



CASE STUDY

Moore Public Schools, Oklahoma



MOORE PUBLIC SCHOOLS

Turning Skepticism into District-Wide Success

As Oklahoma's fourth-largest school district, Moore Public Schools serves a growing community across 176 square miles in Moore and south Oklahoma City. Guided by its vision of *"Shaping Today's Students into Tomorrow's Leaders,"* the district partnered with Waterford Early Learning to provide adaptive, foundational instruction in early reading, math, and science.

This case study details how Moore leveraged personalized learning paths, job-embedded coaching, and actionable data to develop foundational skills and support every young learner.

Today the district consists of:

22,700

Total students

11,162

Elementary students served
across 25 elementary schools

~4,600

Students served with Waterford in
PreK through 2nd grade

Student Population

48% White/Caucasian
18.8% Two or More Races
16.6% Hispanic/Latino
6.9% Black/African American
5.3% Asian/Pacific Islander
4.4% American Indian



The Challenge

Overcoming Program Fatigue and Initial Skepticism

Moore Public Schools was searching for a developmentally appropriate early learning solution. The program they were using simply wasn't driving the district-wide growth their young learners needed.

However, introducing a new initiative across 25 elementary schools brought immediate pushback. Principals and teachers felt overwhelmed and hesitant to adopt yet another digital tool.

Debra Hendrix, a principal at the time, captured the district's initial sentiment: *"Many principals felt confident that they had highly qualified teachers who were already doing interventions and meeting the needs of our students. I didn't want another program, didn't want more screen time, and didn't want to add more to teachers who were already going above and beyond."*



The Opportunity

Bridging Post-Pandemic Gaps and Supporting Teachers

When students returned to classrooms following the pandemic, the learning loss was stark. Second graders were entering classrooms with first-grade skill levels at best, leaving teachers with the daunting task of accelerating them to third-grade readiness in a single school year.

At the same time, staff turnover meant many classrooms were led by emergency-certified teachers who needed immediate, high-quality instructional support to differentiate learning effectively.

In 2022, Superintendent Dr. Robert Romines and now Deputy Superintendent Michelle McNear discovered Waterford Early Learning at an education conference. Drawn to its strong research base, they saw a tool designed specifically for PreK–2nd grade learners.



Because Waterford offered an adaptive learning path tailored to each child's level, it directly addressed teachers' concerns about the program they were currently using.



The Results

From Small Pilot to Non-Negotiable District Standard

Moore began with a pilot in four elementary schools. PreK classrooms implemented Waterford’s integrated reading, math, and science curriculum, while kindergarten and first-grade classrooms used reading only.

To ensure success, the district invested in professional learning. A dedicated Waterford consultant spent consistent time on-site—coaching teachers directly in their classrooms and helping them seamlessly integrate the tool into daily routines.



The impact was fast and convincing. Debra Hendrix—the principal who initially agreed to the pilot just to prove it wouldn’t work—was completely won over by the student growth she witnessed. Now serving as the district’s Executive Director of Elementary Education, she leads the district-wide Waterford implementation.



Debra Hendrix

“Not only were kids at different levels, our teachers were too,” says Ms. Hendrix. “We needed to make sure they had the right tools. With Waterford, we were closing the gap. Kids were developing the skills they needed, and emergency-certified teachers were getting immediate results.”

Now in its fifth year of implementation, Waterford serves over 4,600 students in PreK through 2nd grade, with K-2 students utilizing the reading, math, and science curricula. Strong growth on internal benchmarks and the *Star Early Learning* assessment has made Waterford a core, non-negotiable district standard.

Today, principals actively use Waterford data to drive instructional decisions, teachers rely on it for consistent differentiation, and young students even use their own learning data to lead conversations with their families.



Conclusion

7 Keys to Successful Implementation: Advice for District Leaders

For leaders looking to replicate Moore's success, Ms. Hendrix and the district leadership team share these essential takeaways:

- 1. Lead with Professional Development:**
Don't just hand over software. Train teachers on how to naturally fit the program into their existing daily schedules.
- 2. Start Small:**
Take measured steps. Focus first on building teacher comfort and establishing consistent usage habits before expanding.
- 3. Meet Educators Where They Are:**
Offer extra wrap-around support and job-embedded coaching for new or emergency-certified teachers.
- 4. Empower Principals as Instructional Leaders:**
Equip school leaders to use program data to guide teachers, offer support, and track outcomes.
- 5. Use Data to Differentiate Instruction:**
Regularly review student usage and progress data to pinpoint exactly where targeted interventions are needed.
- 6. Establish Clear Expectations:**
Set transparent usage goals and define how teachers and administrators should act on learning data.
- 7. Engage the Full Support Staff:**
Train school psychologists and intervention specialists to analyze Waterford data during Response to Intervention (RTI) meetings.



**Discover what's possible
in your district.**

Request a demo and talk to our team.
waterford.org/waterford-early-learning-demo