

Customer Success Story:

# Orange County Public Schools



Adults | Beginning and Intermediate English Language Learning



## Adult ESOL Solution Improves Language Proficiency

### Challenge

Orange County Public Schools (OCPS) needed a flexible web-based Adult ESOL solution to offer their career-oriented adult learners, 16 years of age and older. OCPS sought an adult-engaging language solution with the capability to extend learning beyond the classroom that also would complement existing classroom instruction. District ESOL objectives specified improving overall reading, writing, listening, and speaking skills, including increasing Comprehensive Adult Student Assessment Systems (CASAS) scores in reading and listening.

### Implementation

In November 2012 OCPS integrated Rosetta Course® lessons into the Adult ESOL program, providing a non-invasive practice environment in which beginning and intermediate English language learners could work toward proficiency. The program required:

- Students to spend at least one hour per week in Rosetta Course
- Teachers, coordinators, and program administrators to monitor usage and reassign licenses when minimum progress was not met
- Testing each semester using CASAS, with assignment to Rosetta Course if a student's score was within the first three Adult ESOL language proficiency levels
- Regular reporting and analysis of student progress

### Benefits

As a result of the Rosetta Stone implementation, OCPS realized the following benefits:

- Increase in critical language skills for improved communication and classroom participation
- Positive correlation of the use of the Rosetta Stone® solution and improvement in CASAS scores
- Higher engagement and participation as a result of lessons that complemented classroom instruction
- Above average license utilization at any one time with students actively meeting minimum requirements



*"The Rosetta Stone solution has provided a complement to teacher instruction to build critical English language skills. The online solution allowed language learning to be extended beyond the walls of the classroom. The Rosetta Stone Management team was instrumental in helping to devise a plan to ensure a smooth implementation process and consistent online usage for students."*

Tiffany Barnes  
Adult ESOL District Specialist  
Orange County Public Schools

## Monitor Learner Progress

Rosetta Course® core lessons introduced new words and concepts in a natural presentation of sounds, images, and text. Lessons were later refined in focused activities that reinforced language skills such as vocabulary, pronunciation, and listening. OCPS actively monitored and managed learner progress and time on task by:

- Reviewing progress monthly, quarterly, and semi-annually
- Ensuring students were on-boarded appropriately to support their success
- Focusing on the quality of learner license utilization
- Using skill assessments to target needs during blended instruction
- Reassigning licenses if students did not make minimum progress

## Emphasize Teacher Training

OCPS implemented a structured professional development plan that included face-to-face formal training conducted in the spring and fall of each year. On-boarding assistance was provided for new teachers, while experienced ESOL teachers attended advanced training. For teachers who were not on site, follow-up training was available online. OCPS policy was that all teachers were trained in the Rosetta Stone® solution before they could access licenses for students.

## Provide Structure for Success

OCPS believed that active organizational support for the program administrator would lead to the most successful implementation of the Rosetta Stone solution. Area coordinators were assigned to each specific center to provide administrative support for teachers. Coordinators registered students, monitored reports, and identified "at risk" learners who did not meet minimum requirements for time spent in the web-based program. Coordinators also provided key feedback from the field to the program administrator, information that was used to fine-tune the implementation. Focus was placed on the quality of license utilization with attention paid to proper on-boarding so students were empowered to get the most benefit from their time using Rosetta Course®. OCPS recognized that high license activity did not necessarily equate with proper usage. ESOL teachers, in addition to providing classroom instruction, were responsible for preparing new students to use the interactive language-learning program. The combination of formal teacher training and a defined on-boarding procedure for students maximized the opportunity for implementation success.

*"I love Rosetta Stone especially because my students love it and profit from it...[they] love it because the program makes them think. In seconds it changes from reading to listening or to speaking."*

**Marilia Daros, Adult ESOL Instructor  
Mid Florida Tech**



## About Orange County Public Schools

Orange County Public Schools provide Adult ESOL classes to students 16 years of age and older. The purpose of the Adult ESOL program is to provide non-credit English language courses designed to improve the employability of the state's workforce through acquisition of communication skills and cultural competencies which enhance the ability to read, write, speak, and listen in English.

▶ [www.ocpstechcenters.net/Adult-General-Education/Pages/English-for-Speakers-of-Other-Languages-ESOL.aspx](http://www.ocpstechcenters.net/Adult-General-Education/Pages/English-for-Speakers-of-Other-Languages-ESOL.aspx)

## About Rosetta Stone

Rosetta Stone is a global leader in technology-driven language and learning solutions for individuals, classrooms, and entire organizations.

Our scalable, interactive solutions have been used by over 12,000 businesses, 9,000 public sector organizations, and 22,000 education institutions worldwide, and by millions of learners in over 150 countries.



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