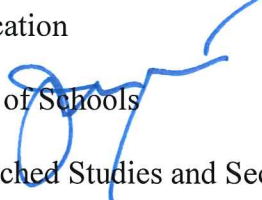


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

July 10, 2019

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Update on the Centers for Enriched Studies and Secondary Magnet Program Selection Results

This memorandum provides the annual update on the Centers for Enriched Studies (CES) and secondary magnet program results for the 2018–2019 school year.

Montgomery County Public Schools (MCPS) offers enriched and accelerated programming at both the elementary and secondary school levels. These selective programs are designed to provide highly able learners an instructional program generally not available through the enrichment and acceleration curriculum provided at the local school. The Enriched and Accelerated Programs at a Glance (Attachment A) is a synopsis of the programs and program sites.

As an essential component of increasing access to enriched and accelerated curriculum, we continue to provide enrichment and accelerated opportunities beyond the school day. This effort provides the foundation and is paramount in our work for establishing more equitable access for enrichment and acceleration for our students. The divisions of Title I and Early Childhood Programs and Services (DTECPS), Consortia Choice and Application Program Services (DCCAPS), and Accelerated and Enriched Instruction (AEI) have partnered to implement the Extended Learning Opportunities Summer Title I Enrichment program (ELO STEP). The ELO STEP program is an enrichment program for Grades 3, 4, and 5 students that began in summer 2015. During summer 2018, more than 1,000 students participated. The program is designed to nurture critical and creative thinking skills through engaging, hands-on, and challenging instruction. The summer program began with rising Grade 3 students and expanded a grade level each year. This is the third year eligible students in Grades 3, 4, and 5 at Title I schools have been able to participate. Staff members in DTECPS, DCCAPS, and AEI analyze identification results data and support schools during the program to monitor student access and parent/guardian engagement. Additionally, MCPS continued its partnership with the Young Scholars program, with The George B. Thomas, Sr. Learning Academy, Inc. to support students working above grade level who demonstrate the potential to successfully participate in the most challenging academic MCPS programs.

These academic groups, along with their parents/guardians, received information about the CES program. The selection results indicate continued promise as we annually fine-tune these efforts. These students are invited to the CES program at a rate of 17 percent compared to the general student invitation rate of 11 percent (Attachment B).

For a number of years, a multidisciplinary committee meets regularly to share, research, explore practices from school districts across the nation, and implement ongoing upgrades to the process as a part of MCPS' continuous improvement efforts for the elementary, middle, and high school magnet programs. Metis Associates, commissioned in 2015 by MCPS, provided findings and recommendations for both elementary and secondary programs and their selection process in March 2016. MCPS implemented a field test for the elementary selection process during 2016–2017 and for the middle school process during the 2017–2018 school year. The following are key aspects of the elementary and middle school selection process:

- Moved from a parent/guardian-initiated application process to a districtwide-initiated review process of all Grades 3 and 5 students within the elementary schools;
- Based on research, removed overreliance on teacher and school recommendations;
- Transitioned to an online assessment that allows for receipt of results within 24 hours;
- Transitioned from a paper file selection process to an electronic selection process that facilitated a more efficient review process;
- Implemented a name and school blind review (process always was race blind);
- Considered the academic peer group at the home school (Grade 3 elementary school and Grade 5 middle school) in relation to the student's instructional need; and
- This year the selection process considered the local (MCPS) normed percentiles for students rather than national percentiles.

Centers for Enriched Studies Selection Process

The countywide elementary selection process was fully implemented in 2017–2018. Key strategies implemented included universal screening of all Grade 3 students, expanding CES seats by establishing new regional and local CES sites in 2018–2019, and implementing the Enriched Literacy Curriculum (ELC) currently at 34 identified elementary schools. The student performance data collected from this process helps inform the system of academic needs at elementary schools. This year's data indicated a slight increase for the following groups placed in the program: students receiving Free and Reduced-priced Meals System services, and Asian and White students. In addition, there was a slight increase in the identification of students needing enrichment and acceleration services at the local schools resulting in an additional 13 elementary schools to implement ELC for a total of 47 elementary schools next year.

Middle School Magnet Selection Process

Building off of the effective strategies implemented in the middle school magnet selection process field test (2017–2018), this process was fully implemented in 2018–2019 to include the upcounty

programs. The upcounty and downcounty programs include: Humanities and Communication Magnet Program located at both Eastern and Dr. Martin Luther King, Jr. middle schools, and the Mathematics, Science, Computer Science Program at both Roberto W. Clemente and Takoma Park middle schools.

The universal screening process identified a significant number of students for further evaluation and the data are comparable in most areas to last year's data. The data more importantly illustrate that a significant number of students will be accessing enrichment and acceleration—either in the magnet program or enriched and accelerated courses at their local school. Initial data reflect that next year, more than 3,976 additional Grade 6 students are enrolled in the Applied Investigations in Mathematics course and/or Historical Inquiry into Global Humanities course—this is an additional 33 percent of our rising Grade 6 students accessing enrichment and acceleration beyond the magnet programs.

High School Selection Process

The high school magnet programs admissions process involves student application and a review of multiple measures for placement. This year, modifications to the high school selection process included an online application platform (Google Doc), implemented a name and school blind review (process always was race blind), transitioned to an online assessment that allows for receipt of results within 24 hours, and transitioned from a paper file selection process to an electronic selection process that facilitated a more efficient review process.

Though modifications to the process were implemented, the selection results remain comparable to past years. The student selection process follows guidelines established by AEI in compliance with Montgomery County Board of Education Policy IOA, *Gifted and Talented Education*. For the elementary and middle school processes, a variety of data points are considered, including test scores, performance data, and a non-scored student response. The high school criteria, in addition to those previously mentioned, also included teacher recommendations and a scored essay. No single data point excludes or guarantees student selection. The selection committees for the elementary centers are conducted under the leadership of DCCAPS; at the secondary levels, they are conducted in collaboration with each individual school program and monitored by DCCAPS. The selection committees for all the programs include representatives that reflect the gender, racial, and ethnic diversity of MCPS. Attachment C includes the data for CES and secondary magnet program selections. Data include the number of applicants by race, number of students initially invited by race, percentage of total number of students considered by race/ethnicity, percentage of total number of students invited by race/ethnicity, and percentage of racial/ethnic group invited for those who were considered. The total number of students invited often exceeds the number of available seats, as some students decline the invitation. Private school applicants are not required to identify race/ethnicity. The information presented reflects a three-year span.

Conclusion

MCPS is committed to increasing access to enrichment and acceleration for students from all backgrounds. To that end, there have been efforts to evaluate and modify the mechanisms that exist for students to access enrichment and acceleration. The Metis Report has provided an impetus for these efforts. Examining and operationalizing the findings and recommendations of the report is a multiyear effort. High school regional programming continues to expand with thematic programs such as Middle College at Montgomery College, Flight and Aircraft System, Project Lead the Way, Biosciences, International Baccalaureate Career Related Programmes, and Network Operations and Technology. At its meeting on May 30, 2019, the Board of Education heard a presentation regarding the expansion of high school regional programming and the establishment of regional college and career readiness programs. MCPS is committed to strengthening and building local and regional programming to ensure students have multiple options for enrichment and acceleration.

While the modifications to the elementary and middle school process have yielded promising results and identified thousands of students to receive enriched and accelerated programming, they also have revealed institutional barriers and gaps in the preparation students receive prior to the selection process for accessing enriched and accelerated instruction. We remain committed to the continuous improvement process to ensure that MCPS meets the needs of all learners.

If you have any questions, please contact Mrs. Niki T. Hazel, associate superintendent for curriculum and instructional programs, Office of the Chief Academic Officer, at 240-740-3970.

JRS:MVN:NTH:etc

Attachments

Copy to:

Executive Staff

Ms. Webb

Montgomery County Public Schools **Enriched and Accelerated Programs at a Glance**

Elementary Programs (For students entering Grade 4)

Centers for Enriched Studies—*This two-year program offers students an accelerated and enriched instructional program using an interdisciplinary approach.*

Regional Centers: Lucy V. Barnsley (78), Chevy Chase (78), Clearspring (52), Cold Spring (52), Dr. Charles R. Drew (52), Fox Chapel (52), Mill Creek Towne (52), Oak View (52), Pine Crest (52)

Local Centers: Rachel Carson (52), Spark M. Matsunaga (26), Piney Branch (52), Stonegate (26)

Elementary Literacy Curriculum (For students entering Grade 4)—*The Elementary Literacy Curriculum (ELC) is a two-year program that offers students an accelerated and enriched instructional program using curriculum from William and Mary, Junior Great Books, and the Lucy Caulkins writing program.*

The ELC is implemented at the following elementary schools: Ashburton, Lucy V. Barnsley, Beall, Bells Mill, Beverly Farms, Bradley Hills, Cannon Road, Cashell, Cedar Grove, Cresthaven, Diamond, East Silver Spring, Fallsmead, Farmland, Fields Road, Flower Hill, Forest Knolls, Gaithersburg, Galway, Garrett Park, Great Seneca Creek, Greencastle, Greenwood, Harmony Hills, Jackson Road, Jones Lane, JoAnn Leleck at Broad Acres, Thurgood Marshall, S. Christa McAuliffe, Ronald McNair, North Chevy Chase, Poolesville, Potomac, Rolling Terrace, Rosemont, Bayard Rustin, Sherwood, Sargent Shriver, Flora Singer, Snowden Farms, Somerset, Strathmore, Wayside, Weller Road, Whetstone, Wilson Wims, Woodlin, and Wyngate.

Middle School Magnet Programs (For students entering Grade 6)

Humanities and Communication Magnet Program—*This three-year program offers students accelerated courses in English language arts, intensive courses in writing, and opportunities for written products to be published and broadcast through a variety of media, such as television, radio, and film.*

Regional Centers: Dr. Martin Luther King, Jr. (50), Eastern (100)

Mathematics, Science, Computer Science Magnet Program—*This three-year program is designed to offer accelerated instruction in the areas of mathematics, science, and computer science for highly motivated and able students.*

Regional Centers: Roberto W. Clemente (50), Takoma Park (100)

Enriched and Accelerated Courses: Applied Investigations to Mathematics and Historical Inquiry into Global Humanities—*These courses were developed for highly able learners and are designed after the instructional methods of the regional centers core courses.*

All middle schools are offering one or both enriched and accelerated courses, with the exception of the Middle School Magnet Consortium: Argyle, A. Mario Loiederman, and Parkland middle schools, as these are whole magnet schools.

High School Application Programs (For students entering Grade 9)

Science, Mathematics, and Computer Science Magnet Program—*This four-year program is designed to offer accelerated instruction in the areas of mathematics, science, and computer science for highly motivated and able students.*

Regional Centers: Montgomery Blair (100), Poolesville (50)

International Baccalaureate Magnet Program (IB)—*This four-year program meets the needs of highly motivated and able students. In Grades 11 and 12, students complete IB coursework, leading to an IB diploma that is recognized by leading universities around the world.*

Regional Center: Richard Montgomery (100)

Humanities House—*This four-year program, designed for highly motivated and able students, has a rigorous humanities curriculum with an interdisciplinary connection to English, social studies, communications, and fine arts.*

Regional Center: Poolesville (50)

Global Ecology House—*This four-year program provides highly motivated and able students with the knowledge and understanding of the scientific, cultural, social, political, economic, and technological conditions that affect the quality of life on our planet.*

Regional Center: Poolesville (50)

(#) This represents the number of seats available at each program.

Local schools with enriched and accelerated curriculum place students in the course(s) based on identified criteria.

| 2017–2019 Selection Process—Centers for Enriched Studies | | | | | | | | | | | | | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------------|------|------|
| Grade 3 | | | | | | | | | | | | | | | | | | | | | |
| Young Scholars Program (YSP)/ELO STEP | AM | | | AS | | | BL | | | HI | | | MU | | | WH | | | Grand Total | | |
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Number of Students Eligible | ≤10 | ≤10 | ≤10 | 110 | 65 | 102 | 230 | 200 | 302 | 371 | 408 | 463 | 29 | 25 | 30 | 111 | 115 | 134 | 856 | 813 | 1035 |
| Number of Eligible Students Who Assessed for CES | ≤10 | ≤10 | ≤10 | 57 | 61 | 97 | 148 | 191 | 26 | 141 | 347 | 374 | 17 | 22 | 26 | 67 | 107 | 122 | 432 | 728 | 883 |
| Number of Eligible Students Invited to CES | ≤10 | ≤10 | ≤10 | 19 | 11 | 19 | 16 | 29 | 38 | 21 | 48 | 43 | ≤10 | ≤10 | ≤10 | 20 | 27 | 41 | 85 | 122 | 147 |

AM=American Indian or Alaskan Native; AS=Asian; BL=Black or African American; HI=Hispanic/Latino; MU=Two or More Races; WH=White

ELEMENTARY CENTERS FOR ENRICHED STUDIES (REGIONAL AND LOCAL PROGRAMS)
2017-2019

| Centers for Enriched Studies | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|-------|-----------------|-------|-------|-------------------|-------|-------|---|------|------|-------|-------|-------|-------|-------|-------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Considered | 13 | ≤10 | 14 | 1067 | 1213 | 1345 | 897 | 1270 | 1343 | 690 | 1467 | 1565 | 242 | 428 | 491 | ≤10 | ≤10 | ≤10 | 1314 | 2046 | 2155 | 4223 | 6424 | 6913 |
| # of Students Invited | ≤10 | ≤10 | -- | 182 | 170 | 206 | 84 | 120 | 108 | 67 | 103 | 94 | 43 | 56 | 62 | ≤10 | ≤10 | -- | 215 | 266 | 272 | 591 | 715 | 742 |
| % Considered of TOTAL Considered | -- | -- | -- | 27.9% | 18.9% | 19.5% | 18.0% | 19.8% | 19.4% | 16.3% | 22.8% | 22.6% | 5.7% | 6.7% | 7.1% | -- | -- | -- | 33.6% | 31.8% | 31.2% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 31.3% | 23.8% | 27.8% | 14.1% | 16.8% | 14.6% | 11.3% | 14.4% | 12.7% | 7.3% | 7.8% | 8.4% | -- | -- | -- | 33.9% | 36.3% | 36.7% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 17.1% | 14.0% | 15.3% | 9.4% | 9.4% | 8.0% | 9.7% | 7.0% | 6.0% | 17.8% | 13.1% | 12.6% | -- | -- | -- | 16.4% | 13.0% | 12.6% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | | 14.0% | 11.1% | 10.7% |

| Private School Applicants* | | Invited |
|----------------------------|----|---------|
| 2017 | 42 | ≤10 |
| 2018 | 38 | ≤10 |
| 2019 | 36 | ≤10 |

| Students Receiving Free and Reduced-price Meals System (FARMS)* Services | | Invited |
|--|------|---------|
| 2017 | 426 | 62 |
| 2018 | 2214 | 141 |
| 2019 | 2430 | 151 |

*FARMS data included as part of the new selection model

Middle School Enriched Accelerated Placement
 ROBERTO W. CLEMENTE, DR. MARTIN LUTHER KING, JR., AND LOCAL ENRICHED AND ACCELERATED COURSES

2019

| | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | **Total | | |
|------------------------------------|-----------------------------------|-----|-----|-------|-------|-------|---------------------------|-------|-------|-----------------|-------|-------|-------------------|------|------|---|-----|-----|-------|-------|-------|---------|-------|------|
| | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA | CLEM | KNG | LEA |
| # of Students Considered | ≤10 | ≤10 | ≤10 | 606 | 606 | 562 | 511 | 511 | 475 | 628 | 628 | 536 | 138 | 138 | 133 | ≤10 | ≤10 | ≤10 | 598 | 598 | 610 | 2489 | 2489 | 2325 |
| # of Students Placed | ≤10 | ≤10 | ≤10 | 48 | 38 | 434 | ≤10 | 14 | 186 | ≤10 | ≤10 | 203 | ≤10 | ≤10 | 71 | -- | -- | ≤10 | 19 | 30 | 389 | 84 | 98 | 1287 |
| % Considered of TOTAL Considered | -- | -- | -- | 24.3% | 24.3% | 24.2% | 20.5% | 20.5% | 20.4% | 25.2% | 25.2% | 23.1% | 5.5% | 5.5% | 5.7% | -- | -- | -- | 24.0% | 24.0% | 26.2% | | | |
| % Placed of TOTAL Placed | -- | -- | -- | 57.1% | 38.8% | 33.7% | 6.0% | 14.3% | 14.5% | 9.5% | 8.2% | 15.8% | 4.8% | 8.2% | 5.5% | -- | -- | -- | 22.6% | 30.6% | 30.2% | | | |
| % TOTAL placed of TOTAL Considered | | | | | | | | | | | | | | | | | | | | | 3.4% | 3.9% | 55.4% | |

| | Year | Considered | Placed |
|---------------------------|------|------------|--------|
| Private School Applicants | 2018 | ≤10 | -- |
| | 2019 | ≤10 | -- |

| | 2019 | Considered | Placed |
|---|------|------------|--------|
| Students Receiving Free and Reduced-price Meals System (FARMS) Services | CLEM | 815 | 11 |
| | KNG | 815 | 19 |
| | LEA | 815 | 252 |

** CLEM, KNG, LEA -# of students considered reflects students tested (this number reflects 280 students not centrally identified and who requested testing)
 LEA # of students considered reflects students centrally identified to be evaluated
 FARMS data included as part of the new selection model

ROBERTO W. CLEMENTE MIDDLE SCHOOL
Mathematics, Science, Computer Science Magnet Program
2017–2019

| Mathematics, Science, Computer Science | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|--|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|-------|-----------------|------|-------|-------------------|------|------|---|------|------|-------|-------|-------|-------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Considered | ≤10 | ≤10 | ≤10 | 270 | 280 | 606 | 72 | 99 | 511 | 65 | 53 | 628 | 31 | 34 | 138 | ≤10 | ≤10 | ≤10 | 79 | 88 | 597 | 520 | 557 | 2488 |
| # of Students Invited | ≤10 | ≤10 | -- | 50 | 55 | 48 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | -- | 12 | 12 | 19 | 81 | 86 | 84 |
| % Considered of TOTAL Considered | -- | -- | -- | 51.9% | 50.3% | 24.4% | 13.8% | 17.8% | 20.5% | 12.5% | 9.5% | 25.2% | 6.0% | 6.1% | 5.5% | -- | -- | -- | 15.2% | 15.8% | 24.0% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 61.7% | 64.0% | 57.1% | -- | -- | 6.0% | -- | -- | 9.5% | -- | -- | 4.8% | -- | -- | -- | 14.8% | 14.0% | 22.6% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 18.5% | 19.6% | 7.9% | -- | -- | 1.0% | -- | -- | 1.3% | -- | -- | 2.9% | -- | -- | -- | 15.2% | 13.6% | 3.2% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 15.6% | 15.4% | 3.4% | |

| | Year | Applied | Invited |
|---------------------------|------|---------|---------|
| Private School Applicants | 2017 | ≤10 | ≤10 |
| | 2018 | ≤10 | ≤10 |
| | 2019 | ≤10 | ≤10 |

| | Year | Applied | Invited |
|---|------|---------|---------|
| Students Receiving Free and Reduced Meals (FARMS)^ Services | 2017 | -- | -- |
| | 2018 | 136 | ≤10 |
| | 2019 | 1040 | 14 |

^FARMS data included as part of the new selection model

DR. MARTIN LUTHER KING, JR. MIDDLE SCHOOL
Humanities and Communication Magnet Program
2017–2019

| Humanities and Communication | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|-------|-----------------|------|-------|-------------------|------|------|---|------|------|-------|-------|-------|-------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Considered | ≤10 | ≤10 | ≤10 | 199 | 199 | 606 | 60 | 67 | 511 | 48 | 33 | 628 | 27 | 21 | 138 | ≤10 | ≤10 | ≤10 | 68 | 71 | 598 | 404 | 394 | 2489 |
| # of Students Invited | ≤10 | ≤10 | ≤10 | 50 | 56 | 38 | ≤10 | ≤10 | 14 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | -- | 17 | 16 | 30 | 93 | 95 | 98 |
| % Considered of TOTAL Considered | -- | -- | -- | 49.3% | 50.5% | 24.3% | 14.9% | 17.0% | 20.5% | 11.9% | 8.4% | 25.2% | 6.7% | 5.3% | 5.5% | -- | -- | -- | 16.8% | 18.0% | 24.0% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 53.8% | 58.9% | 38.8% | -- | -- | 14.3% | -- | -- | -- | -- | -- | 8.2% | -- | -- | -- | 18.3% | 16.8% | 30.6% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 25.1% | 28.1% | 6.3% | -- | -- | 2.7% | -- | -- | 1.3% | -- | -- | 5.8% | -- | -- | -- | 25.0% | 22.5% | 5.0% | | | |
| %TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 23.0% | 24.1% | 3.9% | |

| | Year | Considered | Invited |
|---------------------------|------|------------|---------|
| Private School Applicants | 2017 | ≤10 | ≤10 |
| | 2018 | ≤10 | ≤10 |
| | 2019 | ≤10 | ≤10 |

| | Year | Considered | Invited |
|---|------|------------|---------|
| Students Receiving Free and Reduced-price Meals Systems (FARMS)^ Services | 2017 | -- | -- |
| | 2018 | -- | -- |
| | 2019 | 1040 | 18 |

^FARMS data included as part of the new selection model and field test

Middle School Enriched Accelerated Placement
EASTERN, TAKOMA PARK, AND LOCAL ENRICHED AND ACCELERATED COURSES
2019

| | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | **Total | | |
|------------------------------------|-----------------------------------|------|-----|-------|-------|-------|---------------------------|-------|-------|-----------------|-------|-------|-------------------|------|------|---|------|-----|-------|-------|-------|---------|-------|------|
| | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA | EMS | TPMS | LEA |
| # of Students Considered | ≤10 | ≤10 | ≤10 | 848 | 848 | 791 | 860 | 860 | 692 | 1009 | 1009 | 870 | 251 | 251 | 243 | -- | ≤10 | -- | 1472 | 1473 | 1496 | 4440 | 4441 | 4092 |
| # of Students Placed | ≤10 | ≤10 | ≤10 | 38 | 44 | 637 | 20 | 22 | 380 | 18 | 11 | 442 | 12 | ≤10 | 167 | -- | ≤10 | -- | 82 | 70 | 1067 | 170 | 147 | 2693 |
| % Considered of TOTAL Considered | -- | -- | -- | 19.1% | 19.1% | 19.3% | 19.4% | 19.4% | 16.9% | 22.7% | 22.7% | 21.3% | 5.7% | 5.7% | 5.9% | -- | -- | -- | 33.2% | 33.2% | 36.6% | | | |
| % Placed of TOTAL Placed | -- | -- | -- | 22.4% | 29.9% | 23.7% | 11.8% | 15.0% | 14.1% | 10.6% | 7.5% | 16.4% | 7.1% | 6.4% | 6.2% | -- | -- | -- | 48.2% | 47.6% | 39.6% | | | |
| % TOTAL placed of TOTAL Considered | | | | | | | | | | | | | | | | | | | | | 3.8% | 3.3% | 65.8% | |

| | Year | Considered | Placed |
|--------------------------|------|------------|--------|
| Private School Applicant | 2018 | 28 | ≤10 |
| | 2019 | 29 | ≤10 |

| | Year | School | Considered | Placed |
|--|------|--------|------------|--------|
| Students Receiving Free and Reduce-price Meals Services (FARMS) System | 2018 | EMS | 1533 | 27 |
| | | TPMS | 1533 | 28 |
| | 2019 | EMS | 1257 | 26 |
| | | TPMS | 1257 | 22 |

**EMS and TPMS - # of students tested (this number reflects 537 students not centrally identified and who requested testing)

** LEA and IM6 - # of students considered reflects students centrally identified to be evaluated

FARMS data included as part of the new selection model and field test

EASTERN MIDDLE SCHOOL
Humanities and Communication Magnet Program
2017–2019

| Humanities and Communication | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|-------|-----------------|-------|-------|-------------------|-------|------|---|------|------|-------|-------|-------|-------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | ≤10 | 161 | 689 | 848 | 84 | 840 | 860 | 52 | 982 | 1009 | 39 | 238 | 251 | -- | ≤10 | -- | 206 | 1230 | 1472 | 3989 | 3989 | 4445 |
| # of Students Invited | ≤10 | ≤10 | -- | 34 | 26 | 38 | 16 | 21 | 20 | ≤10 | 23 | 18 | 11 | 15 | 12 | -- | -- | -- | 58 | 56 | 82 | 142 | 142 | 170 |
| % Applied of TOTAL Applied | -- | 0.2% | 0.1% | 4.0% | 17.3% | 19.1% | 2.1% | 21.1% | 19.3% | 1.3% | 24.6% | 22.7% | 1.0% | 6.0% | 5.6% | -- | 0.1% | -- | 5.2% | 30.8% | 33.1% | | | |
| % Invited of TOTAL Invited | 0.7% | 0.7% | -- | 23.9% | 18.3% | 22.4% | 11.3% | 14.8% | 11.8% | 6.3% | 16.2% | 10.6% | 7.7% | 10.6% | 7.1% | -- | -- | -- | 40.8% | 39.4% | 48.2% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 21.1% | 3.8% | 4.5% | 19.0% | 2.5% | 2.3% | 17.3% | 2.3% | 1.8% | 28.2% | 6.3% | 4.8% | -- | -- | -- | 28.2% | 4.6% | 5.6% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 3.6% | 3.6% | 3.8% | |

| | Year | Considered | Invited |
|---------------------------|------|------------|---------|
| Private School Applicants | 2017 | 13 | 2 |
| | 2018 | 27 | 3 |
| | 2019 | 29 | 4 |

| | Year | Considered | Invited |
|---|------|------------|---------|
| Students Receiving Free and Reduced-price Meals Systems (FARMS)^ Services | 2017 | -- | -- |
| | 2018 | 1533 | 27 |
| | 2019 | 1554 | 28 |

*Race is unknown for private school students, and therefore not included in total

TAKOMA PARK MIDDLE SCHOOL
Mathematics, Science, Computer Science Magnet Program
2017–2019

| Mathematics, Science, Computer Science | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|--|--------------------------------------|------|------|-------|-------|--------|------------------------------|-------|--------|-----------------|-------|-------|-------------------|------|------|--|-------|------|-------|-------|-------|-------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Considered | ≤10 | ≤10 | ≤10 | 273 | 689 | 848 | 198 | 840 | 860 | 69 | 982 | 1009 | 56 | 238 | 251 | ≤10 | ≤10 | -- | 264 | 1230 | 1472 | 862 | 3989 | 4446 |
| # of Students Invited | -- | -- | -- | 53 | 43 | 44 | 10 | 19 | 22 | 15 | 12 | 11 | ≤10 | ≤10 | 10 | -- | ≤10 | -- | 48 | 53 | 70 | 135 | 137 | 157 |
| % Considered of TOTAL Considered | -- | -- | -- | 31.7% | 17.3% | 19.07% | 23.0% | 21.1% | 19.34% | 8.0% | 24.6% | 22.7% | 6.5% | 6.0% | 5.6% | -- | -- | -- | 30.6% | 30.8% | 33.1% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 39.3% | 31.4% | 28.0% | -- | 13.9% | 14.0% | 11.1% | 8.8% | 7.0% | -- | -- | 6.4% | -- | -- | -- | 35.6% | 38.7% | 44.6% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 19.4% | 6.2% | 5.2% | 5.1% | 2.3% | 2.6% | 21.7% | 1.2% | 1.1% | 16.1% | 3.8% | 4.0% | -- | 25.0% | -- | 18.2% | 4.3% | 4.8% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 15.7% | 3.4% | 3.5% | |

| | Year | Applied | Invited |
|------|-------------------------------|---------|---------|
| | Private School Applicants* | 2017 | 17 |
| 2018 | | 28 | ≤10 |
| 2019 | | 28 | ≤10 |

| Students Receiving Free and Reduced- price Meals Systems (FARMS)^ Services | | Invited |
|---|------|---------|
| 2017 | -- | -- |
| 2018 | 1533 | 28 |
| 2019 | 1554 | 28 |

^FARMS data included as part of the new selection model and field test

MONTGOMERY BLAIR HIGH SCHOOL
 Science, Mathematics, Computer Science Magnet Program
 2017-2019

| Science, Mathematics, Computer Science | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|--|--------------------------------------|------|------|-------|-------|-------|------------------------------|-------|-------|-----------------|------|-------|-------------------|------|-------|--|------|------|-------|-------|-------|-------|-------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | -- | 272 | 263 | 290 | 97 | 106 | 112 | 28 | 37 | 53 | 43 | 35 | 45 | ≤10 | ≤10 | -- | 152 | 178 | 140 | 592 | 618 | 640 |
| # of Students Invited | ≤10 | ≤10 | -- | 85 | 86 | 82 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | 14 | ≤10 | ≤10 | ≤10 | ≤10 | -- | 38 | 37 | 25 | 150 | 144 | 134 |
| % Applied of TOTAL Applied | -- | -- | -- | 45.9% | 42.6% | 45.3% | 16.4% | 17.0% | 17.5% | 4.7% | 6.0% | 8.3% | 7.3% | 5.7% | 7.0% | -- | -- | -- | 25.7% | 28.8% | 21.9% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 56.7% | 59.7% | 61.2% | -- | -- | 6.7% | -- | -- | 6.0% | 9.3% | -- | 7.5% | -- | -- | -- | 25.3% | 25.7% | 18.7% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 31.3% | 32.7% | 28.3% | -- | -- | 8.0% | -- | -- | 15.1% | 32.6% | -- | 22.2% | -- | -- | -- | 25.0% | 20.8% | 17.9% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 25.3% | 23.3% | 20.9% | |

| | Year | Applied | Invited |
|---------------------------|------|---------|---------|
| Private School Applicants | 2017 | 27 | ≤10 |
| | 2018 | 26 | ≤10 |
| | 2019 | 47 | ≤10 |

*Race is unknown for private school students, and therefore not included in total

RICHARD MONTGOMERY HIGH SCHOOL
International Baccalaureate Magnet Program
2017–2019

| International Baccalaureate | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|-------|---|------|------|-------|-------|-------|-------|-------|-------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | -- | 447 | 516 | 504 | 123 | 139 | 59 | ≤10 | ≤10 | -- | 220 | 233 | 241 | 927 | 1054 | 1032 |
| # of Students Invited | ≤10 | ≤10 | -- | 110 | 114 | 110 | 21 | 22 | 12 | ≤10 | ≤10 | -- | 55 | 34 | 54 | 219 | 194 | 204 |
| % Applied of TOTAL Applied | -- | -- | -- | 48.2% | 49.0% | 48.8% | 13.3% | 13.2% | 5.7% | -- | -- | -- | 23.7% | 22.1% | 23.4% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 50.2% | 58.8% | 53.9% | 9.6% | 11.3% | 5.9% | -- | -- | -- | 25.1% | 17.5% | 26.5% | | | |
| % of Ethnic Group Invited | -- | -- | -- | 24.6% | 22.1% | 21.8% | 17.1% | 15.8% | 20.3% | -- | -- | -- | 25.0% | 14.6% | 22.4% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | 23.6% | 18.4% | 19.6% |

| Private School Applicants* | Year | Applied | Invited |
|----------------------------|------|---------|---------|
| | 2017 | 12 | ≤10 |
| | 2018 | 26 | ≤10 |
| | 2019 | 65 | ≤10 |

*Race is unknown for private school students and therefore not included in total

POOLESVILLE HIGH SCHOOL
Global Ecology; Humanities; Science, Mathematics, Computer Science

2017–2019

| Global Ecology | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|------|------|-----------------|------|------|-------------------|------|------|---|------|------|-------|-------|-------|-------|-------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | ≤10 | 236 | 289 | 332 | 50 | 47 | 57 | 41 | 38 | 42 | 28 | 25 | 28 | ≤10 | ≤10 | -- | 144 | 158 | 194 | 500 | 583 | 654 |
| # of Students Invited | ≤10 | ≤10 | -- | 73 | 77 | 84 | ≤10 | ≤10 | 11 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | 43 | 38 | 41 | 142 | 144 | 148 |
| % Applied of TOTAL Applied | -- | -- | -- | 47.2% | 49.6% | 50.8% | 10.0% | 8.1% | 8.7% | 8.2% | 6.5% | 6.4% | 5.6% | 4.3% | 4.3% | -- | -- | -- | 28.8% | 27.1% | 29.7% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 51.4% | 53.5% | 56.8% | -- | -- | 7.4% | -- | -- | 3.4% | -- | -- | 2.7% | -- | -- | -- | 30.3% | 26.4% | 27.7% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 28.4% | 24.7% | 21.2% | |

| Private School Applicants | Year | 2017 | 2018 | 2019 |
|---------------------------|---------|------|------|------|
| | Applied | | 33 | 25 |
| Invited | | ≤10 | ≤10 | 3 |

| Humanities | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|----------------------------------|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|------|-----------------|------|-------|-------------------|------|------|---|------|------|-------|-------|-------|-------|-------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | ≤10 | 194 | 223 | 231 | 47 | 55 | 44 | 37 | 35 | 33 | 19 | 22 | 20 | ≤10 | ≤10 | -- | 109 | 114 | 135 | 406 | 469 | 464 |
| # of Students Invited | ≤10 | ≤10 | -- | 47 | 45 | 52 | 13 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | -- | 35 | 36 | 37 | 115 | 110 | 102 |
| % Applied of TOTAL Applied | -- | -- | -- | 47.8% | 47.5% | 49.8% | 11.6% | 11.7% | 9.5% | 9.1% | 7.5% | 7.1% | 5.4% | 4.7% | 4.3% | -- | -- | -- | 26.8% | 24.3% | 29.1% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 40.9% | 40.9% | 51.0% | 11.3% | -- | 5.9% | -- | -- | -3.9% | -- | -- | 2.9% | -- | -- | -- | 30.4% | 32.7% | 36.3% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 28.3% | 23.5% | 21.2% | |

| Private School Applicants | Year | 2017 | 2018 | 2019 |
|---------------------------|---------|------|------|------|
| | Applied | | 17 | 20 |
| Invited | | ≤10 | ≤10 | ≤10 |

| Science, Mathematics, Computer Science | American Indian or Alaskan Native | | | Asian | | | Black or African American | | | Hispanic/Latino | | | Two or More Races | | | Native Hawaiian or Other Pacific Islander | | | White | | | Total | | |
|--|-----------------------------------|------|------|-------|-------|-------|---------------------------|-------|------|-----------------|------|------|-------------------|------|------|---|------|------|-------|-------|-------|-------|-------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| # of Students Applied | ≤10 | ≤10 | ≤10 | 242 | 287 | 289 | 57 | 79 | 51 | 41 | 41 | 37 | 25 | 23 | 24 | ≤10 | ≤10 | ≤10 | 95 | 109 | 137 | 461 | 560 | 539 |
| # of Students Invited | ≤10 | ≤10 | -- | 62 | 62 | 58 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | ≤10 | 21 | 14 | 19 | 96 | 100 | 85 |
| % Applied of TOTAL Applied | -- | -- | -- | 52.5% | 51.3% | 53.6% | 12.4% | 14.0% | 9.5% | 8.9% | 7.3% | 6.9% | 5.4% | 4.1% | 4.5% | -- | -- | -- | 20.6% | 19.5% | 25.4% | | | |
| % Invited of TOTAL Invited | -- | -- | -- | 64.4% | 62.0% | 68.2% | -- | -- | 3.5% | -- | -- | 3.5% | -- | -- | 2.4% | -- | -- | -- | 21.9% | 14.0% | 22.4% | | | |
| % TOTAL Invited of TOTAL Applied | | | | | | | | | | | | | | | | | | | | | 20.8% | 17.9% | 14.7% | |

| Private School Applicants | Year | 2017 | 2018 | 2019 |
|---------------------------|---------|------|------|------|
| | Applied | | 16 | 21 |
| Invited | | ≤10 | ≤10 | -- |

*Race is unknown for private school students, and therefore not included in total.