

## COVER SHEET

### Organization Information:

Organization name: Rosetta Stone Ltd.

Organization address: 135 W. Market St. Harrisonburg, VA 22801

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Rosetta Stone Ltd. is a subsidiary of Rosetta Stone Inc., a publically traded company on the New York Stock Exchange. Rosetta Stone Ltd. is incorporated in the state of Virginia and Rosetta Stone Inc. is incorporated in Delaware.

### Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

### Contact Information:

Contact person: Jean Miller - Aikens

(please print clearly)

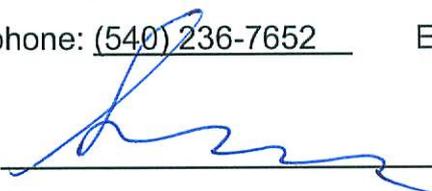
Title: Field Territory Manager

Mailing address: 135 W. Market St. Harrisonburg, VA 22801

Day/Work phone: (540) 236-7652

Email address: jmilleraikens@rosettastone.com

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

2/10/12

## Section 1. Key People

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A dedicated team of seasoned professionals will be available to support the learning partnership. A client success manager, Travis Whitmore will be the central point of contact.

Rosetta Stone ensures success with multiple support access points:

- Product Support to help with any questions about loading and running Rosetta Stone: 1.877.223.9848  
Hours of Operation: Monday through Friday, 9:00 AM to 8:00 PM EST
- Client Success Associates help with implementation, integration and ongoing questions. They interface with training to ensure attainment of your specific goals
- Teacher Hot Line: Email, Facebook or Toll-Free telephone access to assist teachers with their questions
- Online Knowledge Base (available 24/7):  
<http://institutionalsupport.rosettastone.com/ics/support/default.asp?deptID=14008>
- Field Territory Manager, and Inside Territory Manager coordinate overall success

Customer support is a key differentiator for Rosetta Stone. Dedicated customer care and product support teams, Client Success Managers (CSMs), Client Success Associates, Sales Engineers, and Strategic Account Managers all work in unison to provide readily available tiered administrative assistance and end user support. A critical component of a successful training program is continually working with the client throughout the life of the program. Our experience, coupled with proven processes for client engagement differentiates the learning experience and successful attainment of language learning, as compared to other vendor providers who simply provide product.

## Section 2. Previous Experience

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For over two decades, Rosetta Stone has partnered with thousands of education, corporate, and government organizations worldwide to deliver language-learning success for millions of learners. Rosetta Stone is used by over 20,000 schools and districts worldwide for Language Acquisition. Additionally, 75% of students engaged in language acquisition with Rosetta Stone Classroom are English Language Learners.

This commitment to learners and organizations requires the development of leading technologies—including speech recognition developed specifically for language learning—carefully-structured content, a patented instructional design, robust administrative tools, and unmatched customer service. As the global leader in

technology-based language acquisition, Rosetta Stone devotes itself to constant innovation for the advancement of language-learning in an increasingly globalized world. Rosetta Stone Classroom's multimedia language-learning software program engages learners in all language development skill areas (reading, writing, listening and speaking), with individualized instruction that allows each student to work and focus on the lessons and focus activities most applicable for his/her proficiency level.

Two related ideas distinguish Rosetta Stone from other language-learning products. First, the best way to learn a second language is the way we learned our first one—through immersion. Second, interactive technology can reproduce this immersion experience. Combine the two in a carefully structured curriculum and people of any age can learn a language with enthusiasm, excitement, and results.

Independent researcher Charles Pouliot developed an Action Research project documenting the application of Rosetta Stone® Classroom with ESL students within the Lawrence Massachusetts Public School system. Pouliot leveraged before and after testing results of these students' Measure of Academic Progress (MAP) scores. This enabled him to accurately measure the academic improvement students experienced after exposure to the Rosetta Stone Classroom for English. This research found that: Students who are exposed to Rosetta Stone Classroom improved standardized testing scores. Students included in the Action Research project experienced significantly enhanced English competencies, increasing MAP test scores in both reading and math: mean reading scores improved by 15.62% and mean math scores improved by 9.2%.

Rosetta Stone Classroom engages newly arrived ELL Students. Pouliot observed that virtually all students consider the computer lab their oasis in the school and looked forward to their time with Rosetta Stone Classroom. Further, students within the Newly Arrived program strove to reach a 100% grade in the Rosetta Stone Classroom program, going so far as to promote personal competitions between each other and different classes to achieve the top score.

Manor ISD is a school district located near Austin, Texas. The district has about 2,000 students, which have been identified as Limited English Proficient (LEP/ELL). Committed to the success of English Language Learners, Manor ISD's Bilingual and ESL Education Department initiated an implementation of Rosetta Stone Classroom® in the 2009-2010 school year. The district expectation was that all students utilize the program for at least 30 minutes, 3 times per week during a time period outside of content area instruction and intervention time. Upon receiving TELPAS scores at the end of 2009-2010, considerable gains were found among students who utilized the Rosetta Stone program throughout the school year. Across the district, 30% of 3rd graders, 51% of 4th graders and 60% of 5th graders who participated in the program made significant progress, increasing their English language skills into the advanced or

advanced high composite levels. As a result, the district experienced a distinct decrease in the number of Beginning and Intermediate English Language Learners as students moved into more advanced academic tracks.

Rosetta Stone Classroom partners with over 100 school districts in the state of Washington. Notably, the majority of these districts integrate Rosetta Stone Classroom into their ESL programs. Sunnyside School District had difficulty meeting the 1st Annual Measurement Achievement Objectives (AMAO) under NCLB- Progressing in English language acquisition annual increases in the number or percentage of students making progress in learning English. In 2009 for the first time in Sunnyside School District's history, they achieved their Title III No Child Left Behind accountability levels for the first AMAO). They credit this accomplishment in large part to the implementation of Rosetta Stone Classroom.

Rosetta Stone maintains confidentiality of our specific client names. Should evaluators wish to obtain the names, we will gain concurrence from our contacts and follow up.

ELLs are a very diverse subgroup ranging from those who are fluent readers, writers, and speakers in their native tongue, to those who speak in local dialects that have no written counterpart. Rosetta Stone Classroom schools provide ESL students an essential tool to engage them in English acquisition. Since Rosetta Stone Classroom gets English language learners speaking immediately, students begin using their new skills right away. Once students begin to master English, they take their newfound confidence with them into other classes, ultimately closing the achievement gap.

### **Section 3. Tracking to Success**

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Schools have tracked improvement and scores with the Rosetta Stone administrative reports and many school districts have correlated increased academic achievement with the use of Rosetta Stone Classroom.

In addition to powerful language-learning content, Rosetta Stone includes a learner management application called Rosetta Stone Manager that offers powerful, easy-to-use administration tools and reporting functionality. These tools manage and measure learner progress, ensuring language-learning goals are met and providing quantifiable measurements of success. Rosetta Stone Manager features easy-to-use tools that allow administrators to add and manage learners and classes; modify individual activity settings; import and export data; and run reports on progress at the learner or group level. Please see section 2 for specific data points and details and proof points.

### Manage learners.



- Add one or thousands of learners with our easy-to-use registration tools
- Create learning groups for teams, departments, or offices
- Create and manage roles and permissions
- Assign learning paths to individuals and groups of learners

### Meet your goals.



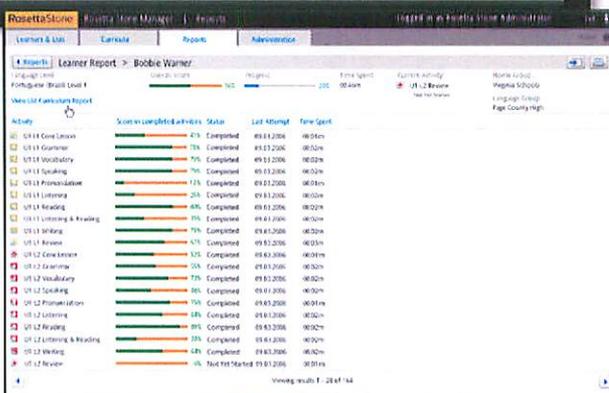
- Track learner progress with real-time reporting
- Drill down for detailed information about individuals, such as progress, scores, and time spent on each activity
- Easily measure and compare program usage and progress of learners

### Track success.



- Export data to develop customized graphs and reports
- Get a quick summary of user completion rates, progress, and scores from the dashboard view
- Show progress by activity, lessons, unit, and hours spent for individual learners, groups, and entire organizations





**Figure 1 - Rosetta Manager Screen Shots**

All Student progress is recorded, and viewable by faculty via the Rosetta Stone Manager. Rosetta Stone Manager provides pre-built curriculum, and also allows teachers and administrators to tailor the curriculum or to build their own curriculum within the Rosetta Stone program to meet the needs of individual learners. Results and Scores from the Unit Reviews (assessments) can be exported to PDF, Excel, or CSV, and can be printed. **See Appendix 1 for sample data.**

## Section 4. Woman and Minority Inclusion; Non-discrimination

Rosetta Stone became publicly traded on the New York Stock Exchange (RST) in April 2009. At this time it is not anticipated that subcontracting or hiring additional employees will be necessary to support the school district. Please note that Rosetta Stone is an Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, national origin, age, disability, veteran status or any other status protected by federal, state or local laws.



## Rosetta Stone Impact on English Language Learners Following Year One Implementation (2009-2010)

### Introduction:

Manor ISD is a small district located about 6 miles east of Austin, Texas. The district has about 7,300 students, 30% of which have been identified as Limited English Proficient (LEP).

Committed to the success of English Language Learners, Manor ISD's Bilingual and ESL Education Department purchased 425 student licenses from Rosetta Stone® to implement in the 2009-2010 school year. The district expectation was that all students utilize the program for at least 30 minutes, 3 times per week during a time period outside of content area instruction and intervention time.

Upon receiving TELPAS scores at the end of 2009-2010, considerable gains were found among students who utilized the Rosetta Stone program throughout the school year. ***Across the district, 30% of 3<sup>rd</sup> graders, 51% of 4<sup>th</sup> graders and 60% of 5<sup>th</sup> graders who participated in the program made significant progress, increasing their English language skills into the advanced or advanced high composite levels.*** As a result, the district experienced a distinct decrease in the number of Beginning and Intermediate English Language Learners as students moved into more advanced academic tracks.

### Implementation:

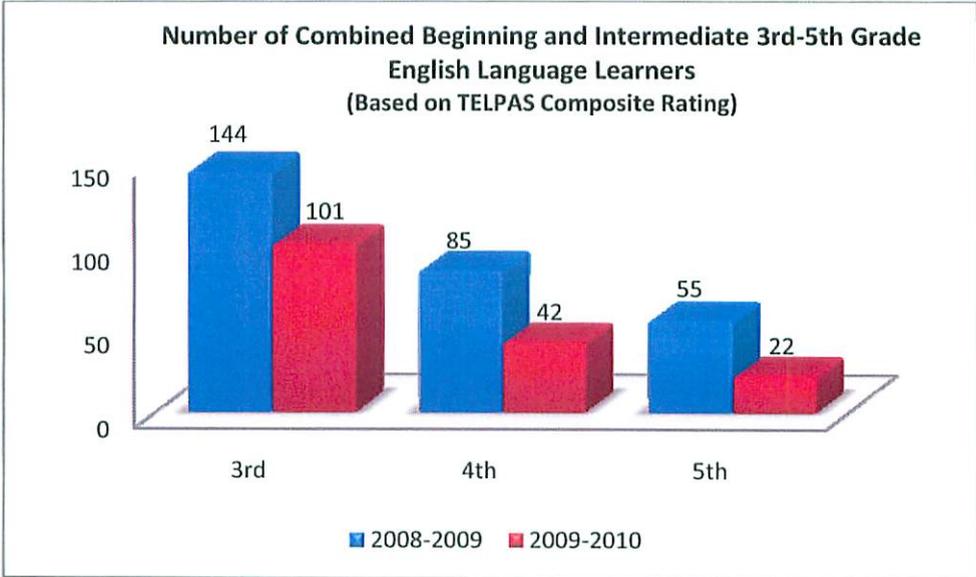
In response to a state mandate addressed in Chapter 74 of the English Language Proficiency Standards (ELPS), districts are required to provide intensive English language instructional programs for 3<sup>rd</sup>-12<sup>th</sup> grade students rated Beginning or Intermediate in TELPAS. Starting in September 2009, all 3<sup>rd</sup>-12<sup>th</sup> grade Manor ISD students rated Beginning or Intermediate (by composite score) in the previous year's TELPAS administration were issued a web-based license of Rosetta Stone to work toward improving their English language skills. Committed to the success of English Language Learners, Manor ISD's Bilingual and ESL Education Department purchased 425 student licenses, spending \$32,725. The district expectation was that all students utilize the program for at least 30 minutes, 3 times per week during a time period outside of content area instruction and intervention time.

### Goals:

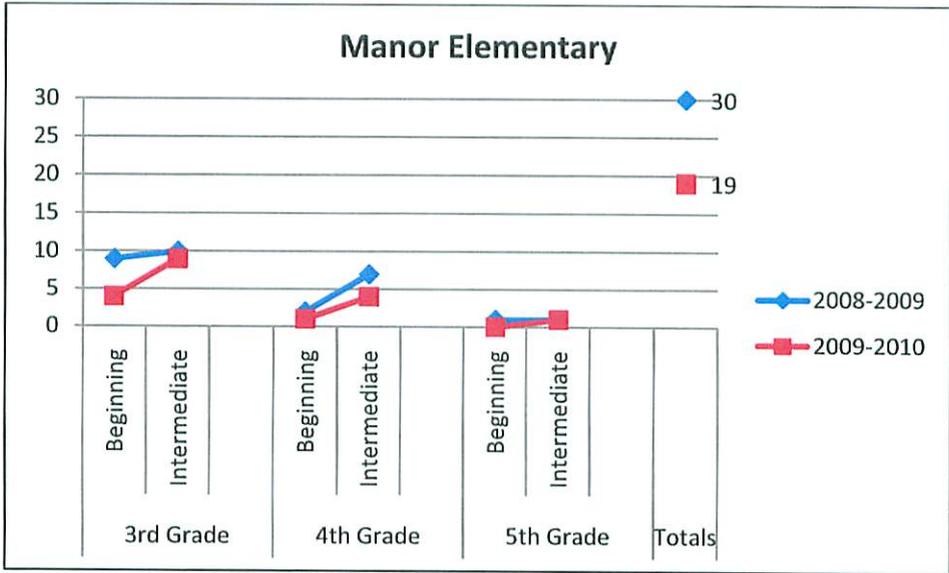
The department's goal was to provide students with an interactive English language learning program that would not only improve students' listening, speaking, reading and writing skills in English, but also improve their self-confidence in both academic and social interactions. If successful, we should observe a decrease in the number of Beginning and Intermediate English Language Learners over time.

### Results Achieved:

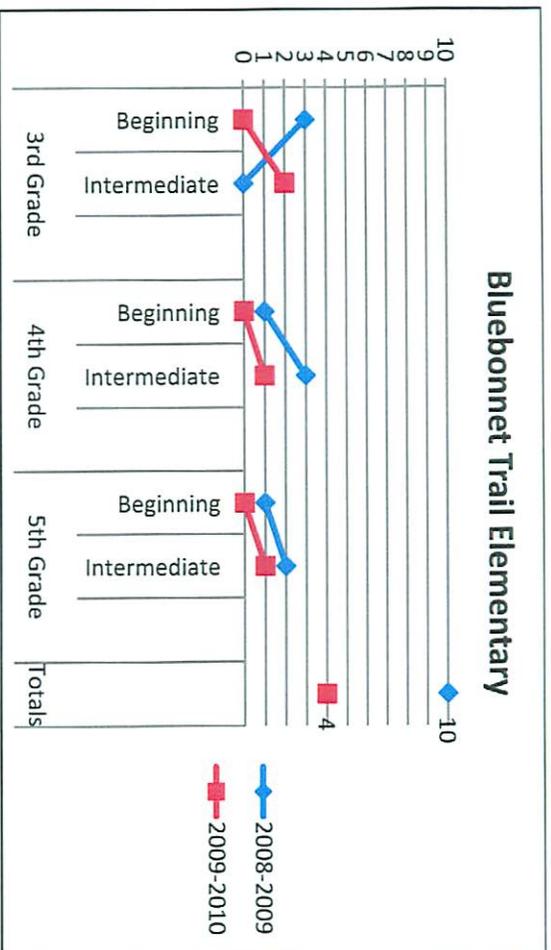
Upon receiving TELPAS scores at the end of 2009-2010, considerable gains were found among students who utilized the Rosetta Stone program throughout the school year. Across the district, 30% of 3<sup>rd</sup> graders, 51% of 4<sup>th</sup> graders and 60% of 5<sup>th</sup> graders who participated in the program made significant progress, increasing their English language skills into the advanced or advanced high composite levels.



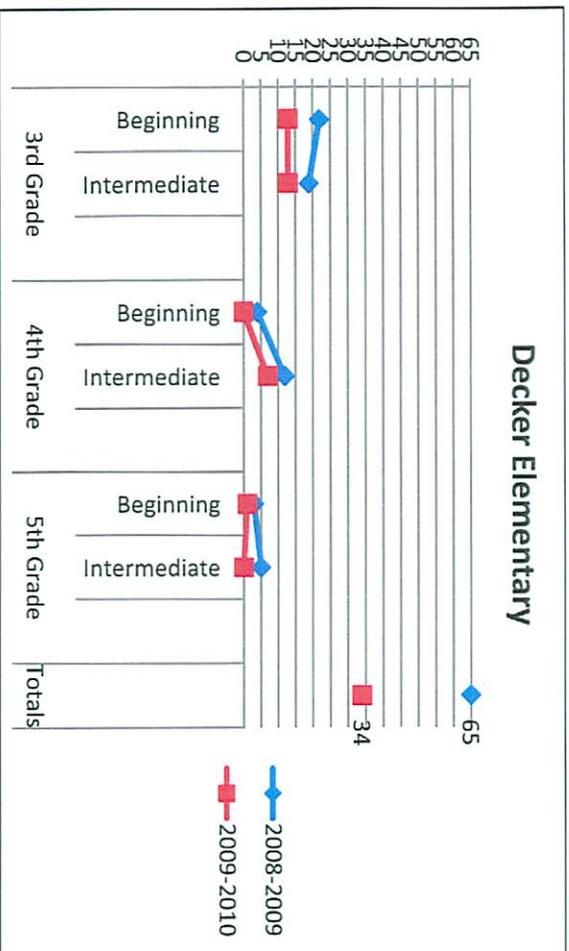
## Elementary Campus ELL Progress Data for Students Participating in Rosetta Stone



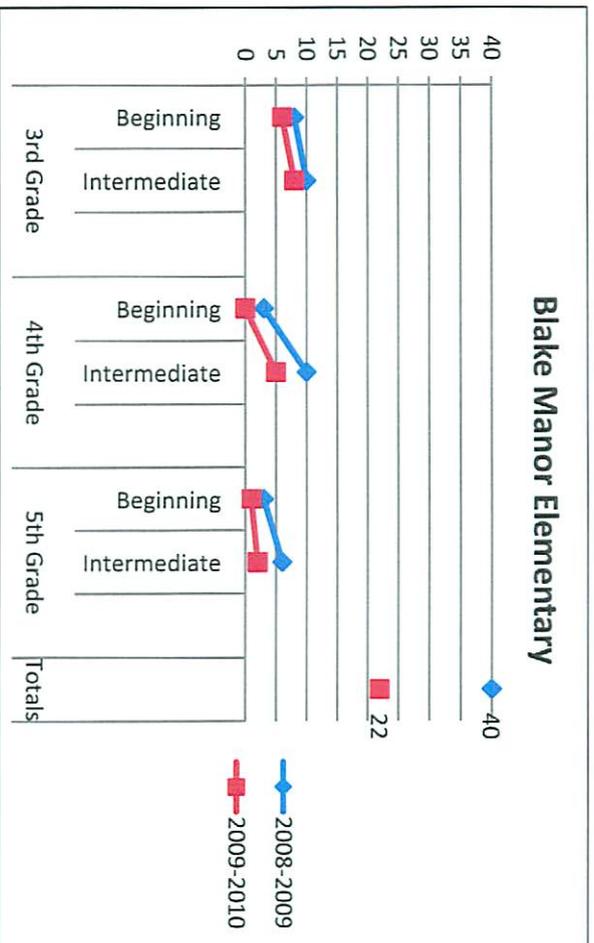
37% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



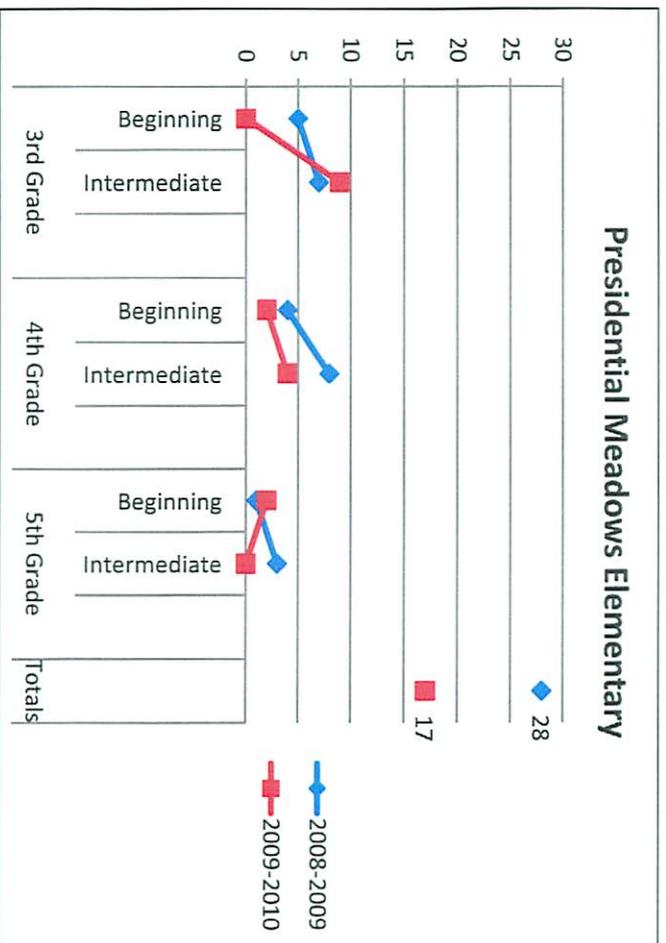
60% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



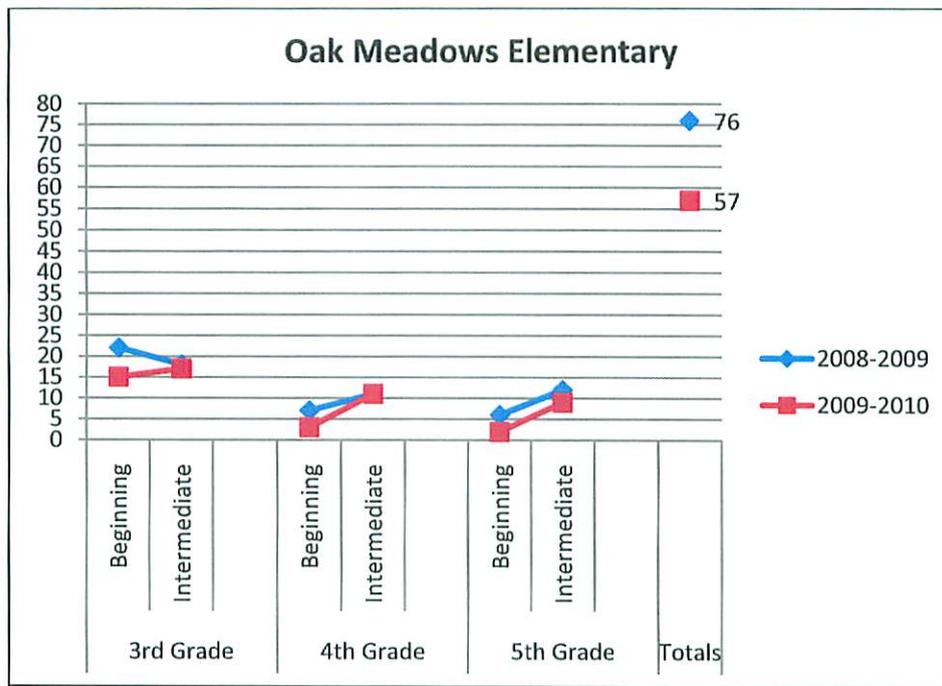
48% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



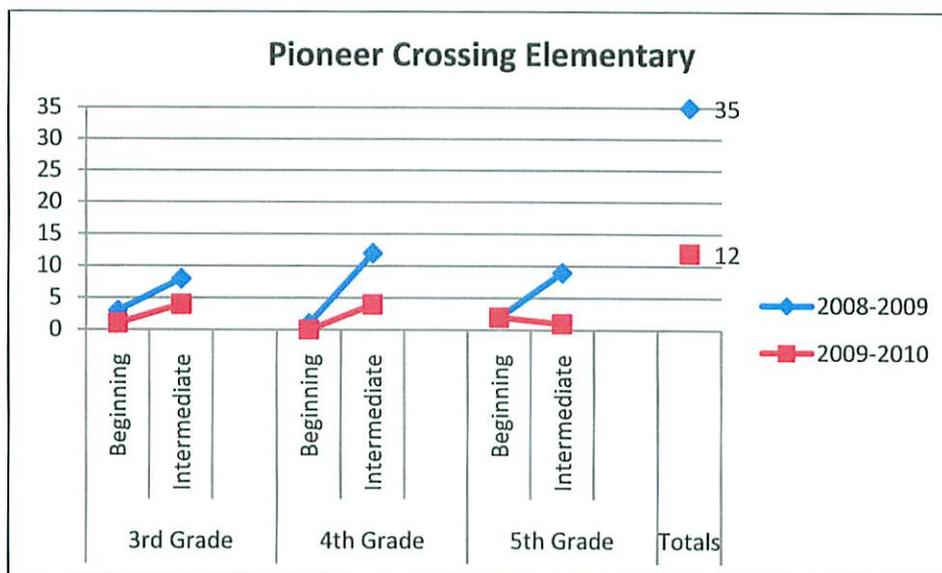
45% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



39% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



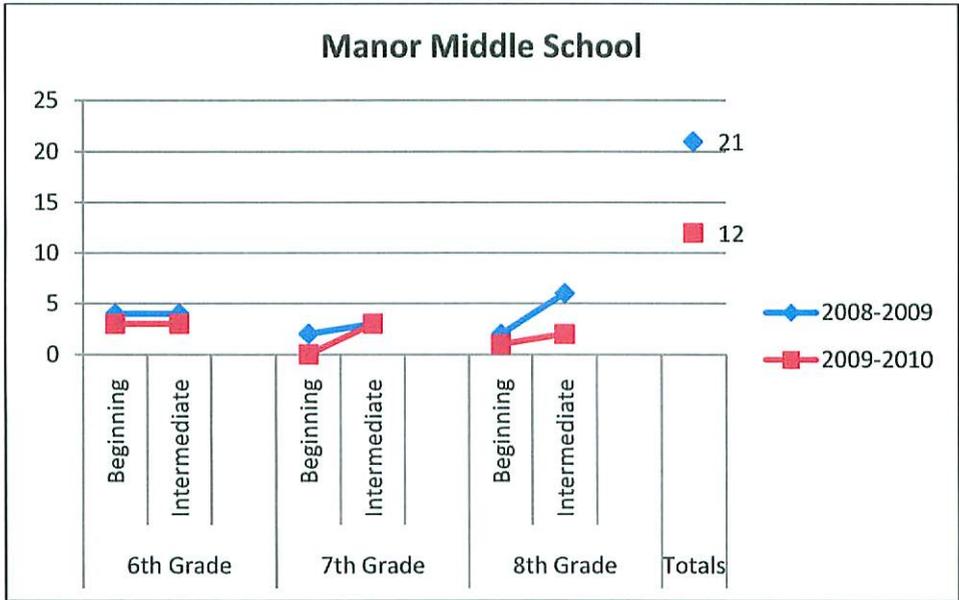
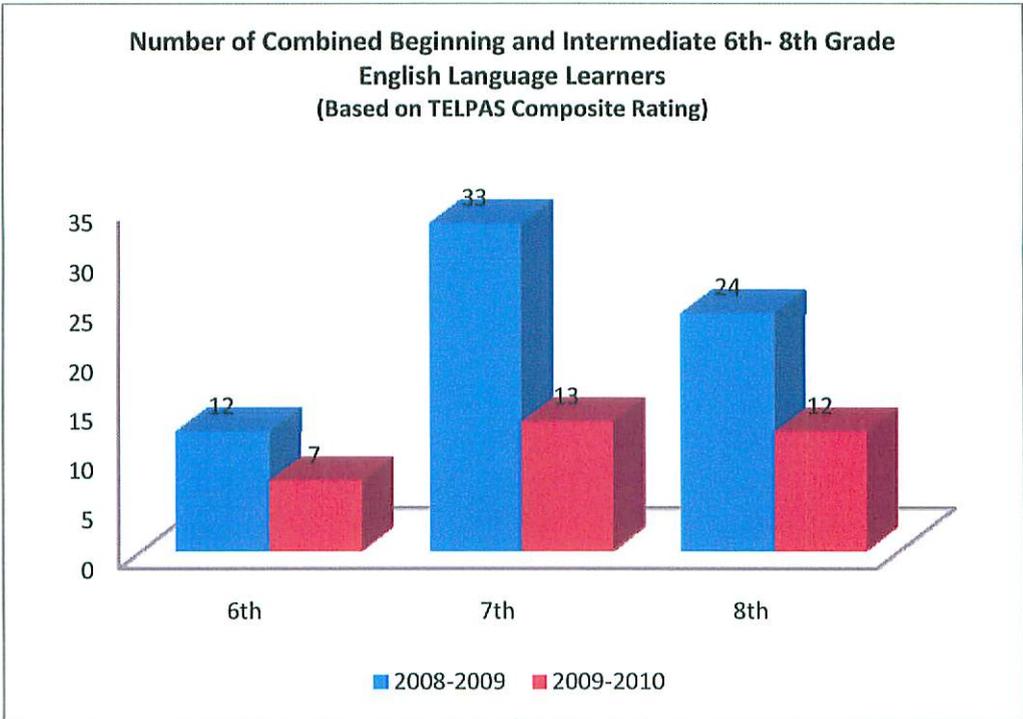
25% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



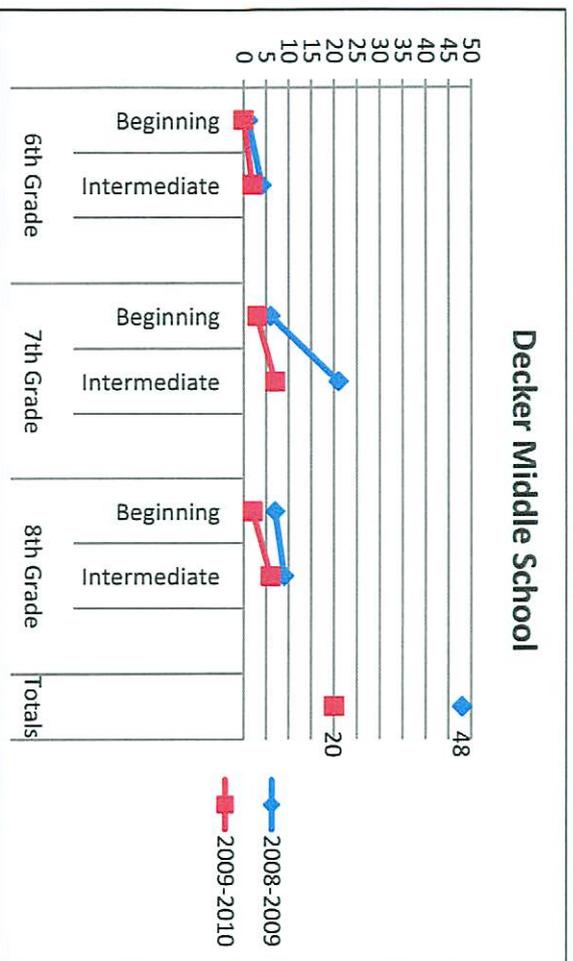
66% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010

## Middle School Campus ELL Progress Data for Students Participating in Rosetta Stone

Among our middle school students, 42% of 6<sup>th</sup> grade students improved their English Language skills from Beginning in 2009 to Intermediate or higher by the end of 2010. The same progress was made for 61% of our 7<sup>th</sup> grade students and 50% of 8<sup>th</sup> graders.



43% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010

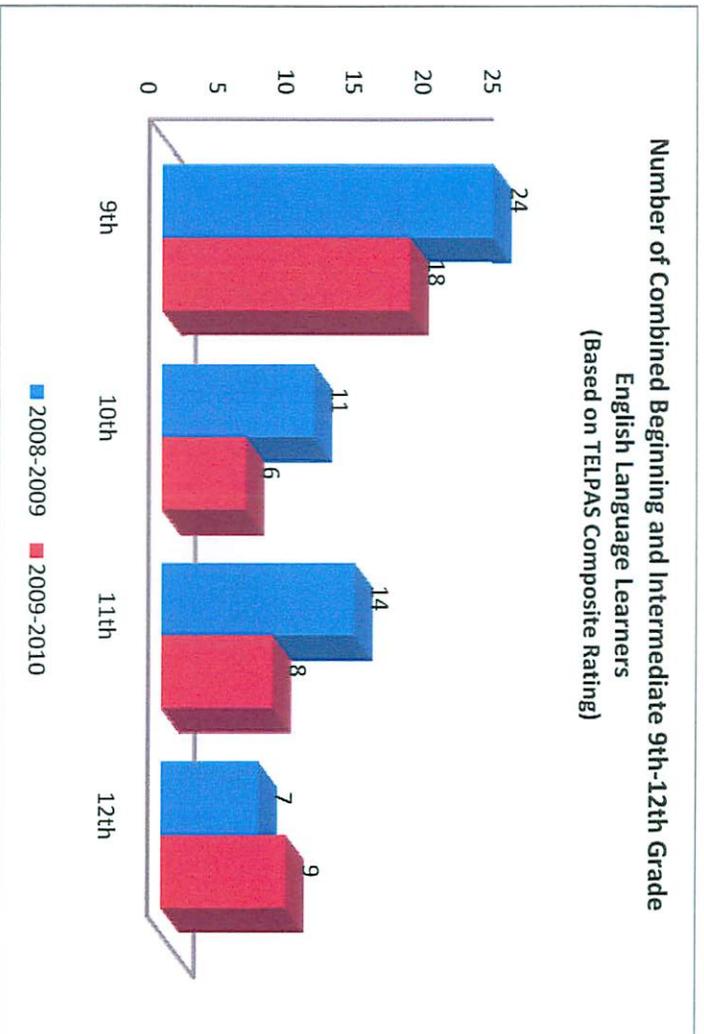


58% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010

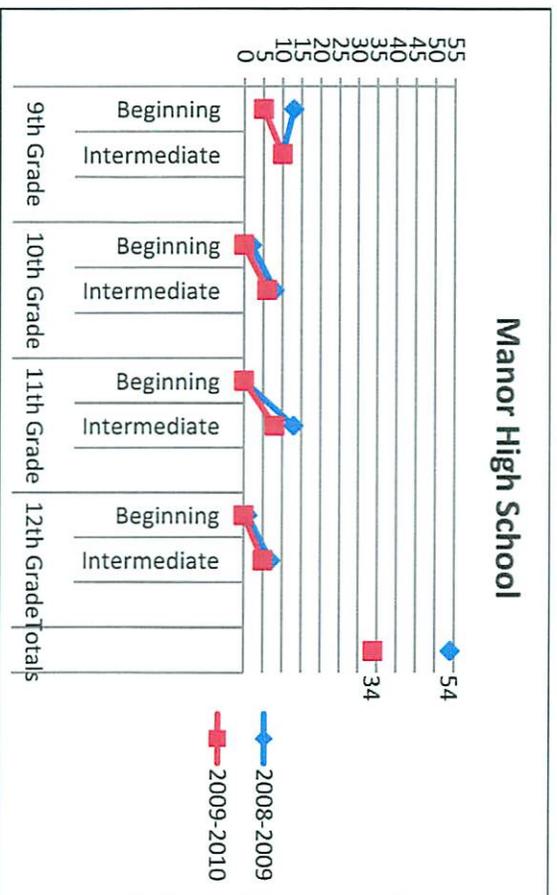
## High School Campus ELL Progress Data for Students Participating in Rosetta Stone

Among our high school students, 25% of 9<sup>th</sup> grade students improved their English Language skills from Beginning in 2009 to Intermediate or higher by the end of 2010. The same progress was made for 46% of our 10<sup>th</sup> grade students and 43% of our 11<sup>th</sup> graders. We actually show an increase of 22% in our total number of Beginning and Intermediate 12<sup>th</sup> grade students due to the grade level advancement of some newcomer students at Manor Excel Academy.

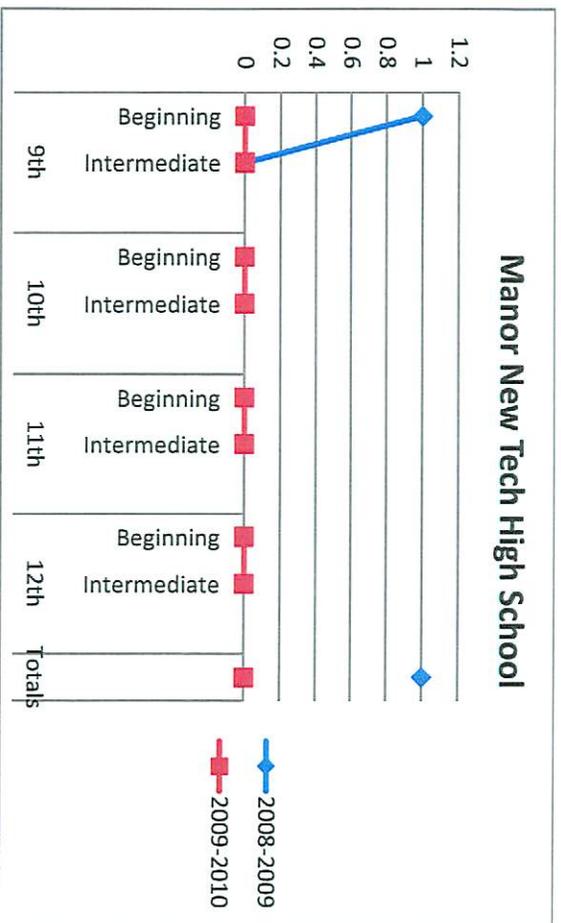
**Number of Combined Beginning and Intermediate 9th-12th Grade English Language Learners**  
(Based on TELPAS Composite Rating)



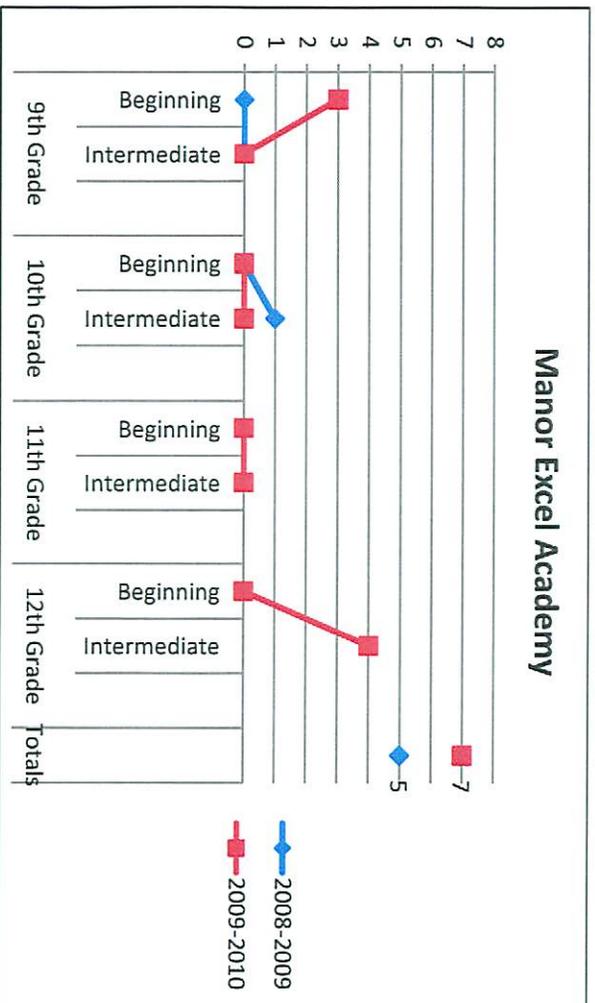
**Manor High School**



37% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



100% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010



29% total decrease in the number of Beginning and Intermediate students from EOY 2009 to 2010

## Rosetta Stone® Classroom: A Proven Tool for ESL Programs

*“My research determined that there absolutely was an improvement in students’ test scores with an implementation of the Rosetta Stone Classroom English curriculum in their daily routine.”*

- Charles Pouliot, Technology Facilitator  
Lawrence Public School District, MA

Independent researcher Charles Pouliot developed an Action Research project documenting the application of Rosetta Stone® Classroom on ESL students within the Lawrence Public School system. Pouliot leveraged before-and-after testing results of these students’ Measure of Academic Progress (MAP) scores. This enabled him to accurately measure the academic improvement students experienced after exposure to the Rosetta Stone Classroom for English. This research found that:

- **Students who are exposed to Rosetta Stone Classroom improved standardized testing scores.**  
Students included in the Action Research project experienced significantly enhanced English competencies, increasing MAP test scores in both reading and math: mean reading scores improved by 15.62% and mean math scores improved by 9.2%.
- **Rosetta Stone Classroom engages newly arrived ELL Students.** Pouliot observed that virtually all students consider the computer lab their oasis in the school and looked forward to their time with Rosetta Stone Classroom. Further, students within the Newly Arrived program strove to reach a 100% grade in the Rosetta Stone Classroom program, going so far as to promote personal competitions between each other and different classes to achieve the top score.