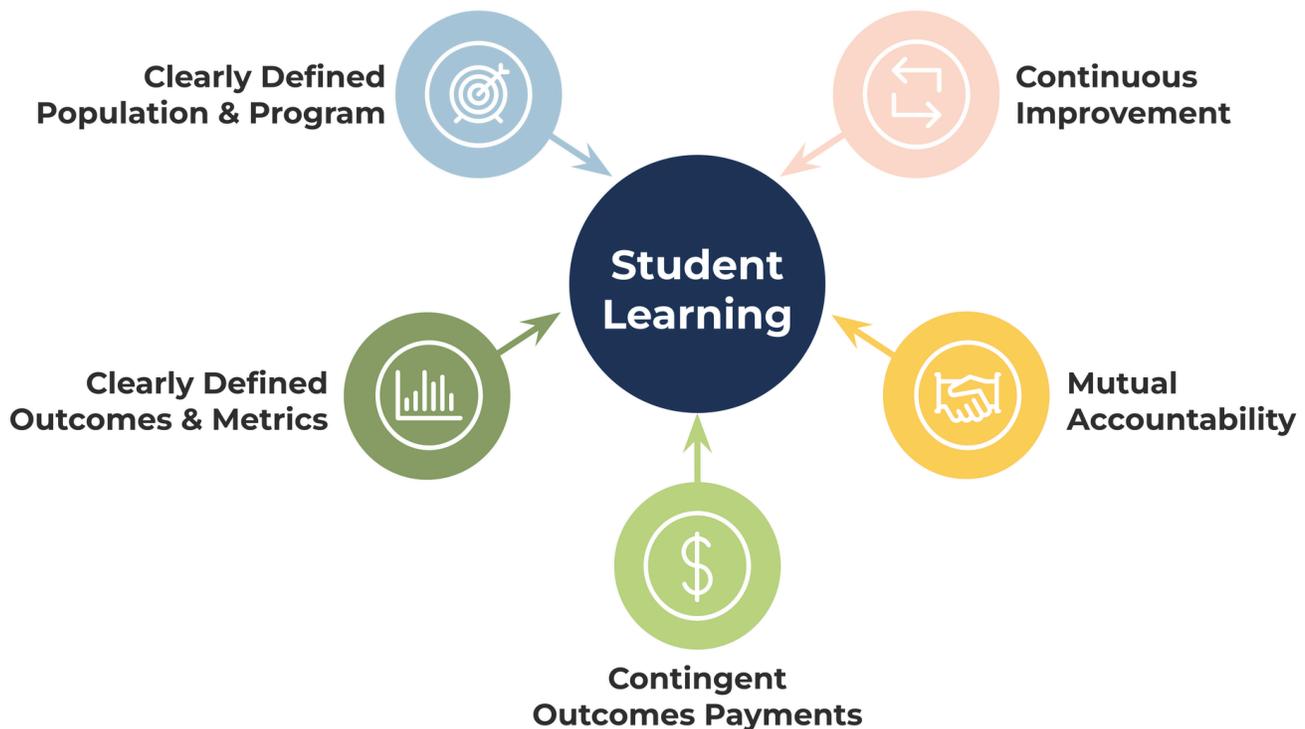
Align goals, scale pilots,
partner with families

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THE STANDARDS OF EXCELLENCE: THE NORTH STAR OF OUTCOMES BASED CONTRACTING

A unified, research-aligned framework that brings clarity, consistency, and coherence to every OBC, ensuring districts and providers move together toward measurable student learning.

As Outcomes Based Contracting expands, districts are asking a vital question: What does high-quality OBC look like in practice? **The Standards of Excellence for Outcomes Based Contracting™** answer this with clarity. They define the essential components of a high-quality OBC, bring structure to complex decisions, sharpen expectations between districts and providers, and ensure that every contract is intentionally designed to strengthen student learning.



They function as the field's North Star, guiding the work of districts and providers as they navigate a rapidly growing model for partnership and implementation.

THE STANDARDS OF EXCELLENCE: THE NORTH STAR OF OUTCOMES BASED CONTRACTING

A Common Language for a Growing Field

The Standards play a central role in bringing alignment to district leaders, providers, researchers, and technical assistance partners. Instead of starting from scratch, teams now rely on the Standards to make sharper, faster decisions about who is served, what success looks like, how outcomes are measured, and what each partner is responsible for delivering.

This shared foundation is transforming how districts and providers work together. As one state leader reflected:

“Our collaboration with the Center for OBC and the OBC Standards of Excellence has brought clarity and alignment to our work, keeping us centered on student outcomes, strengthening our stewardship of resources, and providing clear benchmarks to guide progress. We began by adopting core elements of the standards and aspire to full alignment to realize their greatest benefit for Florida students.”



Jennie Wise, Assistant Director, Florida Tutoring Advantage

Moments like these illustrate how the Standards move OBC from an idea into a clear, transparent model grounded in shared responsibility for results.

THE STANDARDS OF EXCELLENCE: THE NORTH STAR OF OUTCOMES BASED CONTRACTING

A Milestone for the Field

This year marked an important milestone: the release of multiple product-line versions of the Standards of Excellence for high-dosage tutoring and edtech instructional interventions. Each version keeps the core five domains intact while translating them into clear, actionable indicators tailored to the service type.

These versions strengthen the entire OBC ecosystem. They give districts the tools to scale OBC across different intervention types without sacrificing quality and give providers a transparent set of expectations to design toward. Work is underway to develop Standards for curriculum-based professional learning, further expanding coherence across the field.



Guiding the Next Chapter

As OBC adoption accelerates, the Standards of Excellence ensure that the model grows with integrity. They keep student learning at the center, strengthen implementation, and support partnerships built on clarity and mutual accountability.

When districts have a North Star, and providers align to it, the entire system moves with greater clarity, coherence, and possibility.

WHAT'S COMING IN 2026: FROM BREAKTHROUGH TO MOVEMENT

Proof That Quality Scales

In 2025, the Center for OBC proved something the education field needed to see: outcomes based contracting strengthens implementation at scale. As the number of students served increases, outcomes achievement rates continue to climb from 50% to 57%. Contract payments tied to student success rose from 68% to 70%. This isn't just growth. It's evidence that quality and scale move together when implementation is done right.

The question now isn't whether OBC works. It's how fast we can make it accessible to every district and state ready to align investments with student learning.

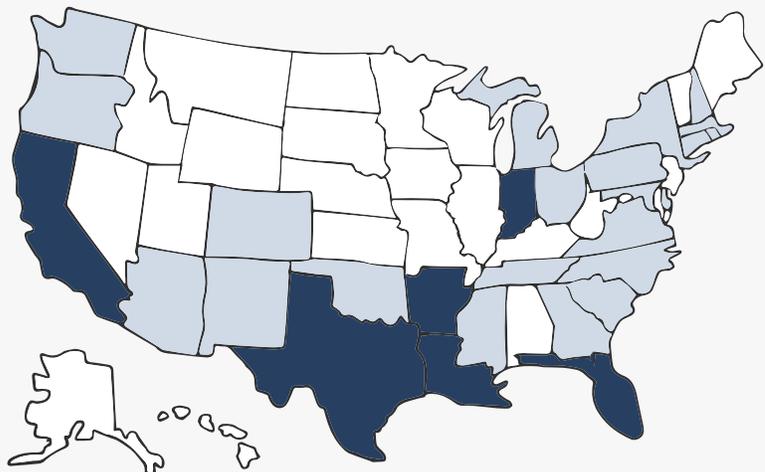
2026: Three Priorities That Enable the Field

States Leading Statewide Systems

State partnerships are the story of 2026. We're moving beyond district pilots to build statewide infrastructure where outcomes based contracting becomes how states support student learning at scale.

Six states are now embedding outcomes based contracting into their state education procurement systems and funding structures, establishing pay for success models that ensure fiscal accountability even amid federal policy uncertainty: Arkansas, California, Texas, Florida, Indiana, and Louisiana. These partnerships create the policy structures, funding streams, and statewide capacity needed to make outcomes based contracting sustainable and accessible.

Will your state be next?



WHAT'S COMING IN 2026: FROM BREAKTHROUGH TO MOVEMENT

Digital Tools That Democratize Access

Small and rural districts will gain access to the same sophisticated contracting capabilities as large urban systems. The Center is building digital infrastructure that removes the capacity barrier keeping most districts from implementing outcomes based contracting with quality and consistency.

This technology will centralize contract design, implementation monitoring, and outcome tracking—ensuring every contract meets the Standards of Excellence while districts focus on what matters most: supporting students and teachers. States and districts will see patterns across hundreds of contracts, learning what strengthens implementation in different contexts.



Practitioners Who Can Lead the Work

The field needs trained leaders who can implement and support outcomes based contracting independently. In 2026, we're launching pathways for district leaders, state officials, providers, and intermediaries to become certified OBC practitioners through the OBC Academy and our evolving Credential of Distinction.

We're also expanding our evidence base through research partnerships, ensuring the field understands not just that OBC works, but how to do it well.

WHAT'S COMING IN 2026: FROM BREAKTHROUGH TO MOVEMENT

The Path Forward

These 2026 priorities connect to a larger vision: evolving from direct service to systems-building, establishing the Standards of Excellence as the field benchmark, activating partnerships that extend our reach, amplifying evidence that drives shared understanding, and building the infrastructure needed for national leadership.

A Call to Action: Hold the Line on Quality

The momentum is undeniable. State leaders, district administrators, providers, and funders recognize that outcomes based contracting offers a path forward when resources are constrained and accountability matters.

But momentum without quality isn't progress—it's a missed opportunity. As OBC scales, someone must ensure implementation stays grounded in what works. Someone must define what quality looks like, train practitioners to lead it, and protect students from shortcuts that undermine outcomes.

That's the role the Center for OBC is uniquely positioned to play.

As the field's neutral arbiter of quality, we're not on one side of the bargaining table. We stand for the Standards of Excellence and the evidence that strengthens student learning. We build the infrastructure that makes high-quality OBC accessible to every district. We train the practitioners who can lead this work with integrity. And we hold the line when pressure to scale threatens to compromise what students deserve.

The Standards of Excellence for Outcomes Based Contracting™ set the benchmark.

They define what quality implementation looks like and ensure contracts drive measurable student learning with accountability, consistency, and fidelity.

WHAT'S COMING IN 2026: FROM BREAKTHROUGH TO MOVEMENT

Gratitude for Partnership

None of this would be possible without our partners. District leaders took risks, providers innovated, state agencies championed new approaches, funders invested in a long-term vision, and researchers asked hard questions that made our work stronger. We are learning alongside you—and we remain deeply grateful for your trust, your candor, and your commitment to students.

As the field grows, the Center remains committed to ensuring growth means better outcomes for students—not just more contracts.

If you're ready to explore how outcomes based contracting can strengthen partnerships in your state or district:



- **Visit** [the Center](#) to access tools, research, and resources



- **Follow** the Center for OBC on [LinkedIn](#) and [YouTube](#) for implementation insights and field updates



- **Email** [the Center](#) to learn about partnership opportunities, training, and technical assistance

By 2030, one million students will receive services under outcomes based contracts, and two million student outcomes will be achieved. That future is being built right now through state leadership, digital infrastructure, and practitioners committed to excellence.

The question isn't whether to join this movement. It's when.