

**JACKSON PUBLIC SCHOOL DISTRICT**

Jackson, Mississippi  
Date: August 16, 2022

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

Ladies and Gentlemen:

Presented for your review on the attached page(s) are the bid tabulations for the formal bid proposals which were received in response to the bid solicitations indicated below. Bids were publicly advertised and opened according to all legal requirements (Mississippi Code of 1972, §31-7-13). All bids were tabulated, analyzed and based upon compliance with the specifications; the "lowest and best" bids were determined. Recommendations concerning the award of bids received for each bid category are contained on the attached page(s). Please consider recommendations for the following:

Bid Number	Opening Date	Bid Name
RFP 2022-14	06-06-22	A Math Core Curriculum Support

It is recommended that the following action be taken by the Board of Trustees:

A. **AN ORDER** be adopted ratifying the prior solicitation of bid proposals for the equipment, supplies, commodities and/or services in each bid category indicated above.

B. **AN ORDER** be adopted authorizing the Chief Financial Officer or her designee to issue purchase orders and/or execute contracts and all related documents on behalf of the Board of Trustees to the vendors deemed to have submitted the "lowest and best" bids as indicated on the attached pages.

C. **AN ORDER** be adopted to reject the bid of bidders who failed to comply with bid requirements, for the reason(s) indicated with each bid category, on the attached pages.

D. **AN ORDER** be adopted to authorize the informal purchase of items according to all legal requirements and to the extent allowed under the law (Mississippi Code 1972, Annotated, §31-7-13(b)) for which no formal bids were received as indicated in the detailed support documentation on file in the Business Office.

Submitted by:  
Mr. Earl Burke  
Chief Operations Officer

Recommendation approved by:  
Dr. Errick L. Greene, Superintendent  
Superintendent of Schools

## **Information about the Content and Formatting of the Attached Bid Tabulation Sheet(s)**

Pursuant to the legal requirements as outlined in the Mississippi Code 1972, Annotated, §31-7-13(d), all bid proposals received were compared to the written bid specifications and the recommendation to purchase or for rejection is indicated on the following pages, as per the manner prescribed below.

### **Recommendation to Purchase:**

The recommendation to purchase from or award a contract to any vendor, is indicated on the attached tabulation sheet(s) by placing "Low Bid" to the right of the vendor's name/pricing and bolding the information.

### **Rejection of an Item or an Entire Bid:**

The law requires that the District clearly state why in each instance that the lowest bid received is not the recommended "lowest and best" bid. The specific reason that an item or service, or a vendor's entire bid proposal, must be deemed "irregular" or "non-compliant" with the written bid specifications and therefore cannot be recommended for purchase, is indicated on the attached tabulation sheet(s) by drawing a line through the vendor's name/pricing and indicating the rejection reason beside the item.

### **Unit Price Differences Between the Lowest and the "Lowest and Best" Bid:**

The unit price of all items is indicated and a difference between the bid unit price of the proposed item being rejected and the unit price of the item being recommended for purchase as the "lowest and best" can easily be computed from the data on the following pages. For each item, please see the attached tabulation sheet(s) for the bid name and number and opening date, item description, unit of measure, quantity purchased, and the unit or total pricing submitted by all vendors offering bid proposals.

### **Minority Vendor Participation in the Bid Process:**

At the direction of the Board, all minority and women owned and operated vendors offering bid proposals are identified on the attached tabulation sheets, for informational purposes only. The following coding has been used:

- "M" Minority (Male) owned and operated business
- "W" Women (Non-minority) owned and operated business
- "B" Minority (Women) owned and operated business
- "N" Non-Minority owned and operated business

## RFP 2022-14 (06-06-22) Core Math Curriculum Support

Funding Source:

Recommendation: Dr. Kimberly Smith

	Vendor	Location	Amount
	Progress Learning	Atlanta, GA	\$160,000.00
	Savvas Learning Company, LLC	Paramus, NJ	\$705,811.41
	Imagine Learning, LLC	Scottsdale, AZ	\$242,307.00
	Test-Taking Solution, LLC	Starkville, MS	\$1,602,725.00
	Jackson Education Support, LLC	Flowood, MS	\$31,615.38
	National Training Network	Greensboro, NC	\$597,638.00
	McGraw Hill, LLC	Columbus, OH	\$396,000.00
	Great Minds, PBC	Washington, DC	\$652,739.90
	<b>Curriculum Associates, LLC</b>	<b>Billerica, MA</b>	<b>\$652,725.95</b>
	Cengage Learning	Boston, MA	\$1,035,247.50
	Accelerate Learning, Inc.	Houston, TX	\$1,729,130.01

The narrative below is the rationale for not choosing these proposals to support RFP 2022-14. The proposals mentioned in this summary did not meet the specifications outlined in the RFP for solicitation of Core Curriculum Math Resources. The proposal submitted by Progress Learning was an exclusive online software resource. The proposal did not indicate whether the product could be used as a core curriculum resource. This proposal did not meet specifications of the RFP which requested for digital AND print versions. The Imagine Learning proposal was only online software and did not meet specifications of the RFP. The RFP requested for digital AND print versions. Jackson Education Support's proposal only focused on Algebra I. It did not meet the scope of work for the RFP, which specifically requested support for grades K-8 grade. Algebra I is not identified in the proposal. Therefore, this resource would not support the scope of work outlined in this proposal. The National Training Network's proposal only focused on grades 3-8. It did not meet the specifications of the RFP by not providing support for grades K-2. McGraw-Hill's proposal did not meet RFP requirement, the resource should be designed to include fluency and procedural skills needed for each standard.

Although the resource selected was not the lowest, it was chosen as the best fit for the instructional needs of students in Jackson Public schools. The strategies outlined in the proposal for the selected resource will assist in better closing achievement gaps by utilizing the diagnostic assessments to provide scaffolding supports throughout the lessons. The information gained from these assessments provide prerequisite reports so teachers can determine readiness levels of their students. This will enable teachers to differentiate instruction.

