

Oklahoma State Department of Education (OSDE)

Reading Sufficiency Act (RSA)

Update

March 24, 2016

Format for Today's Webinar

1. Welcome and Introductions (OSDE RSA Team)
2. Overview (Jeanene Barnett, Ed.D.)
 1. Budget explanation
 2. Funding flexibility
 3. Carryover timeline
3. RSA Data Reports and SARP (Ellen Dollarhide, Ph.D.)
4. Promotion Considerations (Craig Walker, Assessment)
5. Retention Conversations (Michele Sprague)
6. RSA/ACE intersection (Jeanene Barnett)
7. Planning for 2016-2017 (Timmie Spangler)



RSA Overview

Website

Reading Sufficiency provides a foundation for student academic success.

Purpose

The purpose of the Reading Sufficiency Act (RSA) is to ensure that all Oklahoma students are reading on grade level at the end of third grade (a critical juncture when students go from learning to read to reading to learn). RSA supports Oklahoma children in Kindergarten through third grade.

For the Student

Reading sufficiency significantly reduces the possible need for remediation in middle and high school and lowers the risk of a student dropping out of school because he or she is unable to read.

How SDE Can Help

The Oklahoma State Department of Education (SDE) is assisting school districts as they work to ensure all students are able to meet third-grade reading requirements.

Please see the following helpful resources based on the topics below.



RSA Legislation

View the Reading Sufficiency Act law and Rules



Parents

See a guide explaining 3rd grade retention, download brochures and ELL resources



RSA Coordinators / Teachers

Resources on assessments, RSA Today, electronic submission, SARP, sample letters, retention and district plans



Reading Sufficiency Research

Find invaluable resources to learn about Reading Sufficiency

Reading Sufficiency Menu

[Reading Sufficiency Home](#)

[RSA Legislation](#)

[Parent Guide](#)

[RSA Coordinators/Teachers](#)

[Reading Sufficiency Research](#)

RSA Contact

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Funding and 2016 Flexibility



RSA Coordinators / Teachers

Resources on assessments, RSA Today, electronic submission, SARP, sample letters, retention and district plans

<http://sde.ok.gov/sde/rsa-coordinators-distict-administrators-reading-sufficiency>

RSA Funding

- [RSA Approved Funding Checklist](#)



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Funding and 2016 Flexibility

January 28, 2016 State Board of Education (SBOE) Meeting

- The BOE voted to give additional flexibilities to school districts for their fiscal year 2016 funding items, including Reading Sufficiency.
- School districts are required by law to provide the same services; however, the flexibilities allow funds to be spent in other areas.



RSA Data Reports and Summer Academy Reading Program (SARP)



Data Collection and Reporting

- Purpose of the Beginning Of Year report, SARP report, and the End Of Year report
- Changes from Red Tape Task Force concerning SARP
- Reporting Timeline from March 2016 to July 1, 2016
- Teamwork



Summer Academy Reading Program (SARP)

- Red Tape Task Force commissioned to cut “red tape”
- SARP is still an option for you...but you will no longer be required to produce the SARP report (after July 1, 2016)



Timeline (Dates you should know)

- SARP report
 - Open currently; closes April 1, 2016
- K-3 End of Year report
 - Open May 2, 2016; closes June 1, 2016
- Annual District Reading Plan report
 - Open May 2, 2016; closes August 31, 2016

Timeline (Dates you should know)

- Third Grade Promotion and Retention report
 - Open August 1, 2016; closes October 31, 2016
- Beginning of Year report
 - Open September 1, 2016; closes October 3, 2016



Important Reporting Definitions

- Entered Program
- Exited Program
- Completed Program on Level
- Completed Program not on Level



Teamwork

- We are in this together.
- Accurate information is crucial as decisions are being made based on these data.



RSA Criteria and Oklahoma Core Curriculum Test

- Why?
- What?
- When?



Why?

For the **2015-2016 school year only** and for promotion purposes only:

“To determine the promotion and retention of third-grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the **reading comprehension** and **vocabulary** scores portion of the statewide third-grade criterion-referenced test and shall not use the other language arts scores portions of the test.”

70-2011 §1210.508C.H.8 (SB630)



What?

Oklahoma School Testing Program Grade 3 Reading – Test Blueprint School Years 2014-2015, 2015-2016, 2016-2017

The blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard and objective of the Priority Academic Student Skills (PASS/OAS).

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
2.0 Vocabulary	12	24%
2.1 Words in Context	2 - 4	
2.2 Affixes, Roots, and Stems	2 - 4	
2.3 Synonyms, Antonyms, and Homonyms	2 - 4	
2.4 Using Resource Materials	2 - 4	
4.0 Comprehension/Critical Literacy	24	48%
4.1 Literal Understanding	5	
4.2 Inferences and Interpretation	7	
4.3 Summary and Generalization	6	
4.4 Analysis and Evaluation	6	
5.0 Literature	8	16%
5.2 Literary Elements	3 - 4	
5.3 Figurative Language/Sound Devices	4 - 5	
6.0 Research and Information	6	12%
6.1 Accessing Information	6	
Total Test	50	100%

(Please note this blueprint does not include items that may be field-tested.)

Third Grade Students will be assessed on all standards and objectives included in the Test Blueprint:

Only 2.0 and 4.0 are considered for RSA

2.0 Vocabulary

4.0 Comprehension/Critical Literacy



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What?

Student scores will be based upon the *Limited Knowledge* Criteria.

Students must complete the entire Grade 3 Reading OCCT to receive a valid score.

Standards and Objectives	Ideal Number of Items
2.0 Vocabulary	12
2.1 Words in Context	2 - 4
2.2 Affixes, Roots, and Stems	2 - 4
2.3 Synonyms, Antonyms, and Homonyms	2 - 4
2.4 Using Resource Materials	2 - 4
4.0 Comprehension/Critical Literacy	24
4.1 Literal Understanding	5
4.2 Inferences and Interpretation	7
4.3 Summary and Generalization	6
4.4 Analysis and Evaluation	6



What?: 2015-2016 only

Based on SB630, each student will receive one of two statuses on the 3rd grade reading report:

- ✓ Meets RSA Criteria
- ✓ Does Not Meet RSA Criteria



When: Reporting Results

OCCT Portal: May 13, 2016

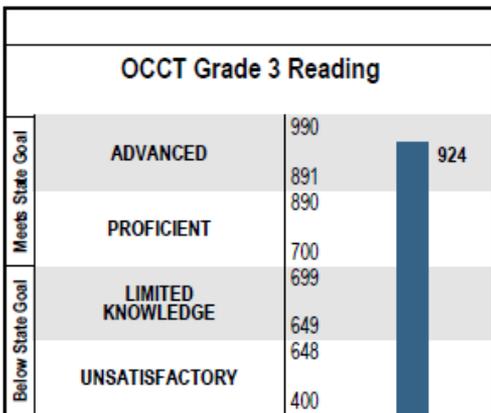
*Reports will only be available to schools who turn in materials by the expedited deadline of April 26th

Student Score Report

JACKSON'S performance on the OCCT Grade 3 Reading test



This report provides specific information about your student's performance on the Oklahoma Core Curriculum Tests (OCCT) Grade 3 Reading test. Students are tested throughout our state to ensure that they meet high standards based on the Oklahoma Academic Standards. These tests provide information for you to make informed decisions about your student's education. To learn more about your student's performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.



(Standard Met = 700 or above)

JACKSON'S overall performance on the test is **ADVANCED**.

Your student's performance level is based on the Oklahoma Performance Index.

The performance level attained by your student indicates that your student can perform the majority of the skills described for that level and even more of what is described for the levels below. Your student may also be capable of performing some of the competencies described in the next higher level, but not enough to have reached that level of performance.

Confirm your student's performance by reviewing classroom work, other standards-based assessments, and your student's progress reports during the year.

A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each subject within a small range. If tested again, your student would likely score in this range: 809-990.

The student meets the RSA Criteria based upon Standard 2.0 (Vocabulary) and Standard 4.0 (Reading Comprehension/Critical Literacy).



District/Site Reports

Roster
OCCT for Grades 3-8, Cyber District, 2015, Grade 03, Final

Fields Scores Search Filter Other Save

Last Name	First Name	Subjects		
		Reading		
		RSA Status	OPI	Performance Level
Doe001	John001	Does Not Meet Criteria	646	Unsatisfactory
Doe001	John001	Meets Criteria	839	Proficient
Doe002	John002	Meets Criteria	712	Proficient
Doe002	John002	Does Not Meet Criteria	550	Unsatisfactory
Doe002	John002			
Doe002	John002	Meets Criteria	532	Unsatisfactory
Doe002	John002	Meets Criteria	734	Proficient
Doe003	John003	Meets Criteria	758	Proficient
Doe003	John003	Does Not Meet Criteria	668	Limited Knowledge
Doe003	John003	Meets Criteria	712	Proficient
Doe004	John004	Meets Criteria	824	Proficient
Doe004	John004	Does Not Meet Criteria	550	Unsatisfactory
Doe004	John004	Meets Criteria	668	Limited Knowledge
Doe005	John005	Does Not Meet Criteria	400	Unsatisfactory
Doe005	John005	Meets Criteria	750	Proficient
Doe005	John005	DNA	DNA	DNA



RSA Promotion and Retention Conversations

SBOE Approved Screening Instruments

- aimsweb
- Children's Progress Academic Assessment
- DIBELS Next
- Developmental Reading Assessment (DRA)
- easyCBM
- GRADE
- iREADY Diagnostic
- Literacy First
- MAP
- MPG
- mCLASS: DIBELS Next
- STAR
- Woodcock Reading



Academic Progress Plan

For K-3 students below grade level in reading

Sample
Kindergarten

DRAFT- This document contains the recent legislation to the Oklahoma Reading Sufficiency Act. This is an example form for districts to use at their discretion.


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Kindergarten
Academic Progress Plan
Program of Reading Instruction
 2015-2016

Parent Notification is included in APP

District:	
Student:	
Principal:	
Parent/Guardian:	

DRAFT- This document contains the recent legislation to the Oklahoma Reading Sufficiency Act. This is an example form for districts to use at their discretion.


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First and Second Grade
Academic Progress Plan
 Program

Sample
First and Second

District:	
Student:	
Principal:	
Parent/Guardian:	

DRAFT- This document contains the recent legislation to the Oklahoma Reading Sufficiency Act. This is an example form for districts to use at their discretion.


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Third Grade
 For third grade students who have never been retained
Academic Progress Plan
Program of Reading Instruction
 2015-2016

District:		Site:	
Student:		Grade:	Third
Principal:		Teacher:	
Parent/Guardian:		Date:	

A program of reading instruction enables the student to acquire the appropriate grade level reading skills.

Sample
Third Grade

[Samples available on OSDE website](#)

Student Reading Proficiency Team for 1st and 2nd Graders

- Any 1st or 2nd grader not reading at grade level (determined by a screening instrument) is entitled to individualized remediation
- Student Reading Proficiency Team (SRPT) develops a plan for individualized remediation.
 - SRPT includes parent/guardian, current teacher responsible for reading, a future reading teacher in next grade, and reading specialist (if available).
 - This team at the 1st and 2nd grade determines a plan for remediation.
 - **It is not to determine promotion or retention.**



Required 1st and 2nd Grade Below Grade Level in Reading

DRAFT-This document contains the recent legislation to the Oklahoma Reading Sufficiency Act. This is an example form for districts to use at their discretion.

First and Second Grade Academic Progress Plan Program of Reading Instruction 2015-2016



STUDENT READING PROFICIENCY TEAM MEETING



First and Second Grade Form

Student Name:	Date:
School District:	Site:
Student's Grade level:	

First and Second Grade Student Reading Proficiency Team Meeting

The purpose of the Student Reading Proficiency Team meeting is to develop an individualized remediation plan in reading. The plan will continue until the student is determined by the results of a screening instrument to be reading on third grade level.

70 O.S. § 1210.508D.2

	Site:			
	Grade:	<table border="1"> <tr> <td>First</td> </tr> <tr> <td>Second</td> </tr> </table>	First	Second
First				
Second				
	Teacher:			
	Date:			

f reading instruction enables the student to acquire the appropriate grade level reading skills.

[Samples available on OSDE website](#)



Lexile Levels

The Lexile® Framework for Reading



What is a Lexile measure?

<http://sde.ok.gov/sde/lexiles>



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RSA Proficiency

“Any first-grade, second-grade or third-grade student who demonstrates proficiency in reading at the third-grade level through a SBOE- approved screening instruments shall not be subject to the retention guidelines found in this section.”

70-2011 §1210.508C.H.1



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Third Grade Proficient 1st, 2nd, 3rd Grade Level Required Parent Notification

PARENT NOTIFICATION

Third Grade Proficiency Notice



Dear Parents or Legal Guardian,

Congratulations! Your child has demonstrated proficiency in reading at the third grade level through our district's screening instrument. As a result, your child will not be subject to the **retention** guidelines of the Reading Sufficiency Act.

Sincerely,

Multiple Paths to Promotion

- Path #1: 13 SBOE Screening Instruments
- Path #2: Good Cause Exemptions
- Path #3: Successful completion of Summer Academy Reading Program (SARP)
- Path #4: Probationary Promotion



Promotion Path #1

For the **2016-2017 school year only**,

A student who scores at the ***Unsatisfactory*** level on the **reading portion (2.0 , 4.0)** of the third-grade OCCT is not eligible for automatic promotion unless he or she

- Scores minimum level of third grade proficiency on one of the 13 Oklahoma State Board of Education approved screening instruments ...

70-2011 §1210.508C.H.1



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Promotion Path #2

For the **2016-2017 school year only**,

A student who scores at the ***Unsatisfactory*** level on the **reading portion (2.0,4.0)** of the third-grade OCCT is not eligible for automatic promotion unless he or she

- Scores at 45th percentile on one of the four approved alternative standardized reading assessments (Good cause exemption #3)

210:15-27-2.3.A.i-iv



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Alternative Standardized Reading Assessment

(Good Cause Exemption #3)

- SAT 10, Tenth Edition
- ITBS, Complete Battery, Level 9, Reading Comprehension
- ITBS, Core Battery, Level 9, Reading Comprehension
- TerraNova, Third Edition, Complete Battery Level 13, Reading



Promotion Path #2

For the **2016-2017 school year only**,

A student who scores at the ***Unsatisfactory*** level on the **reading portion (2.0,4.0)** of the third-grade OCCT is not eligible for automatic promotion unless he or she

- accumulates evidence of third-grade proficiency through a student portfolio (Good Cause Exemption #4) or
- is subject to other good cause exemptions ...

70-2011 §1210.508C.H.3



Required 3rd Grade Student Reading Portfolio

Student's Name _____	Student Reading Portfolio Checklist	School Year _____
School Site _____		
School District _____		

If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills section B of this section, the district shall immediately begin a student reading portfolio as of this section and shall provide notice to the parent of the deficiency pursuant to subsection I of § 70 O.S. § 1210.508C(F)(2). A student who demonstrates evidence through a STUDENT PORTFOLIO that the student has mastered state content level and that the student is reading on grade level or higher may be granted a good cause exemption for Good Cause Exemption Four 70 O.S. § 1210.508C(F)(4).

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Third Grade
 For third grade students who have never been retained
Academic Progress Plan
 Program of Reading Instruction
 2015-2016

District:		Site:	
Student:		Grade:	Third
Principal:		Teacher:	
Parent/Guardian:		Date:	

A program of reading instruction enables the student to acquire the appropriate grade level reading skills.

[Samples available on OSDE website](#)



Promotion Path #3

For the **2016-2017 school year only**,

A student who scores at the *Unsatisfactory* level on the **reading portion (2.0, 4.0)** of the third-grade OCCT is not eligible for automatic promotion unless he/she
Successfully completes Summer Academy Reading Program (SARP) by demonstrating competency through either a student portfolio or scoring proficient on an alternative reading assessment

210:15-27-1.1



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Promotion Path #4

For the **2016-2017 school year only**,

A student who scores at the **Unsatisfactory** level on the **reading portion (2.0,4.0)** of the third-grade OCCT is not eligible for automatic promotion

The Student Reading Proficiency Team (SRPT) **unanimously** recommends **probationary promotion** to the school principal and the school district superintendent and the principal and school district superintendent approve the recommendation...

210:15-27-2.3.A.i-iv



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The Student Reading Proficiency Team (SRPT)

Third Grade

For **probationary promotion**, the SRPT consists of:

- Parent(s) and/or guardian(s)
- Teacher who taught reading
- Teacher who teaches 4th grade reading
- Certified reading specialist

70-2011 §1210.508C.H.4.a & b



Conversations with Parents about Third Grade Retention

- Have multiple documented communications with parents
 - Email
 - Phone
 - Parent/Teacher Conferences
- Develop good relationships with all parents
- Discuss retention as an option **prior to the spring semester** of third grade

A Parent Brochure is available on the OSDE website



Required Parent Notification

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RSA Contact

Dionne Jordan-Mock
Coordinator II
Reading and Literacy
(405) 521-4096

Dionne.Jordan-Mock@sde.ok.gov

✓ Third Grade Retention Letter

Sample available on website for districts use



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Strategies for Retained Third Graders

Retained students shall be provided **other strategies** prescribed by the school district, which may include, but are not limited to:

1. small group instruction.
2. reduced teacher-student ratios.
3. more frequent progress monitoring.
4. tutoring or mentoring.
5. transition classes containing third- and fourth-grade students.
6. extended school day, week, or year.
7. summer reading academies if available.

70-2011 §1210.508C.N.2



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Shared Best Practices

- Other schools
- Tribes
- Community-based
- Faith-based
- ??



RSA and Achieving Classroom Excellence Intersections

Transition from RSA to ACE

For a student who is approved for probationary promotion, the Probationary Promotion Reading Proficiency Team shall continue to review the student's reading performance and repeat the evaluation and recommendation process described in 1210.508C(H)(4) each academic year until the student demonstrates grade-level proficiency on an approved screening instrument or **transitions to remediation provided under the Achieving Classroom Excellence Act (ACE).**

70-2011 §1210.508C.H.4.b



Transition from RSA to ACE

Subject to the availability of funds,...ACE remediation requirements shall be “expanded to apply to fourth-grade promotion to fifth grade. Each year thereafter, the requirements shall be expanded by one grade level until the requirements apply to third-grade students through eighth-grade students.”

70 §1210.508.E.E



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RSA Planning for 2016-2017

Proposed RSA Rules changes for 2016-2017

Please note that the State Board has approved these rules and they have been submitted to the Legislature for review, but they are not yet in effect, and will not go into effect unless approved by the Legislature (or by the Governor, if the Legislature does not take any action). If approved, the **new RSA rules will go into effect by mid-August, 2016.**

OSDE may update districts that the rule changes are anticipated. OSDE can't represent these rule changes as official until after legislative approval (or, if the Legislature fails to act on administrative rules as they have for the past two years, after the Governor's approval pursuant to 75 O.S. 308.3(4).) OSDE expects RSA rule changes will be in effect for the 2016-2017 school year, but **OSDE is waiting on the official approval that will give these rules the force of law.**

Proposed RSA Rules changes for 2016-2017

Rules reflect changes in RSA law:

- SARP reporting will no longer be required because there is now only one RSA allocation (if available)
- If SARP is used as a strategy for struggling third graders, successful completion now includes an acceptable level of performance on one of the screening instruments approved by the State Board of Education. (minimum level of third grade proficiency)



Proposed RSA Rules changes for 2016-2017

Rules reflect changes in RSA law:

- Seventh Good Cause Exemption (reflects change in law 2014-2015)
- Good Exemption 4: Student Portfolio Changes
 - Phonological awareness is focused on phonemic awareness
 - Spelling/Writing is no longer required
 - Only Vocabulary and Reading Comprehension portions
- Good Cause Exemptions 5 and 6 : Pre-Kindergarten for academic reasons
- Student Reading Proficiency Team (SRPT) for first and second graders
- Probationary Promotion Reading Proficiency Team is the same as SRPT for THIRD GRADE (not to be confused with first and second grade SRPT)

Tier Two's **intensity and frequency** are used as variables instead of constants

Student Reading Proficiency Team for 1st and 2nd Graders

- Any 1st or 2nd grader not reading at grade level (determined by a screening instrument) is entitled to individualized remediation
- Student Reading Proficiency Team (SRPT) develops a plan for individualized remediation.
 - SRPT includes parent/guardian, current teacher responsible for reading, a future reading teacher in next grade, and reading specialist (if available).
 - This team at the 1st and 2nd grade determines a plan for remediation.
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Evidence-Based Strategies



RSA Coordinators / Teachers

Resources on assessments, RSA Today, electronic submission, SARP, sample letters, retention and district plans

<http://sde.ok.gov/sde/rsa-coordinators-distict-administrators-reading-sufficiency>

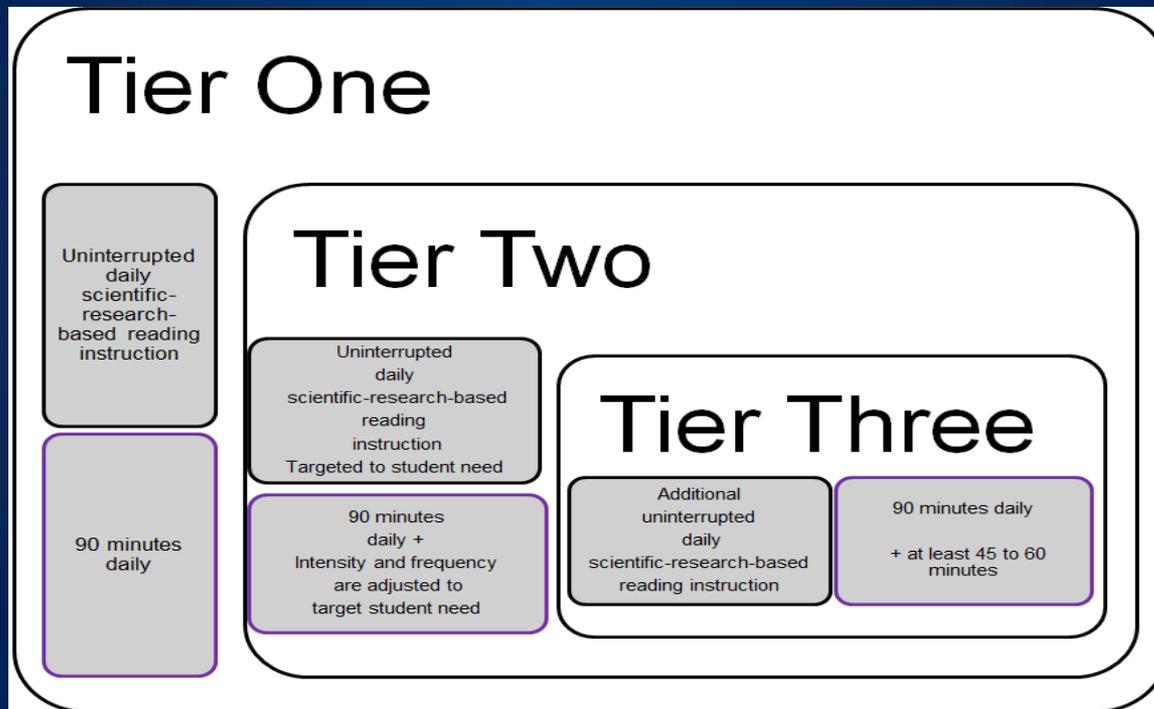
Interventions

- Interventions for the Five Components and Tiers 2 and 3



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Three-Tiered Instructional Model



Problem Solving System for Tier 2

1. What intervention?

- Choose evidence based, systematic and explicit interventions to decrease the chances for this variable.

2. How long?

- Begin with more time then decrease time according to how the student responds.

3. How often?

- Begin with daily then decrease sessions according to how the student responds.



Tier 2



It's not a set
time.

Ask how much
time does this
student need?

www.otiss.net



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Thank you!

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