

# Jackson Public School District



Office of Research, Evaluation and Assessment  
624 South President Street  
Jackson, MS 39201  
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Telephone: (601) 960-8850

E-mail: [jasargent@jackson.k12.ms.us](mailto:jasargent@jackson.k12.ms.us)

**Proposal Date: March 30, 2018**

**Submission Deadline and Time:**

**April 27, 2018 at 3:30 P.M. (Local Prevailing Time)**

**RFP 2018-02**

**Name of Proposal:**

**District Benchmark and Formative Assessment Services**

**PLEASE SUBMIT ONE (1) ORIGINAL RFP DOCUMENTS AND FIVE (5) COPIES IN  
THE FORMAT/DESIGN ISSUED ALONG WITH OTHER DOCUMENTATION  
ATTACHED TO THE BACK OF PROPOSAL**

If you would like the tabulation for rfp after Board Approval, please go to [www.jackson.k12.ms.us](http://www.jackson.k12.ms.us). Double click on Departments and select Business Office. Open the Purchasing page. Select Purchasing Approved Bids/RFPs. These documents will give you the tab sheet approved by the Jackson Public School District Board of Trustees. If the rfp in question is not listed, contact the Purchasing Office at 601-960-8799 for assistance.

## PROPOSAL FORM

**Board of Trustees  
Jackson Public School District  
Jackson, Mississippi**

Ladies and Gentlemen:

I/We, propose to furnish and deliver all items and/or to perform all services according to all sections of this rfp document (Proposal Form, Instructions and Conditions, detailed written Specifications, and Addendum if applicable) and in the quantities at the indicated prices, as called for in the document(s). All quantities indicated have been checked very closely, and both unit price and total price (where requested) have been submitted with the understanding that we shall be responsible for making complete and satisfactory delivery accordingly, within the time frame agenda (if applicable).

All items contained in this rfp shall be as specified or JPSD approved equal. For any item(s) proposed which is other than as specified, a complete and detailed cut and description for each item(s) must accompany the rfp, if the item(s) is to be considered. Please carefully read each section of this rfp.

**Acceptance of Proposals:** The Jackson Public School District reserves the right, in its sole discretion, to waive minor irregularities in proposals. JPSD reserves the right to accept the "lowest and best" rfp which in their judgement assures JPSD the product(s) or service(s) having the best performance and the highest level of function, quality and value. A minor irregularity is a variation from the proposal that does not affect the proposal, or gives one offeror an advantage or benefit not enjoyed by other offerors, or adversely impacts the interests of the school district.

**I/WE UNDERSTAND AND AGREE THAT NEITHER THE AWARD OF THIS RFP TO ME/US BY THE DISTRICT'S BOARD OF TRUSTEES NOR RECEIPT BY ME/US OF A NOTICE OF ACCEPTANCE OF THIS RFP SHALL CONSTITUTE THE MAKING OF A CONTRACT BETWEEN JPSD AND ME/US, WHICH SHALL BE CONDITIONED UPON THE EXECUTION BY BOTH JPSD AND ME/US OF A FORMAL, WRITTEN AGREEMENT.**

Respectfully submitted,

COMPANY \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_ FAX \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

SIGNED \_\_\_\_\_

WRITE OUT  
SIGNATURE \_\_\_\_\_

TITLE \_\_\_\_\_

DATE \_\_\_\_\_

CIRCLE THE OPERATING STATUS OF YOUR BUSINESS AS INDICATED BELOW:

MINORITY OWNED      WOMAN OWNED      NON-MINORITY



Jackson Public Schools

Post Office Box 2338 - Jackson, Mississippi 39225-2338

Telephone: 601-960-8799 ☎ Fax: 601-960-8967

### REQUEST TO ADD VENDOR

To be completed by JPS School/Location:

School/Department Requesting Vendor Addition \_\_\_\_\_

To Be Completed by Vendor: Please complete all sections and fax back to 601-960-8967.

Will your company accept purchase orders? ☐ Yes ☐ No

**Note: An original JPS purchase order is required for all material purchases. Do not accept any order without a purchase order.**

**Are you an employee of the Jackson Public School District?** ☐ Yes or ☐ No

Product Line \_\_\_\_\_

PARENT COMPANY NAME: \_\_\_\_\_

Doing Business As (dba) NAME: \_\_\_\_\_

Order Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Physical Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

#### REMITTANCE ADDRESS:

Vendor Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

Parent Company Tax ID# \_\_\_\_\_

D/B/A Federal Tax ID/Social Security #: \_\_\_\_\_

#### Select One

Minority Code:

**This information will be used to track purchases from minority vendors.**

☐ Woman & Minority

☐ Minority

☐ Non-Minority

☐ Woman

#### Select One

Type of Entity

☐ Individual/Sole Proprietor

☐ Corporation

☐ Partnership

☐ Other \_\_\_\_\_

**\*\*\*\*JPS accepts no responsibility for orders filled without a valid purchase order.**

Submitted By: Signature \_\_\_\_\_

Date \_\_\_\_\_

#### FOR INTERNAL USE ONLY

Vendor Number: \_\_\_\_\_ 1099: ☐ Yes ☐ No

Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

Company's W-9 must accompany this form for IRS purposes. Revised 06-07-17 bj

The Board of Trustees of the Jackson Public School District (hereafter referred to as "JPSPD") is soliciting sealed, written formal rfp proposals from qualified vendors (hereafter referred to as "Vendor") for the purchase of furniture, equipment, supplies, materials, labor or services as outlined in the following specifications. Sealed rfps shall be received by JPSPD, in the Business Office of the Jackson Public Schools, 662 South President Street, Jackson, Mississippi, until the time specified on the RFP Opening Schedule (front page of the formal rfp document), at which time all rfps shall be publicly opened and read aloud. Neither dating of the rfp form nor placing the rfp in the mail by this date shall meet legal requirements; the formal rfp document must be **received in the Business Office** of the Jackson Public School District on or before the date and time stated.

JPSPD reserves the right to reject any and all rfps received and to waive any and all informalities. Vendors are encouraged to very carefully read all sections of this rfp document prior to submitting an rfp proposal.

It is the basic philosophy of JPSPD to extend to all responsible Vendors equal consideration and the assurance of unbiased judgment in determining whether their product or service meets specifications and the educational needs of the school district. JPSPD shall fairly evaluate all formal rfp proposals submitted and base all decisions on the "lowest and best" rfp concept, purchasing only those products and/or services which meet the specifications as written. All decisions rendered shall strive to achieve the greatest value from every tax dollar expended. JPSPD shall make no discrimination based on race, color, creed, religion, or national origin, in either the product evaluation process or in transacting business with Vendors or Vendor representatives.

The advertising and publishing of this rfp has met all legal requirements (Mississippi Code of 1972, Annotated, §31-7-13), hence the requirement to offer public notice of the intent of JPSPD to solicit rfps via this rfp document has been satisfied.

This document is to serve as an invitation to all qualified vendors to extend to JPSPD, an offer, for the sale of all products and/or services specified herein. It is the purpose of this rfp document to clearly define "open" and "competitive" product or service rfp specifications. All items on this rfp are to be **as specified or JPSPD approved equal**.

**Addendum:** Vendor shall acknowledge the receipt of all addendums which were issued during the course of this rfp. If specified in the text of the addendum, in addition to acknowledging receipt of the addenda below, the addenda may require additional information required for the rfp (e.g., pricing), in which case the Addendum shall not only be acknowledged below but shall be completed and attached to the rfp at the time the rfp proposal is submitted. Receipt of the following Addendum issued during the course of this formal rfp is hereby acknowledged:

Addendum Number		Date	
Addendum Number		Date	
Addendum Number		Date	

It is acknowledged that this rfp proposal consists of the following sections: **PROPOSAL FORM, INSTRUCTIONS AND CONDITIONS, SPECIFICATIONS** and any **ADDENDUM** (if applicable).

#### **Net Prices**

In all cases, prices quoted are to be net including all applicable discounts. A separate price shall be offered for each item and not in combination with other items (unless the grouping of items is otherwise allowed as defined in the specifications). Unit price shall prevail in case of a conflict between unit and total price (extension); written price shall prevail in case of a conflict between written and enumerated pricing. Vendors are instructed to round off all unit pricing and extensions to the nearest whole cent; i.e., round the pricing to **two** places to the right of the decimal point only. The JPSPD mainframe computer database is designed to accept only pricing which is stated in this manner. All items for which pricing is submitted which is other

than two places to the right of the decimal shall be accepted; however, all digits beyond a whole cent (more than two places to the right of the decimal) shall be ignored in the rfp analysis process and the unit price indicated on the purchase order shall be to the nearest whole cent for each item involved.

### **Payment and Invoicing**

Unless otherwise indicated in the detailed specifications of this rfp document, it is mutually understood that JPSPD shall make remittance in a **single lump sum** payment **following satisfactory delivery of all items** listed on the purchase order or following satisfactory performance (final inspection) of all services as specified in the contract. JPSPD remits by "completed purchase order" only; remittance shall not be made upon receipt of partial shipments or performance, or the receipt of invoicing for same, but only after all items included on the purchase order or contained in the contract are delivered and/or satisfied.

### **Default and Delays**

Upon failure of the Vendor to deliver all of the items ordered or to render service, within the time set or allowed, the successful Vendor shall be considered in default, in which case JPSPD reserves the right to terminate the purchase order or contract and to purchase similar supplies, services, or furniture and equipment, on the open market or secure the manufacture, delivery, and installation thereof by contract or otherwise. The Vendor shall be charged with any cost occasioned by JPSPD whether said cost is the same as originally accepted or any excess cost.

### **Damage to School Property**

Any damage or loss to JPSPD property as a result of any action by the Vendor in the delivery, execution or performance of any item or service stated in these specifications shall be repaired or replaced to the satisfaction of designated JPSPD personnel, at the Vendor's cost, within a reasonable time.

### **Guarantee**

Each Vendor, by presenting a rfp under these specifications, binds himself to make positive that all goods are fully up to the standards set by the specifications. Should it be discovered within a reasonable period of time from the date of purchase order or contract that such goods or services are not up to standard, JPSPD shall have the right to have such goods or services replaced by others conforming to the standard requirements and the entire expense be borne by the Vendor. The Vendor shall agree to guarantee and warrant all equipment provided as a result of this rfp for a period equal to the stated guaranty/warranty in the specifications. All such warranties shall provide the coverage as indicated in the specifications.

### **Acceptance and Award of RFP Proposals**

The Vendor's rfp proposal, once submitted and accepted as a valid rfp by JPSPD, shall be deemed by both parties to constitute a legal and binding offer on the part of the Vendor to sell to JPSPD as per the terms of the rfp specifications, all products and/or services contained therein. RFP proposals are subject to acceptance by JPSPD at any time within forty-five (45) calendar days following the rfp opening date. Consequently, all price quotations shall be effective for a minimum of forty-five (45) calendar days and a maximum period as indicated in the specifications. All rfps must be valid for the effective dates stated in the specification, if applicable.

Award of contract shall be made to the responsible Vendor whose rfp, conforming to the specifications, is deemed to be the most advantageous to JPSPD, price and all other factors considered. The Vendor acknowledges the right of JPSPD to reject the rfp, in part or in total, if the Vendor fails to submit the data required in the specifications, or if the rfp is in any way incomplete or irregular. Under no circumstances may a Vendor deliver, install, or perform any service as specified in these specifications without written authorization from JPSPD (i.e., a duly issued purchase order or signed contract). All formal rfp proposals shall be approved by the Board of Trustees prior to the award of the rfp.

The Vendor shall be issued a purchase order document, which shall be deemed acceptance of the rfp proposal offer made by the Vendor, for all items and/or services approved by the Board of Trustees and awarded as a result of this rfp. However, if in the opinion of JPSPD a contract document is required to authorize the award of the rfp, Vendor agrees to sign and execute all such contract documents as required in the written specifications. NOTE: If Vendor policy requires that JPSPD sign Vendor contract documents, a

sample of all such documents shall be included with the rfp proposal and shall become a part of the Vendor's rfp proposal.

### **Grievance Procedure**

JPSD has adopted a Vendor Grievance Procedure to address and resolve any Vendor grievances or disputes resulting from or arising out of JPSD's rfp process. If Vendor disagrees with any aspect of the rfp process, Vendor shall adhere to the following procedure. Vendor shall submit a letter or written statement of protest to the Purchasing Agent, with a copy to the Superintendent, identifying the rfp, including rfp number, title, opening date and, if applicable, the item number(s) at issue, and explaining, in detail, the nature of and/or reason(s) for the protest. No verbal protest shall be acknowledged by JPSD. Vendor protests must be received by the Purchasing Agent not later than five (5) business days prior to the date of the Board meeting at which the Board is to act upon the rfp that is the subject of the protest. A review committee, appointed by the Superintendent, shall evaluate the protest and render a decision expeditiously. The decision of the review committee shall be based on evidence presented by the Vendor, the Purchasing Agent and other appropriate parties, to be determined in the discretion of the committee. In the sole discretion of the committee, the committee may conduct a hearing on Vendor's protest. The decision of the review committee shall be submitted to the Superintendent for approval. The protesting Vendor shall be informed, in writing, of the Superintendent's decision not later than two (2) business days prior to the date of the Board meeting at which the Board is to act upon the rfp that is the subject of the protest. The Superintendent's decision shall be final unless Vendor appeals such decision to the Board of Trustees. If Vendor's wishes to appeal the Superintendent's decision, Vendor shall deliver its appeal, in writing, to the Office of the Superintendent not later than 12:00 p.m. on the date of the Board meeting at which the Board is to act upon the rfp that is the subject of the appeal. Appeals shall be presented to the Board at the meeting at which the Board acts upon the rfp that is the subject of the appeal and Vendor, upon written request, will be granted up to five (5) minutes to appear and present to the Board at such meeting its protest and/or appeal. After the Board takes final action upon an rfp, no appeals or protests will be acknowledged by JPSD. The decision of the Board shall be final, subject to Vendor's right to pursue a legal remedy.

### **Submission of RFP Proposals**

RFPs, once completed, should be placed in an opaque sealed envelope. On the outside of the envelope, list the vendor's name/address, RFP number and title as they appear on the RFP proposal in order that the rfp may be accurately registered upon receipt. A responsible official who is a legal representative of the Vendor must sign the attached proposal form, in order for the rfp to be valid and acceptable. An rfp which is not signed is not binding on the part of the Vendor and therefore does not constitute an informality which may be waived by JPSD. Please submit proposal to address listed below

**Jackson Public School District  
Business Office  
Attn: Bettie Jones  
662 S. President Street  
Jackson, MS 39201**

**PLEASE SUBMIT ONE (1) ORIGINAL RFP DOCUMENTS AND FIVE (5) COPIES IN  
THE FORMAT/DESIGN ISSUED ALONG WITH ANY OTHER DOCUMENTATION  
ATTACHED TO THE BACK OF PROPOSAL.**

**Jackson Public School District  
Office of Research, Evaluation, & Assessment  
624 South President Street**

## **A. SCOPE OF WORK AND RESPONSIBILITIES**

### **Introduction**

The Jackson Public School District (JPSD) through the Office of Research, Evaluation, and Assessment is soliciting competitive written proposals from qualified Offerors for administering assessments for the English Language Arts and Mathematics Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II, and Cost Options for ACT Test Prep Assessments that are completely aligned to the state's adoption of the 2016 Mississippi College and Career Readiness (CCR) Standards for English Language Arts and Mathematics, 2018 Mississippi College and Career Readiness (CCR) Standards for Science and Mississippi State Frameworks (MSF) for Social Studies, and any updates or revisions to said standards.

JPSD's primary goal with respect to test design is ensuring that the assessments measure student mastery of the Mississippi standards, and accomplishes this in the most cost-effective way. JPSD requires that the test administration not be longer than the amount of time currently spent for testing in the state.

The Request for Proposals (RFP) includes programmatic, technical, and psychometric activities for each of the following components of the Districts assessment programs:

#### **Component 1**

##### **Benchmark and Formative Assessments**

- English Language Arts (ELA) Grades 3-8
- Mathematics Grades 3-8
- Science Grades 5 and 8
- U.S. History
- Biology
- Algebra I
- English II

#### **Component 2**

- ACT Test Prep Option Assessments

The Offeror must address the work requirements for all components and provide pricing for each component. Although, the ACT Test Prep Assessment is optional, Offerors must respond to this component and be able to provide this component if chosen to be administer by JPSD. The Offeror will need to address all the work activities required for these components. The Offeror must bid on all components, and costs must be provided for each component along with a total cost for the entire program.

All services related to test design, item development and review, item banking, test production, online administration, data files and score reports for the JPSD are the responsibility of the offeror selected under this RFP.

It is the JPSD's intention to have assessments that have quality items in which the offeror can provide a strong basis to believe that proper alignment to Mississippi's CCR and MSF standards is evident.

It is crucial that tests for each of the components be ready for use in the 2018-2019 school year. Off the shelf products will not be considered acceptable by JPSD unless they are fully aligned with CCR and MSF state standards and all requirements as specified in this RFP.

Test development procedures should include review and revision of proposed test and item specifications, review of test blueprints, review and evaluation of items and texts available for use on the test (item development plan) and final operational test creation. All phases of test development shall use accepted validity, reliability and other testing principles including Universal Test Design. The plan should include a proposed operational timeline and the resources that they would require from JPSD (e.g., "need X number of educators for Y number of days to do Z amount of item review, need X staff from JPSD for Y days to review operational plans", etc...) JPSD must approve all items and the test forms before they become operational.

This RFP covers all tasks necessary for the following: item/test development, computer-based testing (CBT) platform, test administration; technical support; psychometric analysis, customer service; processing, scoring and reporting; test security; quality assurance, training and support; and general program management.

**Scope of Work Overview:** In this section of the RFP, an overview of the assessment components is presented and details of the Scope of Work (SOW) are provided for the English Language Arts and Mathematics Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II, and Cost Options for ACT Test Prep Assessments.

This section provides details of the scope of work and technical requirements for the district's assessment system and the expectations that the Offeror should meet in its response to the RFP. The section is organized into the following parts:

- D1. Overview and Background of the Assessment Components included in the RFP
  - 1. Overview of the Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II
  - 2. Overview of the Cost Options for ACT Test Prep Assessments



### 3. General Information on the JPSPD Student Populations by Grade/Subject

#### D2. Scope of Work and Specific Requirements

1. SOW Activities and Requirements for Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II
2. SOW Activities and Requirements for the Cost Options for ACT Test Prep Assessments
3. General Requirements for All Assessment Components

In the SOW, the following activities and additional tasks are described and requirements specified that Offerors will need to address in their proposals to the JPSPD:

- Design of the Assessment Program
- Development of New Items and Test Forms
- Online Assessment and Technology Delivery System
- Test Administration
- Production of Support Materials
- Processing and Scoring of Test Materials
- Psychometric Analysis
- Reporting
- Training
- Customer Support
- Management of the Assessment Program
- Cost Proposal Format

#### **D1. Overview and Background of the Assessment Components included in the RFP**

This overview is not intended to encompass all elements and details of the development and implementation of the English Language Arts and Mathematics Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II, and Cost Options for ACT Test Prep Assessments that are aligned to Mississippi's College and Career Readiness (CCR) Standards for English Language Arts, Mathematics, and Science and Mississippi State Frameworks (MSF) for Social Studies, but rather to state the overall goals that the successful Offeror must agree to jointly accomplish with the JPSPD.

As described earlier, the purpose of this RFP is to procure a Vendor that will assist the district in the development and administration of its summative and formative assessment programs in ELA and Mathematics, for both the Grade 3-8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II, and Cost Options for ACT Test Prep Assessments. These tests will be based on the Mississippi CCR Standards and Mississippi State Frameworks (MSF) (or an

updated/revised version), and must be fully aligned to them.

The Vendor will partner with the district to operationally implement the assessments in 2018-2019. A summary of the key features for the assessments is provided below.

### **Summary**

1. The tests will include a variety of items types, including multiple choice, constructed response, writing, technology enhanced, and performance tasks.
2. Students should be tested in a technology-based assessment model, although some students that require accommodations may require paper and pencil versions.
3. The online assessments must work with a variety of devices, such as PCs, Macs, iPads, Chromebooks, and Windows tablets.
4. Results from the assessments will be used for school accountability and educator evaluation; therefore, reports for students and classes and must be defensible for use in this way.
5. Score reports will be customizable for district, area schools, teachers, and other audiences.
6. Offeror must demonstrate the ability to be flexible to meet Mississippi requirements and timelines.

Details and the specific requirements that the Offeror must meet are included in the SOW section (D2) of this RFP. General information about the assessment components can be found below.

### **State Standards**

The new assessments must be based on the latest standards adopted by the state in the areas of English Language Arts, Mathematics, Science and Social Studies. The performance measure has targeted content standards (Mississippi College and Career Readiness Standards) that represent a full range of knowledge and skills students are expected to master and demonstrate. The *Mississippi College- and Career-Readiness (CCR) Standards in ELA, Mathematics, Science and the Mississippi State Frameworks (MSF) in Social Studies* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy. The standards are designed to ensure that students graduating from high school are prepared to enter credit-bearing entry courses in two- or four-year college programs, without remediation, or enter the workforce. The standards ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school. These standards provide appropriate academic benchmarks for all students at each grade level, and incorporate the best and highest of previous state standards in the U.S. Students

will learn the skills and abilities demanded by the workforce of today and the future. The standards emphasize critical thinking, teamwork and problem-solving skills.

D1-1. Overview of the Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II

### **Overview**

For this component, the successful Offeror will assist JPSD in developing English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II assessments to be administered to students that are aligned to the Mississippi CCR standards and the Mississippi State Frameworks (MSF).

### **Alignment with ELA, Mathematics, Science and History Standards**

- a. Committees of JPSD staff will review and approve the offeror developed items that appear on these tests. The tests must be aligned with the Mississippi CCR Standards and the Mississippi State Frameworks (MSF). The results of these assessments will provide information that will be used for the purpose of improving student achievement.
- b. As noted previously, the tests must be completely aligned with the Mississippi content standards in ELA, Mathematics, Science, and Social Studies (or an updated/revised version of them). Complete copies of the reports containing details on the Mississippi CCR Standards and the Mississippi State Frameworks (MSF), can be found via the links below:

***“2016 Mississippi College- and Career-Readiness Standards for English Language Arts”***

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

***“2016 Mississippi College- and Career-Readiness Standards for Mathematics”***

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf>

***“2018 Mississippi College- and Career-Readiness Standards for Science”***

[http://www.mde.k12.ms.us/docs/secondary-education/2018-ms\\_ccrs---sci\\_k-12\\_final\\_20171006.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/secondary-education/2018-ms_ccrs---sci_k-12_final_20171006.pdf?sfvrsn=2)

***“2011 Mississippi Social Studies Framework”***

<http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/2011-mississippi-social-studies-framework.pdf?sfvrsn=4>

**1. Test Development for the ELA, Mathematics, Science and Social Studies Assessments**

- a. These will likely need to be custom-developed tests. The Offeror may propose a customized assessment, and/or products and services derived from existing products developed and published by the offeror or another provider, or developed as part of other initiatives. It is crucial that the assessments be ready for use in the 2018-2019 school year, and the assessments used must be aligned to the State Standards, and result in reliable and valid scores.
- b. For the purposes of this RFP, test development includes all the tasks necessary to develop tests that are reliable, provide content-oriented evidence of validity, and are technically sound. Test design and item development shall begin during school year 2018-2019 and continue each year. With the signing of the contract, item development should commence immediately for a custom-developed assessment.
- c. The tests for ELA and Mathematics shall consist of a combination of multiple-choice (MC), constructed response (CR), writing tasks, and technology enhanced (TE) items, as well as performance tasks (PT) that measure student knowledge, skills, and abilities in depth. The representation of higher cognitive complexity should be in sync with the complexity level of the standards. Test forms will include all of these item types as appropriate while bearing in mind the length of time to administer the assessments must not be longer than the amount of time currently spent for testing in the state. **There will not be a separate performance-based assessment form or testing session.**
- d. The tests for Science and Social Studies shall consist of multiple-choice (MC) items. The representation of higher cognitive complexity should be in sync with the complexity level of the standards. Test forms will include this single item types while bearing in mind the length of time to administer the assessments must not be longer than the amount of time currently spent for testing in the state.
- e. Blueprints/algorithms will identify the number and types of items used to measure the targeted content standards (Mississippi college and Career Readiness) and provided information regarding item characteristics e.g. difficulty, discrimination, cognitive demand)

- f. Special population students (e.g., students with disabilities and students with an established 504 plan) will be given all reasonable testing accommodations (more details on the types of accommodations used in Mississippi are provided in a later section of the RFP).
- g. Because assessments will be used as predictors of student performance on state assessments, it is essential that the assessments are reliable and valid. Item content review and bias review processes may include JPSPD staff.

## **2. Materials and Training**

- a. Each year, the offeror shall develop and provide a combined District Test Coordinator (DTC) and School Test Coordinator (STC) Manual in electronic format. This manual will be reviewed at the DTC/STC Training Sessions that are scheduled prior to administration of the assessments. All manuals should be provided in an electronic version.
- b. The offeror shall provide a variety of training materials (described in detail in a later section of the RFP), as well as an interpretive guide to assist educators in interpreting and using the assessment results for instructional improvement.
- c. The offeror shall also provide an item bank, that includes items that cover the objectives specified in each reporting category listed in the test blueprints, for use by JPSPD teachers. These items will be representative of all items used on for the assessments.

## **3. Test Administration**

- a. The first administration of the ELA, Mathematics, Science and Social Studies Assessments will be delivered online in fall 2018. The benchmark assessments will be given up to three times during the school year. Formative assessments will be given bi-weekly up to seven times during the school year. Each test must not be longer than the amount of time currently spent for testing in the state. However, it is acceptable to administer the tests on separate days. The Offeror must propose a system that will efficiently deliver the tests by computer to all schools throughout the district using a secure browser.
- b. The writing component of the ELA assessment for grades 3 – 8 and English II will be administered online.

#### **4. Test Results and Reporting**

- a. JPSD wishes to have equating and scaling done (3PL IRT model) in a manner that produces accurate results and produces a vertical scale for these tests. The offeror will be responsible for proposing a methodology for this.
- b. Results must be reported to the JPSD no later than three business days for formative assessments and five business days for benchmark assessments after the close of the assessment window. Test results will be reported at the district, school, classroom, and student-level. Test results will include frequencies, proportions, mean/standard deviation of scaled scores, and standard errors where appropriate.
- c. Any changes to items or scores in a previously submitted results file must include a new submission of the entire corrected results data file to JPSD. The Offeror will confirm these requirements in their proposal.
- d. Standard-setting (CRT) or norming (NRT) procedures followed national recognized methods for each subject area and performance measure type. Procedures addressed how performance scores across grade levels allowed for consistent interpretability.

#### **5. Program Management**

Program management will encompass those responsibilities and assignments of personnel necessary to ensure that all tasks specified in this RFP are completed successfully and according to the time lines specified by the JPSD. The JPSD reserves the right to interview and approve the Program Manager and/or significant staff, including content leads, selected by the offeror and has the right to request that the Program Manager be replaced if the JPSD determines that Program Manager has not been successful.

NOTE: This overview is not intended to encompass all elements and details of the ELA, Mathematics, Science, and Social Studies assessments.

### **D1-2. Overview of the Cost Options for ACT Test Prep Assessments**

#### **Overview**

The JPSD is also requiring competitive written proposals from qualified offerors to provide cost options for ACT Test Prep assessments. The successful Offeror will develop and/or provide items for ACT Test Prep assessments that are completely aligned with the ACT College and Career Readiness Standards. The standards encompass the many paths available to students after high school.

**1. Test Development**

- a. The ACT Test Prep Assessments developed under this RFP must be completely aligned to ACT College and Career Readiness Standards.

The Offeror may propose a customized assessment, and/or products and services derived from existing products developed and published by the offeror or another provider, or developed as part of other initiatives. It is crucial that test forms for the ACT Test Prep assessments be ready for use in the 2018-2019 school year. Off the shelf products will not be considered acceptable by JPSD unless they are aligned with ACT College and Career Readiness Standards and all requirements as specified in this RFP.

- b. For a custom-developed assessment, the successful Offeror for this RFP will begin item development for ACT Test Prep assessments immediately upon execution of the contract with JPSD in order to have the required number of items ready for testing.

**2. Training and Materials**

- a. The offeror will provide training materials that will include the combined District Test Coordinator Manual/School Test Coordinator Manual, Test Administrator Manuals, and other training materials necessary to prepare district and school personnel to administer the ACT Test Prep assessment according to standardized procedures. The Offeror will also provide an Interpretive Guide to assist JPSD educators in interpreting and using test results for instructional improvement.
- b. All manuals will be developed by the Offeror in electronic format and will be delivered to the district. This includes Online Test Coordinator Manuals, Online Test Administrator Manuals, and the Interpretive Guide.
- c. The offeror shall also provide sample items, or an item bank, that includes items that cover the objectives specified in each reporting category listed in the test blueprints. These items will be representative of all items used on the test forms for the assessments.

**3. Test Administration**

- a. The tests that are developed by the offeror will be administered to students who are preparing for the ACT, including students with disabilities and students with an established 504 plan, and will be administered twice each year. Administration for each of these tests must not be longer than the amount of time currently spent for testing on the actual ACT.

**4. Test Results and Reporting**

- a. JPSD wishes to have equating and scaling done in a manner that produces accurate results. The offeror will be responsible for proposing a

methodology for this.

- b. Results for the September administration must be reported to JPSPD no later than January 15<sup>th</sup> each year. Results for the January administration must be reported to districts and to the JPSPD no later than June 15<sup>th</sup> each year. The Offeror should provide a process to reconcile and validate data against JPSPD's student information system data.
- c. Any changes to items or scores in a previously submitted results file must include a new submission of the entire corrected results data file to JPSPD. The Offeror will confirm these requirements in their proposal.

## **5. Program Management**

Program management will encompass those responsibilities and assignments of personnel necessary to ensure that all tasks specified in this RFP are completed successfully and according to the time lines specified by the JPSPD. The JPSPD reserves the right to interview and approve the Program Manager and/or significant staff, including content leads, selected by the offeror and has the right to request that the Program Manager be replaced if the JPSPD determines that Program Manager has not been successful.

NOTE: This overview is not intended to encompass all elements and details of the ACT Test Prep assessment.

## **D1-3. General Information on the JPSPD Student Populations by Grade/Subject**

### **Testing Volumes**

The following table is based on winter 2018 student enrollment which provides information on the expected number of test takers each year for grades 3-8.

### **Number of Students for ELA, Mathematics, and Science Assessments by Grade**

<b>Grade</b>	<b>Number</b>
3	2,197
4	2,206
5	1,913
6	1,540
7	1,780
8	1,814

The following table provides information on the expected number of test takers each year for the Algebra I, English II, US History and Biology I.



### **Number of Students by subject**

<b>Subject</b>	<b>Number</b>
Algebra I	2,440
English II	4,726
US History	2,532
Biology I	3,204

The following table provides information on the expected number of test takers each year for the Cost Option ACT Test Prep assessment

### **Number of Students by grade**

<b>Grade</b>	<b>Number</b>
10	1,879
11	1,650

Note: These numbers should be used as estimates for the expected number of test takers in the different assessments.

### **Key Test Dates**

The latest information on the District Testing Calendar with dates for key assessment activities and test administration dates can be found at

[https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/118/jps\\_testing\\_calendar.pdf](https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/118/jps_testing_calendar.pdf)

Note that this information is periodically updated by JPSPD, Offerors should base their planning on the district giving 3 benchmark assessments, 7 formative assessments, and 2 ACT Test Prep assessments.

## **D2. Scope of Work and Requirements**

### **Introduction**

The Scope of Work (SOW) and Requirements section consists of two main parts that describe the following components and requirements for JPSPD's assessment system:

**1) Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II**

**2) Cost Option for ACT Test Prep Assessment**

- a. This section details the activities and services required of the Successful Offeror(s) for each component. Some of the tasks listed recur throughout the life of the contract (e.g., item development, item analysis, data files, reports, etc.). It is the Offeror's responsibility to fully understand the SOW and to project the scope through the potential life of the contract, including any extensions.
- b. Offerors are encouraged to suggest cost-efficiencies whenever possible while still maintaining the technical quality, integrity of the assessments, and the requirements of this RFP. Proposals must include a detailed plan of action that describes how each of the following tasks will be accomplished.
- c. The text below is outlined by component, responsibility, requirement and specification. In its narrative, the Offeror must specifically identify and submit a complete response to each requirement and specification, when present, for each assessment component. The narrative must follow the order presented in sections D1 and D2 of the RFP. The numbered sections in this part of the RFP provide detailed descriptions of the work required to accomplish the major project tasks presented above. Proposals submitted in response to this RFP shall include a detailed plan that describes how each of the tasks specified below will be accomplished. The SOW is divided into two separate parts for the components, D2-1 for the Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II and D2-2 for Cost Option for ACT Test Prep Assessment.
- d. In the SOW, details of the assessment activities are addressed for each of the components that are part of this procurement. The SOW is organized to address each one – (1) Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II and (2) the Cost option for ACT Test Prep Assessments. The RFP includes all specific activities for development, operations, test administration, and delivery of accommodated items and forms, psychometric work, technical support, data and reports, and full implementation of the testing programs. The broad scope of work includes, but is not limited, to the following:
  - New items tests will be developed beginning in July 2018 for online administration;
  - Operational test forms must be available for administration in the 2018-2019 school year. These may need to be already existing tests;
  - On-going psychometric work will be done to ensure the reliability and validity of all assessments;

- Online student and summary reports will be posted to a secure website/portal hosted by the vendor;
- Electronic reports will be made available to JPSD;
- A Technical Manual will be produced and updated yearly for each program. These manuals must include historical data along with details of the most recent test administrations.

## **D2-1. SOW Activities and Specific Requirements for Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II**

### **1. Item and Test Development**

- 1.1 The Assessments must be based on the appropriate State Content Standards (Mississippi CCR Standards in ELA, Mathematics, and Science and Mississippi State Framework for Social Studies). Details were presented in the previous section.
- 1.2 If the offeror proposes to use existing assessments that have been modified or augmented, the offeror must provide strong evidence of the alignment of their tests to the Mississippi CCR and MSF content standards. The evidence should come from an independent 3<sup>rd</sup> party alignment study and not from the offeror's staff or subcontractor. This independent 3<sup>rd</sup> party alignment study must be submitted with this proposal. The successful Offeror should plan to conduct data review in the summer of 2019.
- 1.3 JPSD would prefer that assessments that will be administered in 2018 under the new contract be similar in design, format, overall complexity, readability levels, and technical quality as the tests that will be used by the Mississippi Department of Education.
- 1.4 The JPSD and Offeror shall work closely with JPSD content specialists to maintain general and appropriate test blueprints. The offeror shall review and update test and item specifications that conform to these blueprints, develop test items, and construct the appropriate number of equated test forms that correspond to the blueprints. Proposals shall include a detailed Item Development Plan that describes how these tasks will be accomplished. The offeror shall update the test blueprints if necessary (based upon the general blueprints designed by the JPSD content specialists). The final blueprints will serve as the roadmap for item development and should not change once defined. They shall be based upon the consensus of the JPSD content specialists and must be approved by the Superintendent.
- 1.5 Test items will be reviewed by JPSD content specialists, whose work examines the specific content standards that are addressed by the assessments. Once

the specific content to be measured by the items is approved, the offeror shall provide technical support and consultation during the development and review of new items that are aligned with the currently identified standards. The most appropriate and knowledgeable content representatives of the offeror shall attend the meetings necessary to accomplish this task.

- 1.6 Item development. New items for assessments shall be developed by the offeror. They must follow Universal Design rules and be APIP compliant. The minimum credentials for item writers, as well as those supervising the writing, are a four-year degree in the content area. Items are reviewed until JPS content specialists have approved a sufficient number of items to develop the required number of test forms. JPSPD expects a 95% acceptance rate of all items presented at item reviews. The JPS content specialists have authority to reject, revise, and accept items. The final decision regarding items will rest upon the JPSPD content specialists and the administrative team.
- 1.7 The offeror shall be responsible for providing and developing appropriate items in sufficient quantities to produce an appropriate number of tests, as well as item banks for each test.
- 1.8 The JPSPD expects at least a 95% acceptance rate by item review committees for the number of items developed each year of the contract. The offeror will have to revise items or develop additional items at no additional cost to the JPSPD should the JPSPD acceptance rate fall below 95%.
- 1.9 Each of the test administrations should be completed in a one day session. There will not be a separate performance-based assessment session for ELA and Mathematics. JPSPD does not want the tests to be overly long, but students must have adequate time to respond to all the items in a test form, including any performance tasks that are used.
- 1.10 For proposal development purposes, Offerors shall assume that each benchmark assessment form will contain at least 50-60 items total and each formative assessment will contain at least 20-30 items total. A mix of item types is required for ELA and Mathematics benchmark and formative assessments.
- 1.11 All tests will become the property of the JPSPD.
- 1.12 The Offeror shall accommodate the assessment of students with disabilities (SWD) and students with an established 504 plan. Allowable and non-allowable accommodations shall be identified in publications provided by the offeror. Current accommodated materials include large print forms, teacher-read directions, and Read Aloud Forms (oral scripts that are exact copies of the test to be read aloud to students with reading accommodations). JPSPD plans to use the student's IEP to identify appropriate accommodations for individuals that need them. JPSPD also will use APIP standards for the delivery of items to students with special needs. The Offeror must describe in detail its plans for ensuring

quality control of the accommodated materials commensurate with a high stakes assessment program. The Offeror will also need to describe how the accommodations will be delivered in an online testing environment. In addition, offeror should be able to demonstrate that scores for students with disabilities and students with an established 504 plan based on accommodated administrations will allow for valid inferences about student performance.

1.13 For cost estimation purposes, Offerors shall assume a total of 10 copies of the large print edition for each administration of the ELA, Mathematics, Science, and Social Studies assessments. Cost proposals should indicate the cost for the development of large-print booklets.

1.14 The offeror shall deliver a Technical Manual in the summer of 2018 that provides details of the test development process, validity and reliability of the assessments, psychometric analyses, data and reports, and standard setting information for the assessments. A new technical manual will be needed each year of the contract. (More details on the contents of the technical manual are provided in a subsequent section of the SOW.) In addition, an outline of the current technical manual is provided in

## **2. Item Bank for ELA, Mathematics, Science and Social Studies**

2.1 JPSPD desires to have rights to the item bank that is developed for ELA, Mathematics, Science and Social Studies, and increase its size in future years. JPSPD wishes to grow the item bank aggressively in the initial years of the contract. The growth of the item bank for each area will be determined by any gaps in the item bank needed to fulfill the test blueprints and alignment to CCR and MSF standards. As new items are written based on the current standards and item/test specifications, they will be included in the item bank.

2.2 For cost purposes, the Offeror shall plan to deliver enough items for teachers to create ELA, Mathematics, Science and Social Studies biweekly assessments. For future years, item development will be needed to replenish the item bank from usage of items in new forms. Offerors shall prepare a response to the RFP based on developing enough items to fulfill JPSPD requirements for the new forms, retired/released items, etc. without regard to the current item bank. Item refresh rates will be based on the district's need for different types of items. For example, the rates will be higher for performance tasks (100%) than technology enhanced items (50%), and constructed and selected response items (25%).

2.3 The actual annual plan for item development (post award), including the development needed to replenish the item bank, will be determined by JPSPD and the offeror based on the current status of the item bank and other JPSPD needs. A thorough review of the item bank by the Offeror and JPSPD will reveal the number of items that need to be developed by item type (MC, CR, TEI, PT, passage), grade, performance level, etc. Changes in the number of items actually developed vs. those costed in this proposal resulting from net changes in the

number of items in the item bank will be accounted for as a scope change (positive or negative) and priced at the same per item development rate as submitted in the Offerors cost submission.

- 2.4 The electronic item bank will be updated in a format mutually agreed upon on a continuing basis and will be maintained by the offeror. The offeror will be expected to respond to requests for data and information using the bank throughout the life of the contract.
- 2.5 Once a year prior to the fall Planning Meeting, the Item Development Plan will be delivered by the Offeror to JPSD content consultants. The Item Development Plan using the most updated information and data from the Item Bank will be discussed, finalized and approved by JPSD during or no later than two weeks following the fall Planning Meeting.

**3. Support Materials and Test Administration Manuals for ELA and Mathematics in Grades 3-8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II**

- 3.1 A combined district test coordinator (DTC) and school test coordinator (STC) digital manual shall be prepared annually. This DTC/STC manual will contain detailed information regarding the following: pre-testing activities, conducting standardized administrations of the assessments via online testing, and solving any problems that arise. The offeror shall submit the manual to the JPSD for approval prior to finalization.
- 3.2 Test administration manuals (TAMs) shall be prepared annually. These manuals will be used by test administrators and proctors during the actual administration of the tests to students. The offeror shall submit the test administration manuals to the JPSD by August 15 for approval prior to online distribution.
- 3.3 Interpretive guides that assist teachers and administrators in interpreting the assessment results shall be prepared for online distribution to all principals of schools and to all teachers of these grades. The offeror shall submit these guides to the JPSD for approval prior to release.

**4. Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II Assessment Administration via an Online Test Delivery System**

- 4.1 All students will take the tests online with the exception of those with specific disabilities or accommodations that don't allow for online testing. The writing component must include constructed response item(s) as it relates to a reading passage to be included in the students overall score. The writing component must

not simply ask students to reply to a writing prompt.

- 4.2 JPSD requires that the Successful Offeror provide a hosted infrastructure service solution that integrates with existing JPSD/district data systems. Ideally, the Successful Offeror will host an end-to-end online testing service, given pre-loaded student demographic data from the state and/or district systems. The system shall be fully functional and capable of independent operation between JPSD and the Successful Offeror. The system proposed for use in this RFP shall have been in place at least two years and have a track record of operational excellence in delivering high stakes assessments for school districts. In addition, the system must include front-end data validation (e.g., the same student identification number cannot appear in multiple locations for administrations occurring on the same day; if the data from the district SIS package and JPSD Data Management System are not consistent then there should be rules to reconcile the data, etc.).
- 4.3 The first online administration of the assessments will take place in September 2018. The JPSD will specify a two-week testing window for benchmark assessments and one week for formative assessments when all schools in the district will need to administer the assessments. Make-up dates are included in the testing window.

## **5. Score Reports for Assessment Results**

- 5.1 Test items shall be scored according to procedures developed by the offeror. The offeror and the JPSD shall mutually agree upon details of the scoring procedures.
- 5.2 The assessment results for assessments shall be reported in an easy to read format and the reporting system shall be designed to complement classroom instruction in order that teachers may become proficient in utilizing assessment results to improve instructional programs.
- 5.3 The vendor's system will include the ability to manage pre-formatted reports, generate custom reports, define AMO targets, configure KPIs, manage report and data element metadata, create teacher comparison reports to compare performance by teacher, and target professional development.
- 5.4 The system will include the ability to disaggregate analysis by multiple parameters including, but not limited to: ethnicity, gender, lunch status, exceptional education status, program status (e.g. ESL), age, attendance record, retention.
- 5.5 The system supports multiple graphical report types, including, but not limited to, line graph, pie chart, bar chart, and stacked bar chart.
- 5.6 Summary reports shall be prepared at the district, area, school, and teacher

levels. The same data reported on the individual students must be aggregated for district/school reports. Additionally, district/school reports must provide disaggregated data by student population and trend data. Electronic reports must be generated that summarize the performance of the district/school on all components of the assessment taken and on any sub-domain or instructional objective sub-score. Specific information to be included on score reports and report formats will be determined and approved by the JPSD.

Information on the types of score reports and recipients are provided below:

<b>REPORT</b>	<b>DISTRICT</b>	<b>SCHOOL</b>
Student Report		√
Class Performance Report		√
Class Summary Report		√
School Summary Report		√
District Summary Report	√	
District Summary by Area Report	√	
Student Data File (post to secure file transfer site)	√	
Summary Report – Class, School, District (PDF posted on secure site)	√	

- 5.7 Reporting of standard errors is a requirement per the American Educational Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurement in Education (NCME) joint standards. The offeror may consider error band graphics (such as a bar chart displaying student scale score, school scale score mean, and district scale score mean) and explanatory narrative desirable on all reports where appropriate. Proposals should also include sample student, summary, and list score reports.
- 5.8 JPSD is open to innovations in reporting approaches, such as use of a secure web-based reporting tool that can be accessed by appropriate end- users, possible use of a dashboard for score reports, and/or a system that allows for users to manipulate the data and get various breakdowns of the results. Offerors are encouraged to propose new and innovative ideas for score reporting.
- 5.9 Specific information to be included on score reports shall be determined and approved by the JPSD. Formats for score reports shall be developed and/or revised. Individual score reports shall be available for each student, and summary reports shall be printed at the classroom, school, area, and district levels. The exact format of the score reports will be determined in meetings between the offeror and the JPSD prior to printing and distribution. After the report formats have been determined, the offeror shall prepare accurate printed examples of the reports using mock data. The offeror shall submit the report mockups to the JPSD for approval.



- 5.10 Following each test administration, the offeror shall ensure that the data on all reports are accurate and correct. This quality control of data/reports and approval process shall be designed to be completed within a very short time frame (three to five days). Score reports are deliverable to the district no later than five days after the close of the testing window for benchmark assessments and three days for formative assessments.
- 5.11 The Successful Offeror shall maintain security of all individual test results. Individual test information shall be made available only to JPSD, authorized school district personnel, and other entities identified and authorized by JPSD. The Offeror shall indicate how it proposes to do this.

## **D2-2. SOW Activities and Specific Requirements for the Cost Option ACT Test Prep Assessment**

### **Introduction**

The same online delivery system that is used for the Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II Assessments will also be used for the ACT Test Prep assessment option.

As noted earlier, Offerors are encouraged to suggest cost-efficiencies whenever possible while still maintaining the technical quality, integrity of the ACT Test Prep assessment option, and the requirements of this RFP. Proposals must include a detailed plan of action that describes how each of the following tasks will be accomplished.

### **1. Item and Test Development**

- 1.1 The tests must be fully aligned with the aligned to ACT College and Career Readiness Standards.
- 1.2 The ACT Test Prep assessment option tests will consist of multiple-choice items.
- 1.3 The successful Offeror for this RFP will develop new items for the ACT Test Prep Assessment aligned with current format of the National ACT assessment.
- 1.4 All assessments specifically developed for the ACT Test Prep assessments will become the property of the JPSD.

### **2. Online Testing for ACT Test Prep Assessments**

- 2.1 The Offeror shall describe the online testing services to conduct the required assessments for testing students on the ACT Test Prep Assessment. The administrations will occur each year in the fall and spring

2.2 All tests under this contract will be delivered online for all administrations using the same online platform.

### **3. Support Materials for ACT Test Prep Assessments Administrations**

The following support materials (manuals, guides, ancillaries) used with the administration of the ACT Test Prep assessments must be developed and delivered by the offeror.

- a. A combined *District Test Coordinator / School Test Coordinator Manual* will be prepared annually.
- b. *Test Administration Manuals* (TAM) will be prepared and revised annually based upon input from the JPSPD. The TAM will include separate sections for each content area so that the same TAM can be used for the test administration for the four content area assessments.
- c. *Interpretive Guides* that assist teachers and administrators in interpreting the ACT Test Prep assessment results shall be prepared for online distribution to all principals and to all content area teachers in schools. The offeror shall submit these guides to the JPSPD for approval prior to posting online. All manuals should also be provided to the JPSPD as PDFs.

Note: Interpretive and Teacher's Guides will be delivered in electronic format only.

### **4. Score Reporting for the ACT Test Prep Assessments**

4.1 Following each test administration in the fall and spring, the offeror will generate score reports for schools and submit these reports to the JPSPD for approval before any other reports are produced.

4.2 JPSPD will continue to use the same process and timelines for reporting scores and results from the ACT Test Prep assessments as are currently used. Score reports for the computer-based assessment administrations of the tests will be provided to JPSPD according to the following specifications:

- Online reports will provide information that indicates areas of weakness to be used for remediation and instructional purposes.
- The Student Data File will be transmitted to JPSPD via a secure SFTP site no later than five weeks after the last scheduled date of the online administration.

4.3 For the ACT Test Prep Assessment, reports will be delivered in electronic format (PDF).

Information on the types of score reports and recipients are provided below:

<b>REPORT</b>	<b>DISTRICT</b>	<b>SCHOOL</b>
Student Report		√
Class Performance Report		√
Class Summary Report		√
School Summary Report		√
District Summary Report	√	
District Summary by Area Report	√	
Student Data File (post to secure file transfer site)	√	
Summary Report – Class, School, District (PDF posted on secure site)	√	

Note: The district should be able to download and print summary data files. Downloaded files should be in PDF, Excel, and delimited format.

### **D2-3. General Requirements for All Assessment Components**

Listed below are specific requirements that apply to the Mississippi English Language Arts and Mathematics Assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History, English II and Cost Option ACT Test Prep Assessments.

1. Corporate capacity
2. Meetings
3. Item writing and review
4. Item bank for both assessment components-general requirements
5. Support materials for test administrations
6. Administration of online assessments
7. Training and support
8. Customer service
9. Processing and scoring of assessments
10. Psychometric analysis
11. General requirements for data files and reporting of assessment results
12. Quality assurance (QA)
13. Test security
14. Professional development (PD)
15. General program management
16. Transition plans

Offerors must address in detail the tasks/activities for each of the following topics in their proposal.

## Corporate Capacity

- 1.1 The Offeror must present a description of their corporate capabilities. The Offeror shall provide the company's history, including the number of years that it has been in business, buyouts, takeovers, IPO's, bankruptcies, litigations and claims, etc. within the last 5 years, or for that period which the firm has been in business, if less than 5 years. The Offeror shall provide their principal place of business and, if different, the place of performance of the proposed contract. The Offeror shall also provide the age of their business and an average number of employees within the last five years.
- 1.2 A general description of the Offeror's capabilities and capacities related to development, production, administration of online assessments, scoring, data processing, reporting and psychometric activities shall be included. Responses must demonstrate that the Offeror meets, at a minimum, the mandatory qualifications presented at the beginning of this component. The description shall also identify the number of employees in the company and the company's location(s), including any presence in Mississippi. The overall capacity of the Offeror's organization(s) and the resources that it will commit to the work for the project (by name and role in project) shall be provided.
- 1.3 Specific examples of the Offeror's work products, such as test and item specifications, items, forms, technical manuals, research reports, technical services, etc., should be identified under the relevant requirements and specifications and provided in attachments as appropriate. JPSPD expects to receive the same or better quality of work throughout the contract, including any extensions, as the examples that are provided in the proposal.
- 1.4 Company Experience. The following Offeror qualifications are required to ensure that effective services for the described project are achievable:
  - a. Documentation of expertise
  - b. Technical competency in all areas identified in the SOW
  - c. Further evidence of experience should be evident in responses to specific requirements and specifications as appropriate.
- 1.5 Organizational Structure. Organizational charts, including identification of Executive and Key Personnel, for the Offeror as a whole and for the JPSPD project team specifically, including subcontractors where applicable, must be provided. The charts shall clearly indicate lines of authority and communication within and among the Offeror's departments and subcontractors, where appropriate. The Offeror shall also describe its escalation process for resolving any offeror/client disagreements.
- 1.6 The executive team member directly in charge of overseeing the JPSPD project

shall be identified. This member shall be available both during and outside of normal business hours to assist with any urgent situations. Contact information for this individual shall be provided at the time of contract award. Changes to the assigned executive team member, except for those resulting from separation of services, require prior written consent by JPSD. The replacement shall have qualifications which meet or exceed the original staff member proposed or the staff member holding the position previously and shall be approved by JPSD.

- 1.7 Use of Subcontractors. Throughout this document, the terms “Offeror(s)”, “Successful Offeror(s)”, and “Offeror(s)” are also assumed to include subcontractors where appropriate and applicable. If the Offeror proposes to subcontract any part of the work, the Offeror’s response must refer to the subcontractors where appropriate. Within the relevant requirements and specifications, a description of each proposed subcontractor’s role in the project, qualifications to perform that role, management structure, key staff assignments and qualifications of assigned staff shall be included. JPSD reserves the right to approve all subcontractors.
- 1.8 If the Successful Offeror has discovered fault with a subcontractor named in this RFP, the Successful Offeror has the obligation to inform JPSD immediately and the appropriate steps must be taken by either the subcontractor or the Successful Offeror to correct the problem prior to that problem resulting in substandard performance or non-compliance. The Successful Offeror shall remain responsible for the performance of its subcontractors.
- 1.9 Time Allocation of Key Personnel and Services. The Offeror shall provide a list of key staff, including but not limited to, the program manager, program coordinator(s), lead psychometrician, content development lead, content specific area leads, technology lead, scoring manager(s), production manager(s), and publication staff. Each staff member’s assigned responsibilities and time allocated to the project must be provided. Time expected to be allocated by key staff to other projects must also be indicated. In no case should an individual be assigned to more than one full-time equivalent position.
- 1.10 JPSD reserves the right to interview and approve all key staff, including subcontractor staff. Throughout the life of this contract, and any extensions, changes to the assigned program manager, program coordinator, lead psychometrician, content development lead, content specific area lead, and technology consultant, except for those resulting from separation of services, will require prior written consent by JPSD. In the event that JPSD requests removal of specific personnel, the Successful Offeror shall provide acceptable replacement(s) with no impact to the project. Replacement(s) shall have qualifications which meet or exceed the original staff member proposed or the staff member holding the position previously and shall be approved by JPSD.

- 1.11 All personnel who will work at school sites may be required to be pre-approved for site access via a criminal background check paid for by the Successful Offeror.
- 1.12 Staff Qualifications and Experiences. Qualifications of all key personnel shall be presented in the Offeror's proposal, including subcontractors. Supporting resumes outlining education/training, employment history, and experience in conducting work similar to what is expected under this contract shall be included as an appendix.
- 1.13 JPSD requires a psychometric team that will not only execute routine functions, but will also be able to provide a sophisticated level of expertise to guide the psychometric decisions that will need to be made and re-evaluated as the program evolves and matures. The expectation is that the team will be able to provide psychometric options with strengths and challenges and its recommendations along with rationale. In addition, especially in the event of unexpected challenges, the team must include someone with both extensive experience and psychometric knowledge, as well as the decision-making authority to quickly address and remedy the situation. An alternate person shall be on stand-by at all meetings that require psychometric work in the event the primary psychometrician is unable to complete the work due to an emergency.
- 1.14 For all meetings involving educators, the Offeror must indicate the qualifications of the facilitators. General qualifications for training and meeting facilitators must be included in the response to this request for proposals. Facilitators must be familiar with best practices, as well as state and federal laws, procedures and regulations concerning assessment. As applicable, facilitators must also be familiar with academic instruction of students and the educational and assessment landscape. Facilitators must be able to clearly articulate spoken English and create easily understood written materials and visual training aids. Facilitators must have demonstrated successful experience in leading large- group trainings including webinars and meetings as fit their responsibilities.
- 1.15 Relevant Experience. In tabular format, the Offeror shall provide a listing and descriptions of all work in similar projects that it and its proposed subcontractors have carried out or are carrying out for other clients. The table shall include client, program name, content area, grades, administration mode (paper-pencil or computer-based), length of contract and number of students. For computer-based testing, the Offeror shall include the total number of tests administered and the highest number of successful concurrent testers. For each such project, the Offeror must provide the name of the district or other organization, name of client contact person, this individual's telephone, email and fax numbers, and e-mail address.
- 1.16 Risk Management and Quality Assurance. Offerors shall specifically address timeline issues, risks, and mitigation and contingency plans for all

aspects of the project. These plans should refer to more than just “communication.” Additional details may be provided in the response to relevant requirements and specifications.

- 1.17 The Offeror should highlight its and its proposed subcontractors proven ability to document and enact risk management strategies – especially as they relate to the development, production, administration (online assessments), scoring, data processing, reporting, and psychometric activities for high-stakes assessments.
- 1.18 The Offeror should submit sample Risk Assessment documentation used in an existing program to demonstrate the comprehensiveness of its ability to conduct contingency planning for a variety of conditions. This Risk Assessment documentation may be submitted as an attachment to the proposal. This documentation should also highlight internal procedures and protocols for quality assurance in all aspects of delivering large-scale, districtwide assessments – including test development, production, administration of online assessments, scoring, data processing, and reporting.
- 1.19 Cost Management. The offeror must discuss how they will monitor and maintain cost control in the project. Specific information on procedures used for cost management is encouraged. The following items need to be addressed in the Offeror’s proposal.
  - a. **Assessment Costs**. The evaluation process is designed to award this procurement to the Offeror whose proposal best meets the requirements of this RFP, and is most advantageous to JPSPD, not necessarily to the Offeror with the lowest cost. However, Offerors are encouraged to submit proposals that are consistent with state government efforts to conserve district resources.
  - b. **Other Information**. The JPSPD may conduct discussions with Offerors in the acceptable pricing range for the purpose of promoting understanding of the JPSPD’s requirements and the Offeror’s proposal, to clarify requirements, and make adjustments in services to be performed, and in prices. Best and final offers may, in the District’s discretion, be requested. Changes to proposals, if permitted by the JPSPD, will be requested by the JPSPD in writing from Offerors.
  - c. **Scope Changes**. Any and all scope changes related to the contract arising from this RFP will be completed at the same rates as proposed by the Offeror in its response to the RFP.

## **2. Administration of Online Assessments**

- 2.1 Work Plan. The Offeror’s work plan must provide a detailed description of its proposed web-based online test delivery system for all assessments. This plan

must describe each step in the deployment of the test delivery system and must be reflective of the schedule presented for all online test delivery system activities from start to finish for each assessment year.

2.2 Test administration procedures for the assessment shall be approved by JPSD prior to implementation, and the offeror must be willing to comply with procedures that are consistent with those implemented with assessments that comprise the Mississippi Statewide Assessment System.

2.3 The district desires for the system to be interoperable based on the standards being developed for the common state assessments. The technology system proposed with this project for delivery, scoring, reporting, item banking etc. should comply with industry interoperability standards such as the Common Educational Data Standards (CEDS) Assessment Interoperability Framework (AIF) (see: <https://ceds.ed.gov/aif.aspx>) QTI and APIP. The respondent should describe the process used and evidence evaluated to demonstrate how the proposed system meets interoperability standards. Specifically, the items should conform to all required elements in the APIP core standards in order to provide for seamless exchange of digital content and to allow for tagging of accessibility information.

#### **2.4 Implementation of Online Testing.**

- a. Online Assessment Implementation Plan. The Offeror shall include a plan that specifically addresses implementing a web-based online test delivery system for all students. It is the expectation of JPSD that all students will be tested online in 2018-2019.
- b. Evaluation of Readiness for Online Assessment. The Successful Offeror shall provide comprehensive and user-friendly system utilities for districts to test and verify technology, hardware, and software to ensure that the proposed computer delivery method can be implemented. JPSD would prefer that the system utilities include a simulation tool to assess bandwidth capacity. The Offeror shall plan on utilizing an IT readiness tool, such as or similar to the one provided by the two multi-state assessment consortia to evaluate district capacity. JPSD reserves the right to approve the tool to be used.
- c. The JPSD must approve the online delivery system to be used for the online testing, including but not limited to a review of tests of the system (including unit/regression tests if requested), security of the system, stress tests of the system, validation procedures for students to participate in the online administration, the school/district level management of the system, and the procedures in place by the offeror to monitor each administration.
- d. The offeror shall provide computer-based (online) high stakes administrations each year of the contract. There will be a testing window for



each administration. Formative assessments and ACT Test Prep assessments will be tested during a one-week period and benchmark assessments will be tested during a two-week window.

- e. The online system requirements should be the same for all assessments. Note that the current online testing system was designed to operate within existing and planned communications infrastructure, including T-1 lines, which is the minimum that have been installed in all schools. The new system must be compatible. Offerors should assume that JPSPD's technology architecture and computing hardware will not be replaced. The online testing system design must be flexible so that the software modifications, database changes, and reporting requirements can be made efficiently and cost effectively. The online testing system must be scalable to accommodate, over time, testing of additional students.
- f. Other requirements for the online testing system include:
  - Proper identification of each student and the accurate matching of the student to the test results shall be maintained using the unique state student identification number for each student.
  - The system must restrict students from taking more than one online test per content area on the same day.
- g. The offeror will provide the following support to JPSPD each year of the contract for online testing:
  - Electronic Online Test Coordinator Guide (downloadable from testing web site)
  - Electronic Online Test Administrator Manual (downloadable from testing web site)
  - Electronic Algebra I Formula Chart (downloadable from testing web site)
  - Online training sessions of District Test Coordinator's (DTCs).

## **2.5 Online Testing System.**

- a. Web-Based Online Test Delivery System. The Offeror shall indicate whether the hosted infrastructure service that it proposes to use for this assessment component will be used in its current form or if it will be modified in any way for the district. If the service will be modified, the Offeror shall specify which elements of the proposed service are parts of a currently operational system.
  - i. The Offeror must specify the version/release number of the service to be implemented for this project.
  - ii. The Offeror must also provide a list with contact information for

all school district customers that are currently using/have used the proposed version of the service.

- iii. Each proposal MUST list and briefly describe ALL districtwide implementations during the last two years.
- b. The Successful Offeror shall provide JPSD with a detailed Infrastructure Plan, which will incorporate all components required to meet industry standard best practices, and at a minimum include the following: hardware; software; network; active directory services; database; caching capabilities; configuration; offeror resources for implementation; timeline segment in accordance with the Project Plan; and testing and validation. The Successful Offeror shall review and update the Infrastructure Plan as needed throughout the project; however, JPSD shall have final approval of the Infrastructure Plan and any modifications.
- c. The Successful Offeror's web-based hosted infrastructure service must provide for delivery on wireless networks with comparable performance to wired networks. Applications must be delivered within a secure browser that restricts access to the desktop and Internet, based on the requirements of JPSD. The secure browser must function (and be maintained) on a current release of Linux, Windows (Intel, AMD), Macintosh (G4, G5, Intel x86 and ARM architectures), and Citrix operating systems. The application must be compliant with virtual environments and terminal Server-based applications such as Citrix. The Offeror must indicate how it proposes to fulfill this requirement and list any and all plug-in requirements.
- d. Support from the Successful Offeror must include the following technical standards at a minimum: Windows, Chrome OS, Apple IOS, and Mac OS, as well as, the current major release of the Linux kernel. The Successful Offeror shall be prepared to support all subsequent releases of these platforms as well. The Offeror shall indicate how it proposes to fulfill this requirement. Support for versions of operating systems will be continued until JPSD approves discontinuing support for a particular version. JPSD assumes that at a minimum, the proposed assessments will require the hardware specifications displayed in the table on the following page.
- e. The Offeror shall discuss the minimum hardware specifications and technical standards as well as the recommended hardware specifications and technical standards needed for operation of its proposed system. This discussion should also include an analysis of differences in system performance based on minimum or recommended hardware.

- f. The Offeror shall describe in detail how it will assure that all items placed in its web-based test delivery system will appear on students' computer screens as intended for the variety of types of computers, operating systems, and connectivity described here. The Offeror shall also describe its strategy for ensuring that new systems and all interfaces function properly when releasing new versions of any software application.

### Minimum Hardware Specifications and Technical Standards

Platform	Minimum
Windows Operating Systems (32-bit and 64-bit)	<ul style="list-style-type: none"> <li>Windows XP SP2 or higher</li> </ul> <p>Recommended Hardware</p> <ul style="list-style-type: none"> <li>Pentium 4 or newer processor that supports SSE2</li> <li>512MB of RAM</li> <li>200MB of hard drive space</li> </ul>
Mac Operating Systems	<ul style="list-style-type: none"> <li>Mac OS X 10.9 or higher</li> </ul> <p>Recommended Hardware</p> <ul style="list-style-type: none"> <li>Macintosh computer with an Intel x86 processor</li> <li>512 MB of RAM</li> <li>200 MB hard drive space</li> </ul>

**2.6 Tools and Accommodations.** The Successful Offeror is expected to adhere to and meet the evolving expectations of industry standards in online accommodations (i.e. QTI, SIF). The Offeror must describe the extent to which its system currently meets the Accessible Portable Item Profile (APIP) standards and specifications.

- a. Based on the Successful Offeror's recommendation and input from the field, JPSPD will determine what tools and accommodations will be provided, as well as which ones should be able to be turned on or off by students. The Offeror shall discuss how the tools and accommodations accessed by the student during testing will be tracked as well as how student profiles will be created and/or uploaded to allow for appropriate accommodation options during testing. The Offeror shall specify the extent to which its system can provide the following:
- Navigation tools including navigation buttons such as next, back, skip to, and mark for review;

- Test taking tools including highlighter, notepad, strikethrough, reset, and customizable exhibit window;
  - Writing tools including cut, paste, copy, undo, redo, font format, spell check and paragraph format among other basic word processing functionalities;
  - Calculator tools including the basic four function, scientific, and graphing calculators in the online assessment; and
  - Additional Mathematics tools including grade level equation editors, drawing tools, rulers, protractors, calculators, compasses, formula sheets, etc.
- b. The Successful Offeror's test delivery interface shall include all of the information and resources required to make a test item accessible for students with a variety of disabilities and special needs. The Offeror shall discuss the extent to which its test delivery interface includes the following accommodations:
- c. Audio accommodations either through text to speech or through recorded audio (the Offeror should discuss the pros and cons of these audio alternatives). For audio accommodations, the discussion should include the Offeror's ability to highlight portions of the screen to be read aloud, alternate text tags, captioning, text within a graphic or table to be read aloud, audio for all on- screen text in mathematics online assessments. How the audio for an item may be altered to eliminate cuing should also be discussed;
- d. Visual accommodation tools including magnification, reverse contrast, selection of foreground and background colors, color overlay, masking, adjustable font face, and alerts to test takers that alternate tactile representations are available;
- e. Additional accommodation tools including virtual keyboards, translation tools, sign language and sign system presentation, voice recognition, and word prediction.
- f. The Offeror shall discuss the extent to which its web-based test delivery system will be compatible with third-party devices and software that allow accommodations to be offered to students with disabilities for accommodations that cannot be built into the Offeror's system. Devices that can be used with the test delivery interface include alternate keyboard, alternate mouse, keyboard emulators, and alternative and augmentative communication devices.
- g. The Offeror shall discuss how individual student profiles are created

or imported into the system to select and make available appropriate accommodations based on student need.

**2.7 Online Tutorials.** Online standalone tutorials shall be developed by the Successful Offeror. These will be used to familiarize the student with the system and the item types prior to the opening of the testing window. Tutorials shall be available a minimum of 4 weeks prior to the beginning of testing.

**2.8 Application Testing.** The Successful Offeror will be responsible for comprehensively testing its applications and ensuring that its services provide a stable platform for assessment. The Offeror shall describe its overall approach to testing its proposed system. The description must include details pertaining to how the Successful Offeror will ensure that the appropriate people are assigned and scheduled to the testing effort and how the Successful Offeror will ensure that all requirements for the online system have been tested. The Successful Offeror's demonstration of the system should occur at least eight weeks prior to the start of online assessment administration.

- a. Each system component must be made accessible to JPSPD staff in a non-production environment that comprehensively mimics the production (i.e. pre-production) environment such that JPSPD will be able to conduct its own application tests and be assured that the application test responses represent the exact behavior that will be expected of the application in the production environment.
- b. JPSPD will be allowed no fewer than 8 business days to conduct testing of any system component and 12 business days to conduct any system-wide tests. All systems must be functional and available for district installation at least 6 weeks prior to testing.
- c. The Successful Offeror must document the plan for application testing and the results of the application tests. Both the testing plan and the subsequent results of the testing plan must be provided to JPSPD with sufficient time such that JPSPD can request substantive changes to the plan or the application as appropriate.
- d. Any mandatory changes identified by JPSPD will be incorporated by the Successful Offeror before the start of online test administration. Final, approved forms and items will be available in the Successful Offeror's test delivery system a minimum of two weeks prior to the opening of the test window.

## **2.9 Data Integration and Collection.**

- a. **Data Integration System Requirements.** The Offeror shall describe in detail

the services to be provided in order to conduct the required online data collections. The Offeror shall include a detailed description of how its data collection system will be designed to operate within existing local district networking infrastructures. The Offeror shall assume that the existing technological infrastructure and computing hardware of the district will not be replaced, as well as take into consideration that some systems will be upgraded.

- b. The Offeror shall also describe how its system works with district/school content filtering systems, proxies, and firewalls.
- c. The Offeror should discuss how/whether its system is able to verify student location based on the IP address and/or storing the IP address of the end user in the system in order to verify student location based on where (s)he physically took the assessment.
- d. The online data collection system design must be flexible so that software modifications, database changes, and reporting requirements can be made efficiently and cost effectively. The Offeror must indicate how it will assure that this can be done.
- e. The Successful Offeror's system must be able to import student rosters, schedules, or similar information from the district's SIS or integrates with single-sign on solutions such as Clever, One Roster or etc. The system must be able to programmatically import student information at an agreed interval. The system must also maintain accurate and current scheduling rosters for students that have transferred to another school within the district or are no longer in the district. The Offeror must explain how its system will accommodate for students who have moved in and out of a school since the rosters were created.
- f. The Successful Offeror's system must show real-time online testing status and statistics by school. This status will be available to JPSD. (For example, number of students testing by school and total tested, average time tested, etc.) Daily status reports shall be available for viewing.
- g. The Successful Offeror's system shall have the ability to collect test codes, accommodation codes and other demographic information by administration for online assessments before, during and after testing.

2.10 Data Collection Protection Features. The Offeror shall discuss how its system responds to interrupted Internet services without the loss of data, including student responses. The Successful Offeror's online data collection system must have a time-out or similar locking mechanism to prevent unauthorized access in the event that a student, while entering data, has to immediately evacuate the area due to an emergency such as a fire or tornado drill. This must also include an auto-save feature so that the student can easily resume where he/she left off

when the emergency or the time-out has passed. The Offeror shall indicate how it proposes to do this.

- 2.11 Access to Data Collection System. The Successful Offeror shall provide JPSPD and selected technical advisors with a secure, password-protected web based system for the purposes of analyzing the assessment processes and the resultant data. JPSPD shall have access to and oversight of all aspects of online performance during the data collection windows and access to captured data after the data collection windows close. The Offeror shall indicate how it proposes to do this.

The Successful Offeror must provide access to the online data collection system via a unique log-in ID and password. JPSPD should be able to control user access to various parts of the system (i.e. student data, test data) based on a system of approval levels and system data controls. All communications directly from the Successful Offeror to the field (DTCs, STCs, or others) must be approved in advance by JPSPD. The Offeror shall indicate how it proposes to do this. The Offeror shall describe its procedures for ensuring that students take the assessment under the correct name using the appropriate name, log-in ID and password.

If the single-sign on option is not used, user provisioning and password management must be an automated process with the preference of email addresses being used for email address.

**2.12 System Reliability and Mitigation Experience.**

- a. Information Technology. The Successful Offeror shall ensure the reliability of information technology used in the transmission and function of computer-based assessments. The Offeror shall provide a draft plan detailing the deployment and operation of information technology and contingencies for the failure of information technology systems. The Successful Offeror will finalize this plan. The Offeror must identify its metrics for system performance.
- b. Cyber Security. The Offeror shall agree at all times to maintain network system and application security that, at minimum, conform to current cyber security standards. Special consideration must be made to ensure the security of Personally Identifiable Information (PII) stored or processed by the system. The Offeror shall discuss the features of its system which prevent infiltration.
- c. Service Level Expectations.  
The Offeror shall meet the requirements of a Service Level Management (SLM) process for monitoring the quality of services being delivered and are expected to:

- Detect problems in the system, either existing or potential
- Execute actions necessary to maintain or restore the necessary service quality
- Report on actual service levels to determine compliance

The Offeror shall negotiate a Service Level Agreement (SLA) as part of the contract which may include:

- Uptime
- Latency
- Help desk response time
- Security
- Defect detection and resolutions
- System availability

The Offeror shall state its expected system uptime in the response.

#### 2.13 Online Assessment Challenges and Remedies.

- a. The Offeror shall describe the issues/challenges and problems/mistakes that arose in its history with online assessment administrations. The Offeror must describe and indicate the level of impact to school personnel, students, scores and timeline for reporting. The description shall include the steps taken by the Offeror or sponsoring agency to mitigate those issues.
- b. Finally, the Offeror should indicate what steps it will take to prevent these issues from occurring in JPSPD.

2.14 If selected as one of the top three (3) finalists, the Offeror must demonstrate the online delivery systems on or about May 4, 2018, on site at JPSPD in Jackson, Mississippi at the Offeror's expense so that staff and the proposal evaluators can understand what is being offered from a systems standpoint, what features and functionality have already been developed, and what features are yet to be developed. Offeror should address how the proposed system meets the interoperability criteria defined by the Common Educational Data Standards (CEDS) Assessment Interoperability Framework (AIF). See: <https://ceds.ed.gov/aif.aspx>.

In addition, Offerors should also be prepared to address how they will meet the following specifications:

- Compatible with HTML5
- SIF/QTI compliant
- APIP compliant



### **3. Training and Support**

3.1 Training and support shall be provided for the assessment components.

Proposals must include a detailed plan of action and time line that describe how and when each of the training and support tasks will be accomplished. The plan should address the following requirements.

- a) Training and support for the assessments shall be provided by the Successful Offeror to JPSD educators as needed for each assessment component. The Offeror must include in its proposal a detailed plan of action and timeline that describes how and when each of the training and support tasks will be accomplished.
- b) The Successful Offeror shall preview each training session and webinar for JPSD staff. The Offeror shall describe its plan to create the materials for each training session and webinar with sufficient time so that JPSD has at least two weeks to preview the materials to be used and so that any necessary changes can be incorporated into the training materials before use. Training content and materials must be approved by JPSD before use.
- c) The Successful Offeror shall provide online webinar training to District Test Coordinator and District Technology Director for the assessment. After Year 2, JPSD will determine if the amount of training required may be reduced in subsequent years. At a minimum, years subsequent to Year 2 will have one live webinar for each of the three types of training.
- d) The number of participants at each training session is expected to vary. The number of webinar participants will vary depending on the number of personnel unable to attend Face-to-Face sessions or who wish to attend both Face-to-Face and webinar sessions.
- e) The successful Offeror shall participate in monthly conference calls JPSD staff to address issues.

3.2 At least twice a year, the JPSD conducts a formal training session, for school test coordinators. The initial Face-to-Face training, facilitated by the Offeror, must occur early in the first nine weeks using a demo site. Based upon this training, the school test coordinators provide training within the school to school level personnel (principals, school test coordinators, test administrators, proctors). The JPSD Program Coordinator in conjunction with the Offeror Program Coordinator will develop a Microsoft® PowerPoint® presentation for the district test coordinator training sessions twice a year. The presentations will provide program updates on all test administrations. The second Face-to Face follow-up training will occur after the first semester assessment results are received. Training sessions shall be recorded and archived as a potential future training or reference resource.

- 3.3 A knowledgeable and appropriate representative of the offeror will be asked to attend and participate in these training sessions in the first two years of the program and should be prepared to do so in all subsequent years of the contract upon the request of the JPSD.
- 3.4 The JPSD retains the right to approve the trainers and the training materials for the workshops. Materials must be provided to JPSD approximately six weeks in advance of the specified training in order to give JPSD sufficient time for input and to give the offeror time to refine the materials.
- 3.5 Technology Director Training sessions shall provide district IT personnel with training on the operation and features of the online assessment system. It must include training on the physical and electronic security of assessments, system requirements for implementing the online assessment and troubleshooting of technology issues at the school or district site. Training must include a visual as well as oral presentation and may include other types of interactive technology. The Successful Offeror shall be mindful of and ensure the provision of all facility and training accommodations that are required by the Americans with Disabilities Act. Training sessions shall be recorded and archived as a potential future training or reference resource.
- 3.6 The Successful Offeror shall create training materials and provide customer support specific to online assessment. The training materials must at least include a user manual with an easy to understand set of directions, including screenshots, for operating the online assessment software. Offerors may also include other beneficial training materials in their response such as e-learning modules and online tutorials for users.
- 3.7 Webinars shall be conducted for each of the trainings. They are intended as an additional resource for district personnel who may not be able to attend a face-to-face session or to share important assessment information with their colleagues. The webinars must include opportunities for participants to ask questions and interact with presenters either via text, chat or voice. After the initial webinar presentation, webinars will be posted online on the Office of Research, Evaluation, and Assessment website.
- 3.8 The district is interested in using technology to the best extent possible, therefore, other types of technology-based assistance for students and/or school personnel (such as training videos, online testing training, electronic materials, automated online practice tests, etc.) shall be proposed by the Offeror for delivery to schools.

#### **4. Processing and Scoring of Assessment Materials**

- 4.1 The Selected Offeror shall describe their plan for accomplishing all tasks

related to scoring of MC items, merging of student score data for selected response and open response items, resolution of data errors, and quality control.

**4.2 Scoring of Constructed Response Items.** Offerors are to propose a scoring approach for open ended items and performance tasks that best suits the needs of JPSPD. The Selected Offeror must provide accurate and reliable scores in a timely manner. Offerors shall describe how the following requirements will be met for scoring open-ended items:

- Development and providing of training procedures for scorers of open-ended items. A description of the training process and protocol and procedures to qualify scorers shall be included. Protocols used to ensure consistency in the work of scorers must be included in proposals.
- Providing summary reports from the open-ended scoring sessions to JPSPD. The contents of such reports will be identified jointly by the Offeror and JPSPD.
- Providing a documented report of the open-ended scoring process in the annual Technical Report.

## **5. Psychometric Analysis**

The Offeror shall describe in detail its plan for the psychometric, research, and technical analysis activities for assessment components. The plan must describe each step in the psychometric, research, and technical activities.

**5.1 Operational Analysis.** Following each test administration, the offeror will conduct appropriate analyses using a combination of classical test theory and item response theory (IRT) to generate initial parameters for the field test items and updated parameters for the core (scored) items. The secure item bank will be updated, and an item bank inventory will be provided to the JPSPD on an annual basis.

**5.2** Item data from the operational assessment must include appropriate IRT item and task parameters (the 3PL model has been used in Mississippi) model fit, distractor analysis, bias/sensitivity analysis, and differential item functioning (DIF) statistics. For the test bias/sensitivity review, either an IRT model or Mantel-Haenszel and other similar statistics, depending on sample size, can be used. The Offeror shall describe its plan for providing each of these item data components and the method to be used for calculations. The Offeror shall also describe its approach to item calibration, including its approach to parameter estimation. The Offeror should not employ any proprietary or third party software for this but use commercially available analysis software or open source code used to conduct the analysis so that the estimates can be replicated by others.

**5.3** The Successful Offeror must provide JPSPD with all appropriate test statistics and

information including test information functions, differential test function information, and validity and reliability measures from the field test. Examination of performance task data from the operational assessment must include reliability information, percentages of students in categories, materials used during review, and any other relevant information.

5.4 The Successful Offeror shall produce a report of recommendations for changes to the operational assessment based on field test results. The report shall include item development process revision recommendations, administration materials and process revision recommendations and an analysis of anchor pools available for operational testing.

5.5 Equating and Scaling. The Successful Offeror shall work with JPSPD to implement a scaling procedure that will result in scaled scores and an equating procedure that will ensure that the scores are comparable across years and different test forms.

5.6 The Successful Offeror will need to establish model fit and individual score reliability for the selected scaling procedure. The Offeror shall identify advantages and potential disadvantages of its proposed scaling procedure within its description. Offerors shall indicate which statistics will be used to establish model fit, student-level score reliability, and the success of various item type score combination methods in maintaining the desired score results across years. If the Offeror deems a different methodology is available that is more suitable for use with the data, they will provide a comparability study to JPSPD before being allowed to make any changes to the analytics.

5.7 The offeror will prepare a test construction form for each new operational form indicating the core (scored) and field test items to be included. The linking/anchor items will be identified.

5.8 The offeror will use appropriate statistical procedures to accurately equate the tests and produce raw score to scale score conversion tables. These tables and supporting documentation must be provided to the JPSPD for review and approval.

5.9 The offeror will conduct bias, reliability, validity, usefulness studies and include the data from those studies in the technical reports submitted to the JPSPD. Validity studies and supporting psychometric analyses should be conducted annually and ongoing. Issues that JPSPD needs to address include validity of performance-based assessments, alignment studies, validity of inferences regarding school and district wide performance; validity of inferences pertaining to student preparation for post-secondary training/employment (e.g., a valid measure to be used for high school exit), etc.

5.10 Post administration analyses will be used to improve performance measure quality, detect poor item performance, coring drift, omission rates, and other quality aspects. These results will then be used in the upcoming measurement cycle to

improve the overall system.

- 5.11 The offeror shall develop valid and reliable scoring procedures for the assessment components.
- 5.12 Item pools/test banks, norming groups, and operational forms will be updated periodically to maintain the relative quality of the performance measure, while minimizing item exposure.
- 5.13 Accommodations. The offeror will provide the JPSD with a report that lists appropriate accommodations for each test. Accommodations listed will be supported by research. JPSD is basing its accommodations on a state- approved list. The offeror will also provide the JPSD with appropriate memory aids, fact sheets, and resource sheets that can serve as test accommodations for special education students without interfering with what the test purports to measure. Proposals should include as much detailed information as possible for this specification due to the requirements of NCLB and the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA).
- 5.14 Technical Report or Manual. The offeror will deliver annually a technical report (manual) that provides details of the test development process, validity and reliability of the assessments, Specifically, the offeror will provide a Technical Report that addresses each content area tested. The Technical Report will include all relevant psychometric information for each test. The report will be completed within three months of the final operational administration and revised annually thereafter. A copy of the updated report will be delivered to the JPSD within three months of the final test administration. A separate technical report will be required for each assessment component.

The Technical Report must include, but is not limited to, the following:

- purpose,
- test blueprint,
- test development,
- validity,
- reliability,
- accommodations and testing of students with special needs,
- security,
- administration,
- scoring,
- equating,
- scaling,
- standard setting (if done),
- reporting, and
- appropriate use and interpretation of test data.

Appendices should include related materials such as administrative regulations,

state standards, sample items, committee rating forms, frequency/percentile distributions, and district performance summaries by ethnic group, and other pertinent information.

## **6. General Requirements for Data Files and Reporting of Assessment Results**

- 6.1 **Data Files.** The Offeror shall describe in detail its plan for the creation and reporting of data files and results of the ELA and Mathematics assessments in Grades 3 – 8, Science Grades 5 and 8, Algebra I, Biology, U.S. History and English II and Cost Option ACT Prep Assessment components. This plan must describe each step in the reporting of data files and assessment results process and must be reflective of the specific requirements and schedules for each of the assessment components described in previous sections of the SOW.
- 6.2 All raw student data must be provided to JPSD by the Successful Offeror. The deadline for posting the files for the district is five days after the assessment window closes for benchmark assessments and three days for formative assessments. The exact content, naming conventions, definitions of data elements, and file type shall be clearly documented and agreed upon by the Successful Offeror and JPSD prior to the initial test administration.
- 6.3 The Successful Offeror shall provide full district data files to JPSD. The Successful Offeror will maintain the proper identification of each student and the accurate matching of the student to the test results using the identification number for each student. Data cleansing and reconciliation will also be an Offeror responsibility.
- 6.4 The data file shall contain all information gathered on each student during the test administration and scoring period including but not limited to:
- a. School identification number assigned by JPSD designating where the student was tested;
  - b. Responses to individual items, including scored item responses and selected item responses for all assessments;
  - c. All raw and derived data; and
  - d. Data about the student used to validate match to student identification number, such as name and birthdate
- 6.5 The data file shall be transmitted to JPSD. The exact content, naming conventions, definitions of data elements, and file type shall be clearly documented and agreed upon by the Successful Offeror and JPSD at least two (2) months prior to test administration. At a minimum, the district file must include all elements that have been used in reporting, as well as a CSV (MS-DOS) format version of the district file must also be provided to JPSD on the secure FTP site.
- 6.6 Offeror must also send an MD5 checksum or equivalent with the data file so

JPSD can ensure that there were no data corruption issues during transmission/retrieval.

6.7 Offer must work with third party vendors to transmit identified assessment data once the testing window has closed.

6.8 Offer must work with the district's SIS to establish correct data files and formats to match the SOW requirements for importing

6.9 Data Documentation. The Successful Offeror is expected to develop data specification/file layouts, definitions, and formats in collaboration with JPSD technical staff to document all data provided to JPSD. The Offeror shall confirm its agreement to fulfill this requirement.

6.10 Data Ownership. JPSD shall own the raw and final data generated through the contract awarded from this solicitation. The Offeror is not allowed to utilize data generated through any of the assessments for its own purposes. Any usage of the data generated through activities related to this RFP may not be used for purposes outside of this RFP without prior written approval from the data owners. JPSD may choose to report the data in additional reporting layouts. Additionally, JPSD reserves the right to export and upload data into 3<sup>rd</sup> party systems. The Offeror shall confirm its agreement with this requirement.

6.11 Performance Level Descriptors. For the ELA and Mathematics assessments, each item will be assigned to a performance level descriptor (PLD) category based on Mississippi's content-specific performance level descriptor documents. The assignment of the PLDs is critical in creating forms to match the blueprint design.

a. Grade and Subject Specific Performance Level Descriptors for ELA  
In English language arts/literacy, PLDs are written for the two assessment claims of reading and writing.

For the reading claim, the performance levels at each grade level are differentiated by three factors: (1) text complexity; (2) the range of accuracy in expressing reading comprehension demonstrated in student responses; and (3) the quality of evidence cited from sources read.

This is an innovative departure from how ELA/literacy performance level descriptors have been written in the past, but reflective of the emphasis on a student's ability to find text-based evidence for generalizations, conclusions, or inferences drawn and consistent with the Cognitive Complexity Framework for ELA/Literacy. The Cognitive Complexity Framework guides item development and recognizes that text complexity and item/task complexity interact to determine the overall complexity of a task.

For the writing claim, PLDs are written for the two sub-claims: (1) written expression, and (2) knowledge of language and conventions. Factors differentiating the performance levels for writing include how consistently and fully students develop ideas, including when drawing evidence from one or more sources, how well they organize their writing, and their command of grammar and language usage.

b. Grade and Subject Specific Performance Level Descriptors for Mathematics

In mathematics, the performance levels at each grade level are written for each of five assessment sub-claims: (1) major content; (2) additional and supporting content; (3) reasoning; (4) modeling; and (5) fluency for grades 3-8.

The performance levels within each claim area are differentiated by a number of factors consistent with the inclusion of standards for both mathematical content and mathematical practices and the Cognitive Complexity Framework for Mathematics

6.12 Standard Errors. Reporting of standard errors is a requirement (per the AERA/APA/NCME joint standards). The offeror may consider error band graphics (such as a bar chart displaying student scale score, school scale score mean, and district scale score mean) and explanatory narrative desirable on all reports where appropriate. Standard errors should be reported for all school and district level reports. Proposals should also include sample student, summary, and list score reports.

6.13 The successful Offeror must work with the JPSPD to collect evidence to ensure that these tests are appropriate for:

- i. determining whether students have mastered state standards,
- ii. predicting growth, and
- iii. improving instruction.

6.14 Reporting Quality Control. The Successful Offeror shall ensure that all data operations are subject to multiple checks for accuracy before data, files and reports are released. The Offeror shall include in its proposal a full and complete description of its quality control (QC) procedures used in the reporting process, for JPSPD review. The procedure shall include hand calculations of a sample of student reports, and aggregation of student results from the school level to the district level. This should first take place with a test deck of mock student data when the scoring and reporting system is first finalized, and then be repeated when the first live student data is received. The goal is to demonstrate that the scoring and reporting system is error-free. The Offeror shall indicate in detail how it proposes to do this.

6.15 The Successful Offeror shall develop and implement QC procedures for



checking the accuracy of all test information, all student scores and identification, and all summary data. The standard for the error rate of data reports provided by the Successful Offeror is zero (0.0).

- 6.16 The Successful Offeror shall create detail logs that trace the application of quality assurance (QA) procedures to the district score reports after each administration. The Successful Offeror is responsible for maintaining quality products and services in all aspects of each assessment program component from initial development of training materials to the production of electronic data files and score reports. The Offeror shall indicate how it proposes to do this.
- 6.17 Formatting of Reports. Assessment results are to be reported in a “user friendly” format. JPSPD is especially interested in reporting approaches that provide actionable information for students, parents, and classroom teachers. The reporting system must be designed to complement instruction and to facilitate the use of assessment results to improve student achievement. Reports must reflect areas of strength as well as areas that need to be targeted for instruction.
- 6.18 JPSPD issues score reports in both paper and digital versions. JPSPD is interested in providing on-demand reports to schools. Offeror should propose a plan for this.
- 6.19 JPSPD expects the Successful Offeror to utilize feedback from students, parents, administrators and teachers on report shells and content when designing and creating the reporting system. Report shells and reports for accommodated forms of this assessment component will also need to be generated. The Offeror shall describe in detail how it proposes to fulfill this requirement.
- 6.20 The design and layout of reports will be initiated in a timely manner so that JPSPD has sufficient time to review the reports and to provide feedback to the Successful Offeror. This timeline shall be incorporated into the detailed schedule that will be included in each proposal.
- 6.21 Offeror will use a secure portal for posting and retrieval of all score reports.

## **7. Quality Assurance (QA)**

- 7.1 The offeror will ensure that all data operations for the assessments are subject to multiple QA checks for accuracy before results are released. The offeror should include in the proposal a full and complete description of its QC procedures for JPSPD review. The offeror will develop and implement QC procedures for checking the accuracy of all test item information, all student scores and identification, and all summary data.
- 7.2 The offeror will create detail logs that trace the application of QC procedures to the district score reports after each administration. Offeror is responsible

for maintaining quality products and services in all aspects of both assessment programs from initial development of items to the production of electronic data files and score reports.

- 7.3 The Successful Offeror must plan and prepare QA schedules that will allow work to flow in a timely, effective manner while maintaining high quality deliverables. JPSPD must review and approve the QA schedules annually. The Offeror shall indicate how it proposes to do this.
- 7.4 The offeror will provide the JPSPD with a report that summarizes any problems noted in the completed and returned scorable data files. The report will detail any error/problem/discrepancy by school. This report will allow the JPSPD, specifically, the Office of Research, Evaluation, and Assessment, to detect any patterns in the errors, problems, and/or discrepancies noted in the report, to use that information to clarify instructions in the district/school test coordinator guides, and to focus and improve the training provided at district test coordinator training sessions. This report is due no later than one week after the data is uploaded.
- 7.5 The offeror will immediately notify the JPSPD when an item error, scoring error, or reporting error is discovered. The offeror and JPSPD will develop a plan for correcting the error. The plan will include a description of how timely and forthright information will be communicated to all affected stakeholders. The Offeror shall indicate how it proposes to do this.
- 7.6 The JPSPD expects that all products developed and used under this contract will be defect-free. Errors in materials or quality assurance, failures in development, administration, scoring or reporting for any assessment component will not be tolerated. The term “defect” includes, but is not limited to, inaccuracies in grammar, content, format, or directions in any printed or online material or posted materials. The standard for the error rate on all test-related information provided by the offeror is zero (0.0%).

### **Proposal Contents and Evaluation Criteria**

- A. The vendor's overall qualifications and experience with designing and creating formative assessments
- B. The vendor's specialized experience, qualifications, competence in the administration of similar services for school districts over the last 3 years and accomplishments.
- C. Describe the vendor's experience in developing assessments fully aligned to Mississippi's College and Career Readiness (CCR) Standards for English Language Arts, Mathematics, and Science and to the Mississippi State Frameworks (MSF) for Social Studies (or an updated/revised version) and Act Test Prep assessments.
- D. List key individuals who would be assigned to work with the vendor. Please include professional resumes.
- E. The fee or fee structure for the designated services.
- F. The capacity and capability of the vendor to perform the work within time limitations.
- G. At least three (3) references must be included. References must be for assessment development. General references for the vendor will not be considered.

The specific criteria that will be used in evaluating the merits of the proposals are listed below.

<b>Category</b>	<b>Description</b>	<b>Point Value</b>
Scope of Proposal	The plan must layout out in a detailed manner how the Vendor will perform the duties requested in the RFP. Each duty must be addressed specifically. This will	25
Assigned Personnel	Do the persons who will be working on the project have the necessary skills?	10
Vendor Capability	Does the vendor have the support capabilities required? Does the vendor have previous relevant and positive experience in jobs of this type and scope and success in planning? Does the vendor have prior experience in working with similar organizations?	35
Budget	Price or cost of the services	25

References	Vendor must provide documentation of past performance that proves ability to successfully manage the printing needs of the Office of Research, Evaluation, & Assessment. This requires specific references to substantiate past and current performance.	5
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Vendor must provide a detailed response that includes an itemized list of services and deliverables with explanations and costs for each component. The proposal should contain the total project cost as well as detailed “line item” costs for components/phases of the project. Include a base price. In addition to the base price, please include individual prices for various services requested in this RFP and supplemental services you feel would benefit JPSPD. All costs must be clearly outlined and stated. This information will be used in the proposal’s evaluation process.

**Additional Information:**

Review and Evaluation of submitted proposals: April 30-May 4, 2018

JPSPD reserves the right to accept, reject, or negotiate any or all offers on the basis of the evaluation criteria contained within this document. The awarding of the contract will be subject to budget availability and school board approval. The final decision to execute a contract with any party rests solely with JPSPD.

The proposal shall be prepared in 12-point font with single spacing; bound with no staples, clips or rubber bands;.

The term will be begin no earlier than July 02, 2018 and will conclude no later than June 30, 2019.

**Management Responsibilities**

The Jackson Public School District will designate one representative who will act as the primary contact for this project. The representative will be responsible for conferring with any and all parties necessary to resolve unanticipated issues or requirements that might occur during the course of the RFP. If you have any questions, please contact:

Dr. Jason Sargent, Executive Director  
Office of Research, Evaluation, and Assessment  
624 South President Street  
Jackson, Mississippi 39201  
Phone: (601) 960-8850  
Email: [jasargent@jackson.k12.ms.us](mailto:jasargent@jackson.k12.ms.us)

Questions concerning the RFP should be emailed with RFP 2018-2 Questions in the Subject line to [jasargent@jackson.k12.ms.us](mailto:jasargent@jackson.k12.ms.us).

The deadline for submitting written questions by email is April 6, 2018 at 10:00 a.m. (Local Prevailing Time).

Responses to submitted questions will be posted to the district's website.

### **Procedures for Delivery of Proposals**

**One (1) original and (5) copies of the proposal must be received on or before 3:30 p.m. on April 27, 2018.**

Jackson Public School District  
Business Office  
Attn: Bettie Jones  
662 South President Street  
Jackson, MS 39201

RFPS will be opened publicly on the above date and time at Jackson Public School District Business Office, 662 S. President Street, Jackson, Mississippi 39201. Proposals received after the due date and time will **not** be considered. Incomplete proposals will **not** be accepted and will not be returned for revisions. No faxed or emailed copies will be accepted. The proposal must be signed by an authorized official to bind the offeror to the proposal provisions. **Proposal must be in sealed envelope with the rfp number, title, and vendor return address listed on the outside of envelope for proper log in.**

### **Acceptance of Proposals**

The Jackson Public School District reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the proposal that does not affect the proposal, or gives one offeror an advantage or benefit not enjoyed by other offerors, or adversely impacts the interests of the school district.

### BUDGET/COST SUMMARY

DESCRIPTION OF SERVICE	PROJECTED NUMBER OF SERVICE DAYS/ DAILY RATE	TOTAL COST
Grand Total		\$

### VENDOR INFORMATION

Representative Name and Title

\_\_\_\_\_

Written Signature of Representative \_\_\_\_\_ Date \_\_\_\_\_

Company Name \_\_\_\_\_ Date \_\_\_\_\_

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals. Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that \_\_\_\_\_ is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

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Authorized Signature

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Date

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CONFIGURATION SUMMARY