Compliance Summary – Functional Demo ("Sample")

Demo must align with the DEPR's requirements for a *functional sample* by demonstrating a live, bilingual AI-based reading platform with active voice recognition, differentiated user roles (students, teachers, administrators, and parents), and operational dashboards. The demo will provide temporary access to an active system for evaluation, fulfilling the requirement for a functional—not prototype—demonstration. It will show representative content for Grades K–5 in both English and Spanish, illustrate adaptive AI capabilities, and simulate core dashboard metrics per user type.

Specific technical requirements for the demo stage:

RFP - VII. SPECIAL CONDITIONS AND INSTRUCTIONS

1. Samples

Sample instructions:

A. The bidder must provide a *functional sample* of the digital tool that meets the following specifications for evaluation and verification by the Puerto Rico Department of Education (DEPR).

B. Provide *temporary access* to an active and complete version of the digital tool, for a minimum of 20 days, to demonstrate the functionalities required in the bid specifications.

C. Provide differentiated access credentials for:
i. Students
ii. Teachers
iii. School principals
iv. Technical and administrative staff from Central Office (NC) and Regional Education Offices (ORE)
v. Parents or guardians (in a progress-observer role)

D. The sample must demonstrate usage as experienced by each type of user, in both English and Spanish, with simple and intuitive navigation, where menus, activities, and content are clearly and functionally organized.

E. It must include content and activities designed for Kindergarten through 5th grade, aligned with the current DEPR curriculum, with representative examples for each grade level, just as students would see them.

F. The monitoring dashboard must be visible and display simulated examples as seen by each user type, showing:
i. Data by student, group, school, educational region, and islandwide (see point 8 in the Digital Tool Specifications).
ii. Progress and performance by reading skills.
iii. Clear visualizations (graphs, progress bars, etc.).
iv. Access to results by specific skill and language.
v. Options to download reports and data in Excel or PDF.

G. The license/tool must allow access and display from various devices (computers, tablets, and mobile phones) and work properly across different operating systems (Windows, iOS, Android).

H. Provide access to the bilingual interface (Spanish and English) and active voice-recognition features (in Spanish with Puerto Rican accent and in English with North American accent) for oral-reading activities, automatic pronunciation analysis, and feedback (see point 2 in the Digital Tool Specifications).

I. Include access to supplementary teacher resources and materials, such as activities, guides/manuals, and suggestions.

J. The sample must allow validation of simple, direct access from both school and home environments without requiring special configurations (see point 12 in the Digital Tool Specifications).

K. Include an instruction manual for downloading and using the tool from home on personal devices.

L. The provider must include a brief *user guide* for the sample, containing:
i. Access instructions (for both agency and personal devices)

1. Available roles and how to log in

2. Description of the demonstrated functionalities

3. Written explanation of the different elements or levels of the platform according to grade and student skill level

4. Contact information for technical support during the evaluation period

M. *Training, Implementation, and Follow-Up Process*

N. Include a timeline and estimated number of personnel required to train staff from the 551 K-5 schools, to begin and be completed within the first three months after the contract date. Planning must include implementation trainings (virtual or in-person) for each educational region as requested by the DEPR. These trainings must be directed to all user groups.

O. Include a timeline and estimated number of personnel required to conduct follow-up sessions with staff from the 551 K-5 schools, to be executed during the contract year. The plan must include follow-up trainings (virtual or in-person) for each educational region, as requested by the DEPR. These trainings must also target all user groups.

i. Additionally, include a list of specific strategies aimed at motivating teachers and students to use the platform consistently and effectively.

Summary of the DEPR's platform requirements

RFP - Item 1. AI-powered digital tool to support reading in English and Spanish

A. SaaS license valid for three (3) years for students, teachers, school principals, designated ORE (Regional Education Offices) personnel, Central Office (NC) personnel, and access authorizations for families to monitor progress.

B. Provide a fully bilingual interface (Spanish and English), easy to use for students, teachers, and parents, aligned to grade-level curriculum standards and expectations, with audiovisual materials

adapted to Puerto Rico's linguistic context, including local accent and vocabulary. English materials must use a standard U.S. accent and vocabulary appropriate for English-language learners.

C. Support reading development in both languages from Kindergarten through 5th grade, with activities, texts, educational games, and interactive formative and summative assessments.

D. Create and administer diagnostic tests for students in Kindergarten through 5th grade in August, December, and May to record student progress. Tests must be multiple-choice, organized by standard by subject and grade, and contain a minimum of three questions per standard. All results must be summarized, analyzed, and shared with Central Office (NC) staff after each test session.

E. Integrate artificial intelligence (AI) for the purpose of:
a. Determining each student's reading difficulty level;
b. Automatically adjusting activities and difficulty according to individual student progress;
c. Providing personalized support and reinforcement suggestions;
d. Identifying strengths and needs across different skills.

F. Incorporate a voice-recognition function that:
a. Listens to the student reading aloud;
b. Detects and corrects pronunciation, pace, and intonation errors;
c. Generates automatic reports on oral-reading progress.

G. Offer integrated assessments in English and Spanish that:

H. Measure literal and inferential reading comprehension.

I. Are appropriate for each grade and aligned with the Puerto Rico Department of Education (DEPR) standards.

J. Are easy to administer and understand.

K. Include a monitoring **Dashboard** that:
a. Presents, in a concise and accessible way, the following metrics and data:
 i. Weekly usage frequency per student
 ii. Average duration of each session
 iii. Total number of sessions per week
 iv. Active days per week or month
 v. Comparison of school-hours vs. out-of-school usage
 vi. Number of texts completed per student
 vii. Pages or chapters read per session
 viii. Text completion rate
 ix. Average time per text, skill, or unit
 x. Reading level achieved over time
 xi. Number of levels or units completed
 xii. Gains in fluency, vocabulary, and comprehension
 xiii. Results of provided assessments
 xiv. Percentage of students with no recorded use
 xv. Usage gaps among schools, grades, or groups

xvi. Devices used to access the tool (phone, tablet, or computer)

xvii. Reading category specificity (e.g., science, fiction, history, etc.)

b. Displays clear, organized, visual data (graphs, tables, etc.) by student, group, school, grade level by ORE, ORE, and island-wide.

c. Presents data by specific reading skills (such as comprehension, fluency, vocabulary, etc.) and by performance levels to facilitate analysis and educational decision-making.

d. Makes data available to multiple audiences: students, teachers, administrators, and families.

e. Allows viewing results by specific skill and by language.

f. Offers options to download reports and data in Excel, PDF, or other common formats.

L. Provide daily family access, where families:

a. Can quickly and clearly view student progress, including visual information on practiced skills, levels achieved, and areas needing reinforcement;

b. Receive suggestions to support reading at home;

c. See information presented clearly and in an easy-to-understand way.

M. Provide additional resources for teachers, including:

a. Interactive activities aligned to reading levels according to grade standards and expectations;

b. Suggested texts and strategies to support students;

c. Practical guides for intervention and follow-up.

N. Facilitate access from any device (computers, tablets, or phones), compatible with operating systems such as Windows, iOS, and Android. The digital tool must be available at school and at home without complex installations.

O. Ensure compatibility with the Puerto Rico Department of Education's existing systems, including access via a single institutional account (Single Sign-On). This implies that the digital tool can link directly with the student data system managed by PowerSchool.

P. Comply with student and staff data-privacy and protection laws aligned with current DEPR policies.

Q. Provide hybrid technical support and professional development, including:

a. In-person and virtual trainings for students, teachers, administrators, and families as requested by the DEPR;

b. Access to support materials such as videos and quick guides;

c. Technical assistance available in Spanish and English, with daily service and response times between 24 to 48 hours;

d. Implementation and follow-up sessions, along with school visits.

R. Continuously promote the benefits of using the digital tool, with the goal that at least 50% of schools are using it after six months, through:

S. Creation of content for the Puerto Rico Department of Education's social media.

T. Emails to students, teachers, schools, and families.

U. Creating and publishing weekly reports with student-usage data by school and educational region. These must be accompanied by visual data (graphs, tables, etc.) and published in a place where the bilingual education program has detailed visibility of all aspects.

V. Sending weekly student-level usage reports to school principals, educational regions, and families.

W. Creating and administering perception surveys on usage and support received during the process, directed to students, teachers, school principals, and families.