Making foreign language credit possible.

**Challenges**
The Guthrie Common School District (GCSD) serves the third-smallest county in the United States. Located in rural Texas, GCSD recognized how important bilingualism can be to the prospective futures of students, but knew that many neighboring districts lacked the resources to provide a language-learning program staffed by a full-time teacher.

The district also recognized the power of blended learning to fill in the gaps created by limited resources and established the Guthrie Virtual School (GVS). In 2011, GVS added a Spanish component powered by Rosetta Stone® Foundations. At the same time, they sought to have their solution approved by the Texas Virtual School Network. With that approval, they could offer their Spanish courses to other rural school districts across the state.

**Implementation**
The Guthrie Virtual School’s Spanish I and II courses were approved by the state after demonstrating adherence to the Texas state standards. The program started with about 175 students statewide. Summer Reel was their only teacher.

“We partnered with Rosetta Stone because they stay right on the cutting edge of educational technology,” she said.

Students access GVS’s Spanish courses either during predetermined times in their school day or at home. Along with Rosetta Stone Foundations, students also complete cultural projects, speaking and writing activities, and quizzes. At the end of each course, their assigned remote teacher administers an exam so they can receive course credit.

**Benefits**
Student success under the program is impressive. For the past three semesters, Guthrie Virtual School’s online learning averaged a 95 percent completion rate. No matter their existing skills or their location, GVS’s students are engaged enough with the course, and Rosetta Stone Foundations in particular, to see it through to completion.

“"Our goal is to provide a high quality education to students across the state. The combination of our outstanding teachers and the robust Rosetta Stone program has helped ensure the success of GVS students year after year."

Kevin Chisum
Superintendent,
Guthrie Common School District
Flexible solution
Rosetta Stone® Foundations provides the conversational backbone of the GVS course. Because there is only a teacher of record, who might be shared by dozens of students, there is very little opportunity for these remote students to practice speaking in Spanish. This can even be the case in traditional instruction, where students still only receive a limited amount of time to converse in their chosen language during class. Rosetta Stone advanced voice-recognition technology and the availability of an online tutor can give a student much needed speech practice.

“We’ve found that the pronunciation is so much better after a semester of Rosetta Stone than after in-person instruction. There just isn’t enough time for each student to practice speaking in a classroom,” Ms. Reel shared.

Under the Guthrie Virtual Schools program, Ms. Reel, as lead teacher, created the original curriculum. That is now a group effort, with additional teachers added to the team responsible for developing the curriculum to align with the state standards of Texas (which reflect the state of flux of most educational standards nationwide).

Not only does Rosetta Stone® Foundations fit into those standards, but customized tutorials can be constructed around the units of the program. When Spanish 3 was added to the Texas Virtual School catalog, it was easy for GVS to add that course to their offerings. The program is currently investigating whether to add French and German to their menu.

Considerable growth
From those humble, 175-student beginnings, the Guthrie Virtual School’s online language-learning program has grown to 850 students receiving Spanish credit in 2014-15. The program now utilizes the talents of 7 different remote teachers and is being used in 50 school districts across the state of Texas.

Sometimes that growth does not come at predictable times. “Last spring, a district lost its one Spanish teacher to another job opportunity. With about six weeks left in the school year, those students were at risk of losing their Spanish credits. We had their students up and running in our system, including being loaded into Rosetta Stone, within 24 hours. They still met their requirements for credit for the school year. That sort of unplanned situation happens every year,” Ms. Reel related.

Student centered
Nationwide, virtual schools are particularly effective at reaching students who might not have access to the traditional school environment. GVS brought the classroom to three homebound students last year, making sure they did not fall behind their peers and still had an opportunity to progress in their academic careers.

There are also the students whose dreams do not necessarily occur in the school environment. “A student was pursuing a promising opportunity for dancing at a prestigious conservatory in New York, yet still needed Spanish I credit over the summer. We constructed an accelerated course for her. She’s still on track with her classmates, but is also progressing in her dancing career,” Ms. Reel relayed.