The mission of Montgomery County Public Schools (MCPS) is to ensure every student has the academic, creative problem solving, and social emotional skills to be successful in college, career and community, regardless of his or her background. While many of our students achieve at the highest levels, not all have had opportunities, support and resources needed to meet their full potential. MCPS is committed to addressing disparities in student outcomes by closing gaps in opportunity and achievement for all students, in all classrooms and in all of our schools.

**WHO WE ARE**

- Hispanic/Latino 32.2%
- White 27.0%
- Black or African American 21.5%
- Asian 14.2%
- Native Hawaiian or Pacific Islander ≤5
- American Indian or Alaskan Native ≤5
- Two or more races ≤5

**Preliminary FY 2020 (as of August 31, 2019)**

- Total Enrollment: 162,680
  - (Pre-K–Grade 12)
  - Elementary (PreK–5): 76,275
  - Middle (6–8): 36,489
  - High (9–12): 49,315
- Alternative Programs/Special Schools: 601

**SERVICES 2018-2019**

- 13.3% participate in English for Speakers of Other Languages (ESOL) 2018
- 11.8% receive Special Education Services 2018
- 34.8% participate in Free and Reduced-Price Meals (FARMs) 2019

**Projected Enrollment (Pre-K–Grade 12): 165,234**

(as of Sept. 25, 2019)

**Largest District in MARYLAND**

14TH LARGEST SCHOOL SYSTEM IN THE UNITED STATES

**Students from more than 157 COUNTRIES SPEAKING 150 LANGUAGES**

September 2019
EXPANDING OPPORTUNITY & UNLEASHING POTENTIAL

EXPANDING OPPORTUNITY

Access precedes achievement. That is why MCPS is committed to providing and expanding access to and increasing instructional time in a variety of programs that are proven to enhance student learning for all students.

**Expanded Language and Literacy Enrichment Opportunities.** In addition to our traditional language immersion programs, MCPS now has two-way local school immersion programs. Students in these programs receive 50 percent of their instruction in English and 50 percent of their instruction in another target language. MCPS has also expanded access to elementary enrichment with additional seats and universal screenings, and more home school enrichment to ensure all students, regardless of ZIP code, are considered for the program.

**Extended Learning Time.** Data show that additional meaningful instruction time not only helps prevent learning loss, but also improves student outcomes. This is particularly important for families impacted by poverty, who are most affected by summer learning loss. To combat this, MCPS is expanding access and instruction time to existing summer programs (ELO SAIL, ELO STEP and the BELL program) and, in July 2019, MCPS expanded the school year by 30 days at two Title I elementary schools (Rascoe R. Nix and Arcola).

**Early Exposure to Learning.** It is never too early to begin the journey of learning. Research shows that students with access to early learning opportunities have greater short-term and long-term success. MCPS is providing these early opportunities by increasing Pre-K seats and expanding to full-day learning experiences across the county; embedding Science, Engineering, Technology and Math (STEM) opportunities in the elementary core curriculum; and expanding art initiatives in schools with a high number of students impacted by poverty.

UNLEASHING POTENTIAL

It is our responsibility to ensure students leave our schools with meaningful options for their futures. These options can be credit-bearing college courses: the skills and licenses needed to begin a meaningful career; or for many of our students, both.

**Breaking Barriers to Rigorous Coursework and College Assessments.** Time after time, we see that when students are challenged and supported, they rise to the occasion. MCPS has adopted a rigorous curriculum better aligned to state standards. MCPS has also expanded access to Advanced Placement (AP) and International Baccalaureate (IB) courses, with a focus on increasing participation by typically underrepresented student groups. In addition, all MCPS students have access to an assessment (SAT, ACT or Career Certificates) to support post-high school plans.

**Career and Community Ready.** One of our fundamental responsibilities is to prepare students to lead the workforce of the future. MCPS has enhanced and expanded career-ready offerings. Programs range from information technology and engineering to aviation, finance and teaching. Some programs offer a two-year associate degree by the time students graduate from high school, at no cost or at a reduced cost. MCPS is also expanding the Career Readiness Education Academy (CREA) to serve students who are unlikely to meet all graduation requirements prior to turning 21 and to students with limited or interrupted formal educations.

**Support for Students.** MCPS is committed to supporting students toward success. Our investment in programs like Minority Scholars and Achieving Collegiate Excellence and Success (ACES) help our students who come from traditionally underrepresented backgrounds by providing mentors, coaching and a sense of belonging.
Evidence of Learning

Multiple measures in classroom, district and external categories that assess student learning

Equity Accountability Model

A continuous improvement model that uses data to identify strategies focusing on students who are not meeting the multiple measures and ensure continued progress for those who have

Equitable Access to Resources

The Equitable Access to Resources (EAR) portion of the Equity and Achievement Framework examines how well the system and schools are using staff, time and money as measured by student outcomes.

DATA IS A FLASHLIGHT

Data does not define a student, but it can help educators better understand how the student is learning. Doing this requires looking at multiple measures of a student’s learning to determine where they are making progress and where additional support may be needed. These measures include quizzes, exams and essays at the classroom level, as well as standardized state testing data. Using new, robust data tools, educators will better monitor student performance and implement supports or offer greater challenges to meet the needs of the student.

CULTURALLY COMPETENT EDUCATORS

To be as efficient as possible, the human brain takes shortcuts in processing information. Unfortunately, these shortcuts can sometimes unintentionally create bias and lead to stereotyping. For educators, this can lead to expectations for a student based on race, ethnicity or gender, instead of ability. To combat this implicit bias and to help teachers better connect with students of all backgrounds, MCPS has developed mandatory cultural competency training for all educators.

REFLECTING OUR STUDENT BODY

Research demonstrates that student outcomes increase when a student has access to an educator in the school building who has a similar background. To ensure that our growing diverse student body has access to high-quality teachers from backgrounds as diverse as they are, MCPS has engaged in targeted recruitment to encourage more diverse applicants to become educators in our system. We are also creating pathways to develop our diverse pool of support professionals into certified teachers.

SUPPORTING OUR FAMILIES

While student learning starts in the classroom, it continues at home. That is why MCPS is committed to providing supports and identifying resources for families through our team of multilingual parent community coordinators and pupil personnel workers. Additionally, we continue to invest in our language services work to increase access to timely translations and interpretations for families where English is not the primary language.

Are our children learning?
Are they learning enough?
How do we know?
If not, why not?
What are we going to do about it?
### GRADUATION RATE

<table>
<thead>
<tr>
<th>SUBGROUPS</th>
<th>2017-2018 COHORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>11,970 / 88.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,748 / 96.6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2,602 / 89.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3,507 / 75.9%</td>
</tr>
<tr>
<td>White</td>
<td>3,567 / 94.9%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>522 / 94.1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>1,183 / 68.8%</td>
</tr>
<tr>
<td>*LEP (Limited English Proficient)</td>
<td>1,132 / 46.6%</td>
</tr>
<tr>
<td>FARMS (Free and Reduced-Priced Meals)</td>
<td>3,117 / 83.1%</td>
</tr>
</tbody>
</table>

**Note:** American Indian or Alaskan Native students and Native Hawaiian or Pacific Islander students are included in the All Students group but not reported separately.  
*LEP (Limited English Proficient) at the time of graduation

### AP/IB COURSE ENROLLMENT

<table>
<thead>
<tr>
<th>% Enrolled in AP/IB Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Asian</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>Limited English Proficiency</td>
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</tbody>
</table>

### AP EXAM PERFORMANCE

- Percentage of Advanced Placement Exams with a Score of 3 or Higher Taken by Public School Students in MCPS, Maryland and the Nation in 2018 by Race/Ethnicity

- Note: AP = Advanced Placement. AP exam results are based on data reported by the College Board as of September 2018.

### PARCC ALGEBRA I PARTICIPATION:

**Grade 8 Students**

- Black or African American: 1,836 students in 2016 (2018 not available)
- Hispanic/Latino: 1,265 students in 2016 (2018 not available)
- FARMS: 1,591 students in 2016 (2018 not available)

### PARCC ALGEBRA I PERFORMANCE (3 OR HIGHER):

**Grade 8**

- All Students: 4,093 students in 2016 (2018 not available)
- Asian: 252 students in 2016 (2018 not available)
- Black or African American: 107 students in 2016 (2018 not available)
- Hispanic/Latino: 105 students in 2016 (2018 not available)
- White: 252 students in 2016 (2018 not available)
- FARMS: 388 students in 2016 (2018 not available)
- Special Education: 116 students in 2016 (2018 not available)

For more information: [www.MontgomerySchoolsMD.org/all](http://www.MontgomerySchoolsMD.org/all)