



2024-2025 Annual Report

www.montgomeryschoolsmd.org | AskMCPS 240-740-3000 | Thomas W. Taylor, Ed.D., M.B.A., Superintendent of Schools



VALUES

- Learning
- Respect
- Relationships
- Excellence
- Equity

VISION

FUTURE READY

All students will graduate ready to thrive in a changing world—with the knowledge, skills, and confidence necessary to lead, adapt, and make a positive impact in their communities and beyond.

MISSION

TO UNLEASH POTENTIAL

All students will receive a solid academic foundation, grounded in strong critical thinking skills, with opportunities to enhance and enrich their learning. All students will develop resilience, be adaptable, and have a lifelong passion for learning. All students will become effective communicators and collaborators predicated on meaningful relationships. All students will make a positive impact in their community and be ready for success in their personal and professional life.

#MCPSFUTUREREADY

Welcome Letter From The Superintendent

Dear MCPS Community,

Each school year marks a new chapter in our shared journey to prepare students for their future. The 2024–2025 school year was one of transition, focus, and purpose. It was a year in which we faced some of the hard truths about where we needed to grow as a school system, even as we celebrated the extraordinary strengths that make Montgomery County Public Schools a great place to learn and work.

The year also marked the beginning of new leadership and a renewed focus on listening to our community. Together, we engaged students, staff, families, and community partners across Montgomery County to understand their hopes and concerns. Through dozens of conversations, listening sessions, and school visits, we charted a course forward—one shaped by the voices of those we serve.

The proposed operating budget in December of 2024 reflected this listening. It began to address critical needs in areas such as safety and security, staffing, academic excellence, and facilities conditions. We also communicated our commitment to ensuring that every student—no matter their background, ZIP code, or learning style—had the support they needed to thrive.

While the year required honest reflection, it also offered countless moments to celebrate. Our students achieved at high levels, led with purpose, and made meaningful contributions to their schools and communities. Our educators and staff inspired excellence, created welcoming environments, and modeled the resilience and adaptability we strive to instill in every learner. But we also shared that more needed to be done because not every student had or continues to have an equitable experience, and to remedy those concerns, we've begun some important initiatives in the 2025–2026 school year, namely the boundary studies, secondary programs analysis, and proposed regions model.

Our core values mean the commitment to our students remains clear:

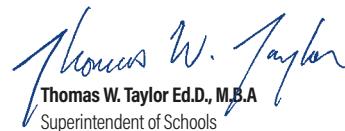
- All students would receive a strong academic foundation built on critical thinking and rich opportunities for growth.
- All students would develop resilience, adaptability, and a lifelong love of learning.
- All students would become effective communicators and collaborators through meaningful relationships.
- All students would make a positive impact in their communities and be ready for success in life and career.

This Annual Report reflects the work and progress of a school district proud of its accomplishments and committed to continuous improvement. Each year brings opportunities to learn and grow so that MCPS remains a place where students and staff thrive.

With gratitude and determination,



Julie Yang
President, Board of Education



Thomas W. Taylor Ed.D., M.B.A
Superintendent of Schools



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About Us

Across 507 square miles, Montgomery County is the most populous county in the state of Maryland, with more than one million residents.

Montgomery County Public Schools serves more than 160,000 students. Our mission is straightforward: prepare all students to thrive in their future with the knowledge, skills, and confidence to lead, adapt, and make a positive impact in their communities.

As Maryland's largest school district, we're also one of the most diverse. Our students speak 170 languages. Our staff includes more than 25,000 employees who are all essential to keeping our schools running and our students supported.



For more detailed information and to view translated versions of the 2024-2025 Annual Report, visit www.montgomeryschoolsmd.org/annualreport/2024/



Fast Facts



964
National Board
Certified Teachers
Includes 219 teachers newly
certified in 2024-2025.



2,573
Graduates Earned
Seal of Biliteracy
A prestigious award recognizing
proficiency in 2 or more
languages.



45
National Blue
Ribbon Schools
Includes 2 schools newly
named in 2024-2025
school year.



ALL 25
High Schools Ranked Statewide and Nationally

STATE HONORS:

8 schools ranked in Maryland's Top 25;
all 25 schools ranked in the Top 100

NATIONAL HONORS:

5 schools ranked in the National Top 500

Student Enrollment

159,182 students
2024-2025 school year

170
Languages Spoken
other than English

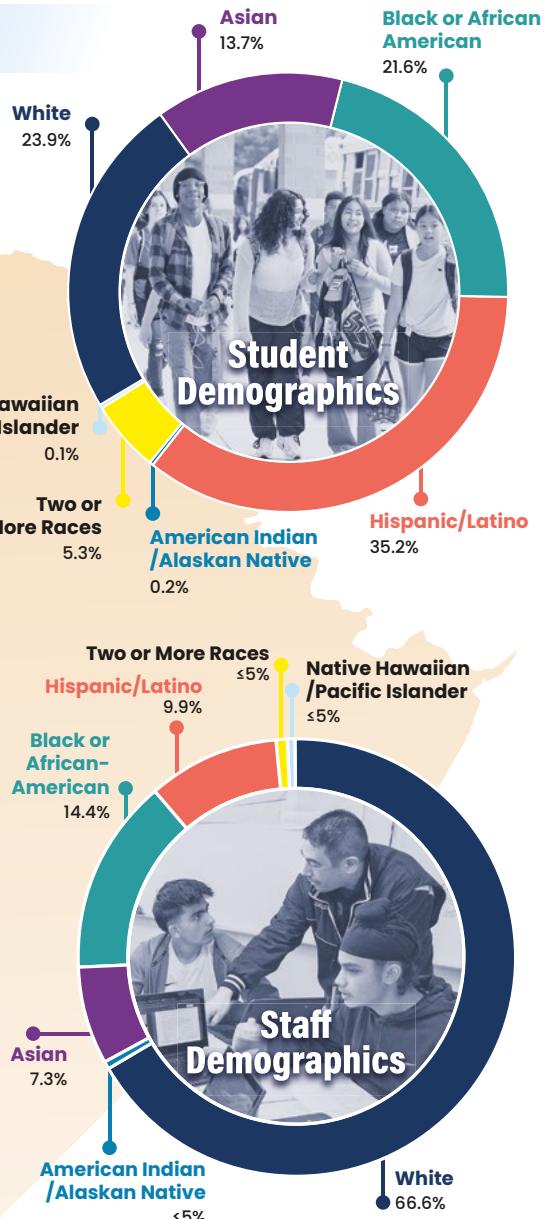
Our Schools

211 Schools:
137 Elementary
40 Middle
25 High
5 Special
2 Early Childhood Centers
1 Technology High School
1 Alternative Education Program

Our Workforce

25,897
Full-Time: 18,767
Part-Time: 7,130

2,570,155
Student Service
Learning Hours
total number earned



Financials

The FY 2025 Operating Budget, approved by the County Council in May 2024 and adopted by the Board in June 2024, was \$30.6 million less than the Board's budget request. However, the FY 2025 Operating Budget is \$147.3 million more than FY 2024.

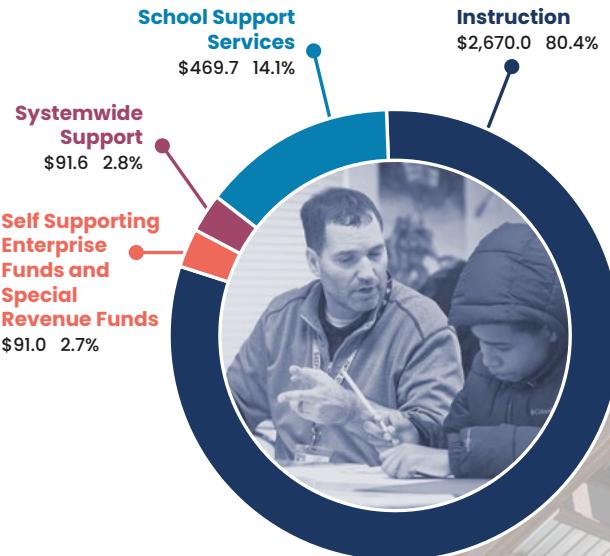
Operating Budget Highlights

- Staff Compensation: **\$79.5M**
- Employee Benefits: **\$40M**
- Special Education Requirements: **\$13.5M**
- Reductions include increasing class size guidelines by one student, 0.4 FTE staff development teachers, contractual services, Montgomery Virtual Academy, and central services positions: **-\$30.6M**

Expenditures

Where the money goes

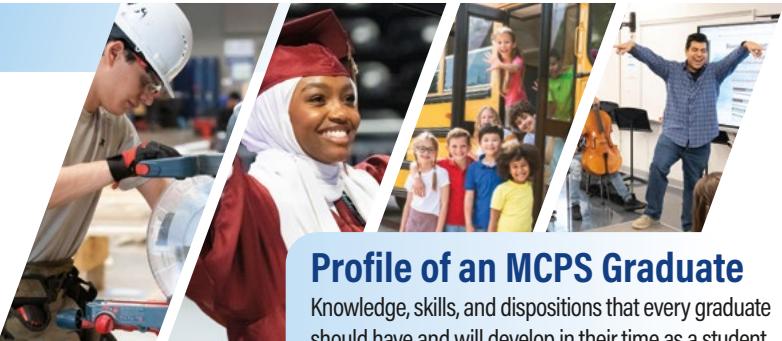
Total Expenditures = \$3,322,306,526
(Dollars in Millions on Chart)



Strategic Plan

2024-2025 saw the beginning of the new Strategic Plan for MCPS.

In 2024-2025, MCPS began developing a new multi-year strategic plan to guide our work in the years ahead. The plan focuses on the foundational work of improved student outcomes and stronger operational performance. It introduces aligned systemwide goals and clear scorecards to track progress, drive accountability, and ensure consistent focus across every school and office.



4 GOALS



GOAL 1:

All students will demonstrate high levels of student academic achievement and growth.



Goal 2:

Ensure meaningful post-secondary outcomes for all students.



Goal 3:

Ensure safe, welcoming, and inclusive learning and work environments through positive climate and effective operations.



Goal 4:

Support and invest in all staff.

Please scan the QR code to read the Strategic Plan document.



The MCPS Future Ready Framework

By 2030, every student will be able to build a personal portfolio that shows their growth and readiness for the future as guided by the MCPS Future Ready Framework. Students and families will receive clear information to help them understand their child's learning and celebrate achievements.

What's Next

The specific actions and timelines for the Strategic Plan will be finalized during the 2025-2026 school year.

Profile of an MCPS Graduate

Knowledge, skills, and dispositions that every graduate should have and will develop in their time as a student in Montgomery County Public Schools.

CRITICAL THINKING

MCPS graduates engage in inquiry, experimentation, analysis, problem solving, and informed decision making.

COMMUNICATION

MCPS graduates exchange thoughts and ideas effectively using oral, written, and nonverbal communication skills across different contexts.

COLLABORATION

MCPS graduates demonstrate empathy, flexibility, and the ability to compromise and self-reflect while working together to achieve common goals.

CREATIVITY

MCPS graduates develop innovative ideas and original work using all available resources around them.

COMMUNITY IMPACT

MCPS graduates are anti-racists, compassionate, and caring; they make a positive impact in our community through leadership, service, empathy, respect, and integrity.

WELL-BEING

MCPS graduates are aware of and attend to their physical, emotional, and mental well-being.

GOAL 1: Academic Excellence

The 2024-2025 school year served as the baseline year for the new strategic plan, and each goal now includes a scorecard—with baseline data—that is presented in this annual report.

SCORECARD FOR GOAL 1: All students will demonstrate high levels of student academic achievement and growth.

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 1 —MCPS will have the highest academic performance in Maryland, as measured by the Maryland School Report Card.	■ % of schools with star rating of 4 or higher	Maryland School Report Card	53.5%	Annual
	■ Ranking of MCPS among Maryland districts based on composite score and star ratings	Maryland School Report Card	9th based on percent of 4 & 5 stars	Annual
OBJECTIVE 2 —All students will meet proficiency benchmarks and grow in literacy, Grades Pre-K-11.	■ % of students scoring proficient or above on state English Language Arts/Literacy (ELA/L) assessments	MCAP/ALT-MCAP ELA/L ELA/10	57%	Annual
	■ % of students meeting or exceeding grade-level reading expectations on formative literacy assessments	MAP Reading DIBELS	DIBELS: 72.9% MAP-R Grades 3-8: 52.2%	Biannual Triannual
	■ % of students exceeding growth expectations	DIBELS MAP Reading	In Development	Triannual
	■ % of Multilingual learners exiting EL status	ACCESS/Alt-ACCESS	9.9%	Annual
	■ % of Multilingual learners meeting annual growth target or minimum growth expectation	ACCESS/Alt-ACCESS	37%	Annual
	■ % of Grade 1 students meeting or exceeding benchmarks on district-wide early literacy assessments	DIBELS	74.7%	Annual
OBJECTIVE 3 —All students will demonstrate reading proficiency by the end of Grade 1. [BP: Pillar 3]	■ % of Kindergarten and Grade 1 students identified as on-track for reading proficiency based on mid-year and end-of-year benchmarks	DIBELS	Mid: 60.7% End: 74.2%	Biannual
	■ % of students receiving targeted reading interventions in K-1 who demonstrate catch-up growth	DIBELS Interventions	1606 k and 1 students	Biannual

Academic Excellence

SCORECARD FOR GOAL 1: (CONT.)

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 4 —All students will meet proficiency benchmarks and grow in mathematics, grades Pre-K-11.	■ % of students scoring proficient or above on state math assessments.	MCAP Mathematics	35.7%	Annual
	■ % of students exceeding growth expectations	MAP Mathematics	48%	Biannual
	■ % of students meeting grade-level expectations on district-wide math assessments	Required District Assessments	Overall: 52.4% Elementary: 58.1% Middle: 56.7% High: 38.9%	Quarterly
OBJECTIVE 5 —All high school students seeking a diploma will demonstrate success in Algebra 2 prior to graduation.	■ % of students who complete Algebra 2 with a grade of C or higher by Grade 11.	Grades	73.9%	Annual
OBJECTIVE 6 —MCPS will close performance gaps between reporting categories, improving performance for all students; primary focus areas include students with disabilities, economically disadvantaged students, Multilingual Learners, Hispanic/Latino students, and Black or African American students.	■ Percentage-point gap in proficiency rates (ELA/L and math) between each reporting group and the target.	Maryland School Report Card: Equity	In Development	Annual
	■ % of schools reducing gaps in performance between reporting groups year over year	Maryland School Report Card: Equity	In Development	Annual
OBJECTIVE 7 —MCPS will provide programmatic and discrete opportunities for all students to demonstrate innovation and enrichment to enhance learning experiences.	■ % of students enrolled in advanced, enriched, or accelerated courses and programming (e.g., honors, AP, IB, dual enrollment, centers for enriched studies) disaggregated by reporting groups	Course Enrollment	61.2% (Grade 2 to Grade 12)	Biannual

We will know we are successful when:

- **100% of MCPS schools** earn four stars or higher on the Maryland School Report Card.
- **MCPS improves student outcomes** by increasing proficiency rates by at least 50% on the Maryland School Report Card for students identified as Economically Disadvantaged, Multilingual Learners, students receiving Special Education services, Hispanic/Latino students, and Black/African-American students.
- **MCPS annually graduates 95% of Grade 12 students** in all reporting categories by equipping them with the knowledge, skills, and experiences needed to thrive in an ever-changing world, as outlined in the MCPS Future Ready Framework.

Academic Excellence

The past year has been marked by significant achievements across the district:

- **All 25 high schools** ranked on the U.S. News & World Report Best High Schools list, with 5 in the top 500 nationally.
- More than **93%** of MCPS schools earned three or more stars on Maryland's 2024 State Report Card—outpacing the statewide average by 10 points.

MCPS Provides Robust Pathways for Student Success

- **17,376** students in Career and Technology Education (CTE)
- **294** students graduated with both a high school diploma and an associate's degree through dual enrollment
- **2,727** students dually enrolled in college courses while still in high school
- **2.4 million hours** of student service learning, building civic responsibility and community ties



\$785 Million Scholarships Earned

Class of 2025 earned \$785 Million in scholarships, opening doors to higher education.

91.8%* Graduation Rate

91.8% on-time graduation rate for the Class of 2024—a 2.2 percentage point increase

2025 AP/IB Course Enrollment: 26,175

AP Exam Score 3 or Higher from 2021 to 2025

	2021	2022	2023	2024	2025
All MCPS	68.1	72.4	73.5	76	76.6

IB Exam Score 4 or Higher from 2021 to 2025

	2021	2022	2023	2024	2025
All MCPS	87.0	82.5	68.8	63.1	62.7

ZERO PLASTIC WASTE
WATERSHED PROTEC



Academic Excellence

Excellence Redefined: Key Achievements Across the District

Montgomery County Public Schools (MCPS) received several key recognitions throughout the 2024-2025 school year, spanning academic achievements, service learning, and staff excellence.

These honors underscore our district's commitment to setting the highest standards for student-centered excellence.

Academic and Scholarship Success

Our student body continues to demonstrate sustained academic excellence, securing prestigious national awards and record-breaking financial support for higher education.

■ **Record Scholarship Achievement:** The MCPS Educational Foundation awarded nearly \$2 million in scholarships during its "Evening of Excellence" celebration. The largest program recognized 170 graduating seniors with the Ruth and Norman Rales-Patricia Baier O'Neill Scholarship.

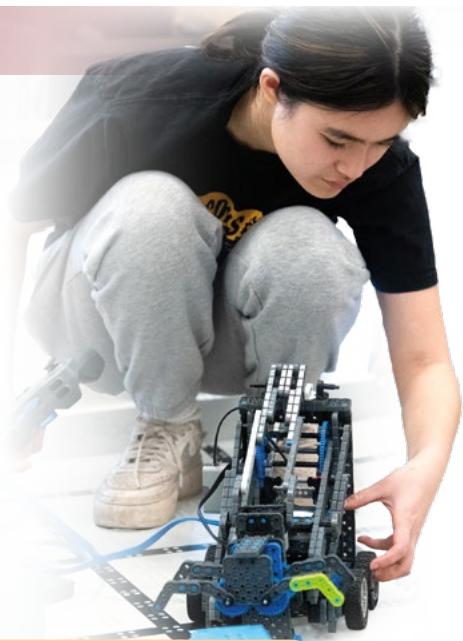
MCPS Students outperformed the state in math and literacy

MCPS achieved significantly higher proficiency rates compared to the state average on the 2025 Maryland Comprehensive Assessment Program (MCAP) for all grades combined.



National Academic Honors

- **National Merit Scholars:** 45 MCPS students were named National Merit Scholars for the 2025 cycle, including 5 who received college-sponsored scholarships.
- **Posse Scholars:** 15 students were named recipients of full-tuition, four-year college scholarships through the prestigious Posse Foundation.
- **Green Schools Milestone:** Twelve additional schools earned the 2025 Maryland Green Schools designation, bringing our district total to 113 certified Green Schools. This means 53% of all MCPS schools have achieved this status, surpassing the goal set by the Montgomery County Climate Action Plan.



93%

3 Stars or More

More than 93% of MCPS schools earned three or more stars on Maryland's 2024 State Report Card—outpacing the statewide average by 10 points.

Subject	District Proficiency (Proficient or Distinguished)	State Proficiency (Proficient or Distinguished)	Outperformance Margin
ELA All	57.0%	50.8%	+6.2 Percentage Points
Mathematics All	35.7%	26.5%	+9.2 Percentage Points

Academic Excellence

Athletics: A Year of Growth

MCPS continues to run the largest education-based interscholastic athletics program in Maryland, supporting over 29,000 student-athletes. This past year was one of record-setting success and high achievement, delivering a massive haul of team championships across all levels.

Championship Season Highlights

- **19 State Championships** across all three seasons (fall: 9, winter: 6, spring: 4).
- **76 Regional Championships** won by teams in the fall (25), winter (17), and spring (34).
- **167 County Championships**, a testament to systemwide competitive excellence.

Expanding Opportunities and Access

A major focus of the year was embedding equity and inclusion into our initiatives, successfully broadening our offerings to engage hundreds of new student-athletes.

- **Girls' Flag Football Launched:** We introduced girls' flag football, which immediately added 630 new student-athletes to the program. This initiative helps broaden opportunities for female athletes in the district.
- **Varsity Pickleball:** We became one of the first districts in the nation to introduce pickleball as a corollary varsity sport in all 25 high schools. The program successfully engaged an additional 393 participants.

Athletic Leaders

We also made sure to recognize the coaches and leaders who make this success possible. Systemwide and school-based celebrations, including Coaches Appreciation Weeks, took place throughout the year. The Student-Athlete Leadership Council hosted an awards ceremony to honor 27 coaches of the year across the fall, winter, and spring seasons.



The Pickleball Diplomacy tour

elevated student travel into true global partnership.

Last year, 30 Montgomery County students—joined by Superintendent Dr. Thomas W. Taylor and Board of Education President Julie Yang—journeyed to China for a cultural and sports exchange across Shanghai, Shenzhen, and Beijing.

The impact transcended the court, generating dialogue that reached the highest levels of government. The experience sparked ongoing connections, including correspondence between MCPS Athletics Director Dr. Jeff Sullivan and Chinese President Xi Jinping emphasizing the crucial role of youth in U.S.-China relations.

This year, the exchange continued as Chinese students visited Maryland. Looking ahead, MCPS Athletics is expanding the initiative to include new sports and new countries, ensuring we continue to build friendships across the globe. More at: pickleballdiplomacy.com.



GOAL 2: Future Ready Graduates

SCORECARD FOR GOAL 2: Ensure meaningful postsecondary outcomes for all students.

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 1 —All high school students will have a plan to be employed, enlisted, and/or enrolled in a post-secondary learning institution upon graduation. [BP: Pillar 3]	<ul style="list-style-type: none">■ % of seniors completing key milestones aligned to their postsecondary plan■ % of seniors with a verified next step before graduation (e.g., military enlistment, signed job offer, college acceptance, etc.)■ % of seniors with a documented postsecondary plan in Naviance or district tracking system (enrolled, enlisted, or employed)■ % of graduating seniors with completed FAFSA or MSFAA applications	<p>Postsecondary plan</p> <p>Postsecondary plan</p> <p>Postsecondary plan</p> <p>FAFSA/MSFAA</p>	<p>In Development</p> <p>In Development</p> <p>In Development</p> <p>61.2%</p>	<p>Annual</p> <p>Annual</p> <p>Annual</p> <p>Annual</p>
OBJECTIVE 2 —All high school students will have at least one real world learning experience, through internships, apprenticeships, field experiences, and/or authentic capstone experiences prior to graduation.	<ul style="list-style-type: none">■ % of high school students completing at least one real-world learning experience by graduation	Course/Module Enrollment	In Development	Annual
OBJECTIVE 3 —All middle school students will complete an individualized college and career readiness and exploration plan and will revisit and revise it with their school counselor annually.	<ul style="list-style-type: none">■ % of middle school students with documented college and career plans reviewed at least once per year	CCR Plan	In Development	Annual
OBJECTIVE 4 —All elementary school students will develop awareness of the 16 career clusters and be provided with different opportunities to explore career fields within each cluster.	<ul style="list-style-type: none">■ % of elementary students participating in at least one career exploration activity related to each of the 16 clusters	Course Enrollment/Experience	In Development	Annual

Future Ready Graduates

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 5 —All students will have access to and be successful in challenging, advanced learning opportunities that prepare them for high-quality postsecondary outcomes.	■ % of students meeting college- and career-readiness benchmarks on SAT, ACT, or Accuplacer	CCR Benchmark	45.97%	Annual
	■ % of students taking SAT/ACT	SAT/ACT participation	85.9% of Class 2025 graduates	Annual
OBJECTIVE 6 —All high school students will have access to and be successful in Post-College and Career Readiness Pathways (International Baccalaureate Diploma, AP program, Dual enrollment, Career and Technical Education program) to graduate with a diploma or certificate or program completion endorsement or at least one marketable credential or specialization. [BP: Pillar 3]	■ % of graduates who complete a CCR pathway or earn an endorsement/specialization (Seal of Biliteracy)	Diploma/ Program Completion	23.6%	Annual
	■ % of graduates earning a CTE certification, industry-recognized credential, or college credit through dual enrollment	CCR	27.1%	Annual
	■ % of students meeting Maryland CCR standard	MD CCR Standard	45.97%	Annual
	■ % of students who graduate with an associate's degree	Post-secondary plan	2.5%	Annual
OBJECTIVE 7 —All high school students will successfully demonstrate financial literacy.	■ % of high school students who complete a financial literacy course or module prior to graduation	Course enrollment/ module	32.8%	Annual
OBJECTIVE 8 —All families will have an understanding of educational options and career pathways.	■ % of families reporting increased understanding of options and pathways on post-event surveys	Event Survey	In Development	Annual
	■ Availability and usage rates of multilingual, accessible family resources (e.g., downloads/views of informational materials)	Remind usage ParentVue usage Language line	ParentVue activation June 17, 2025: 91.2% of students have at least one Parent/caretaker with an active ParentVue account	Annual

Future Ready Graduates

Summer RISE: Connecting Students to Future Careers

The Summer RISE (Reimagining an Innovative Student Experience) program provides rising high school juniors and seniors with a five-week, 50-hour career-based learning experience, bridging classroom knowledge with essential professional skills.

The 2025 program saw significant growth, involving 1,008 students (up from 905 in 2024). This hands-on program exposed students to 78 different career field options. Since its 2017 inception, Summer RISE has impacted over 5,536 students and 650 unique companies.

Student Impact and Partnerships

- **Completion Rate:** 970 students successfully completed the program.
- **Career Insight:** 97% of participants gained valuable insight into their explored industry.
- **Host Support:** 100% of the 222 participating employers/organizations indicated the program adds value to their work.
- **Financial Support:** Students received a \$500 stipend from WorkSource Montgomery for expenses like transportation and clothing.
- **Advanced Credit:** Access to honors internship credit nearly doubled in 2025.

The program's success is rooted in strong community support from partners like WorkSource Montgomery, A Wider Circle (professional clothing), and Educational Systems Federal Credit Union (stipend processing).



For a full review of student success stories, employer profiles, and program impact, please scan the QR code to read the Summer RISE 2025 Program Report.



Future Ready Graduates

Jump Start to College: A Head Start on Higher Education

The Jump Start to College Dual Enrollment pathways offer MCPS high school students a powerful head start on their academic future. The program experienced a significant 24% increase in participation, growing from 2,198 students in the 2023–2024 school year to 2,727 students in the 2024–2025 school year. Students from all 25 high schools and Thomas Edison High School of Technology can earn 30 or more college credits, while simultaneously meeting high school graduation requirements.

Highly motivated students can go further with dedicated middle and early college programs allow them to earn 1 of 22 associate's degrees from Montgomery College before high school graduation. Our dual enrollment graduates are successfully transferring to top-tier universities, including Harvard, Howard University, MIT, Princeton, the University of Maryland, and other notable institutions.





Edna Reyes, a recent graduate, is shown in her graduation attire. She is wearing a green graduation gown, a green cap, and a sash that reads "DUAL ENROLLMENT" and "MCPS". She is holding a "Certificate of Achievement" and a diploma. A Maryland Seal of Biliteracy medal is pinned to her gown. A blue circular icon with a camera lens is overlaid on the right side of the photo.

Student Success Spotlight

Recent graduate **Edna Reyes** exemplifies this success. Reyes earned her high school diploma from Damascus High School, completed the rigorous cosmetology program at Gaithersburg High School, and simultaneously earned an associate's degree in behavioral health from Montgomery College through Dual Enrollment. Her dedication was further recognized with the prestigious Maryland Seal of Biliteracy. Scan the QR code to learn more about Edna's story.



Future Ready Graduates

Career and Technical Education: Preparing Students for High-Demand Careers

Career and Technical Education (CTE) is a focused sequence of courses that integrates academic knowledge with specific technical skills, preparing students for immediate career entry or further postsecondary study. This hands-on learning approach combines classroom instruction with real-world experience through project-based learning, apprenticeships, and internships.

CTE programs are available across all comprehensive high schools and at Thomas Edison High School of Technology. Offerings include 11 Clusters and 51 Programs of Study, comprising hundreds of courses, including AP, IB, and Dual Enrollment options. During the 2024–2025 school year, over 17,000 students participated in a CTE course, with 748 students earning at least one Industry Recognized Credential from 34 different certification areas. CTE pathways directly lead to high-wage, high-skill, and high-demand jobs, giving our students a powerful competitive advantage.

CTE Youth Apprenticeship Program

The Youth Apprenticeship Program outlines specific requirements for completion: students must complete a minimum of 450 work hours within a 14-month period, combined with industry-specific educational training and required certifications.



Student Spotlight:
From Apprentice to Full-Time Professional

Chris Cabrera, a recent graduate of Springbrook High School, exemplifies the direct, real-world value of MCPS's Career and Technical Education (CTE) pathways. Having successfully completed the MCPS Youth Apprenticeship Program, Cabrera became the first graduate hired by his host firm, Donaldson, upon finishing high school.

Starting his apprenticeship in September 2023, Cabrera gained valuable, hands-on experience in the property management industry, mastering customer service and resident relations. He successfully completed the rigorous apprenticeship model, which requires students to work a minimum of 450 hours, while receiving related educational training and certifications.

The host firm stated: "This partnership has already proven to be rewarding and effective." Upon graduation, Cabrera's dedication and focus earned him a full-time position as a leasing consultant in Silver Spring—a direct result of the high-skill pipeline fostered by the CTE program. His achievement underscores how MCPS equips students with the professional skills and experience necessary to immediately enter high-demand, high-wage careers.



*To learn more
about all CTE
programs, visit*



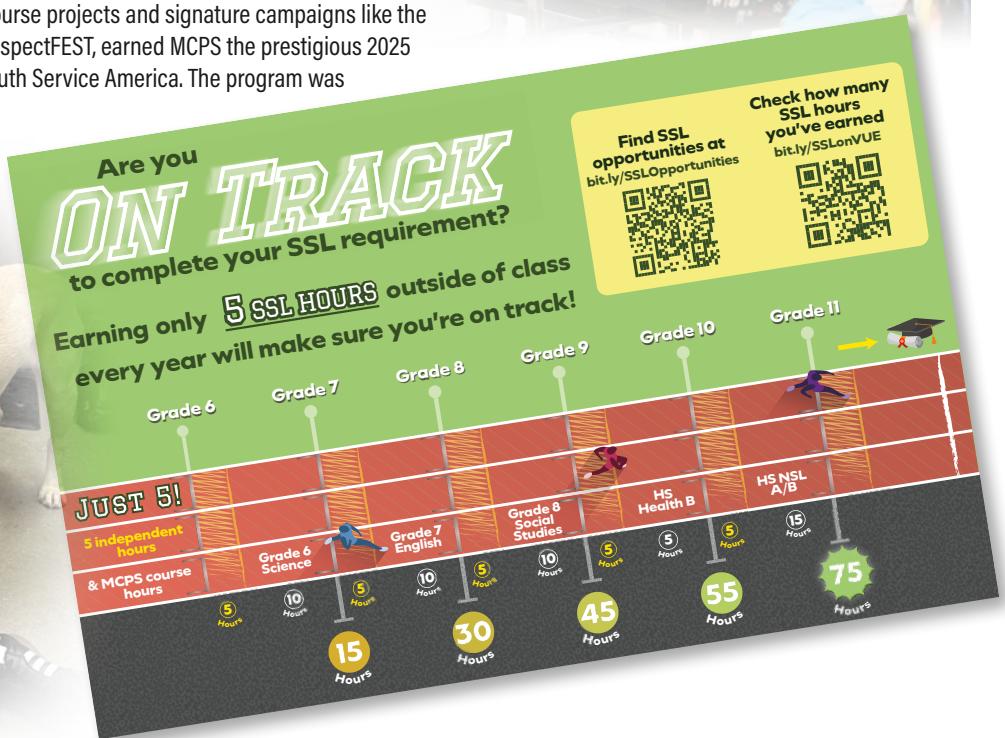
Student Service Learning

Community Impact and Graduation Success

Student Service Learning is a cornerstone of the MCPS experience, requiring all students to earn 75 hours for graduation.

During the 2024-2025 school year, MCPS students achieved a phenomenal milestone by earning 2,570,155 total hours of community service. This dedication, often executed through partnerships with over 1,000 nonprofit organizations, addresses real-world challenges like food insecurity and environmental conservation. Beyond the community benefit, this mandatory service allows students to develop essential skills in leadership, communication, and problem-solving, while developing empathy, compassion, and self-awareness, enhancing their career readiness and personal wellness.

The program's comprehensive approach, spanning required course projects and signature campaigns like the MLK Week of Service, the Choose Respect PSA Contest, and RespectFEST, earned MCPS the prestigious 2025 Gold Ribbon School District in Service-Learning award from Youth Service America. The program was one of only six districts nationally to receive this honor.



GOAL 3: Positive, Safe, and Effective

SCORECARD FOR GOAL 3: Ensure a safe, welcoming, and inclusive learning and work environments through positive climate and effective operations.

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 1 —All students and staff are physically, mentally, and emotionally safe in their learning and work environments.	■ % of students and staff reporting positive experiences in their academic or work environment	Climate Survey MD School Survey	MCPS District Survey: Students 53.6, School-Staff 72.7 Central Office 73.7 MD School Survey: Student: 33.7%, Staff: 47.7%	Biannual Annual
OBJECTIVE 2 —Close gaps in how students, teachers, and families perceive the learning environment across different demographics and within schools.	■ % point gap in climate survey positive ratings between racial/ethnic groups or student groups	Climate Survey	Racial/ethnicity: 17.8% Service Group: 5.24%	Biannual
	■ % of schools with reduced disparity in survey responses across student, staff, and family demographics year over year	Climate Survey	% of school for students: 57.8%	Biannual
OBJECTIVE 3 —Reduce disproportionate suspension rates for Black or African American students and students receiving special education services.	■ % of in-school and out-of-school suspensions	Suspension Rates	In-School (Black or African American) = 0.16% In-School (Special Education) = 0.2% Out-of-School (Black or African American) = 2.63% Out-of-School (Special Education) = 2.78%	Monthly
	■ % of restorative approaches implemented	Critical Incidents	4.7% out of 19,864 incidents	Monthly
	■ % of disciplinary infractions	Disciplinary Infractions	Black or African American=37.6% Special Education=30.6%	Monthly
OBJECTIVE 4 —Ensure that all families feel welcomed, supported, and valued.	■ % of families reporting positive experiences in their child's academic environment	Climate Survey	75.7%	Biannual
	■ Family participation rate in school events, workshops, and conferences, disaggregated by reporting group	Event Survey/ Participation	53 parent community coordinators (now family engagement specialists) reported 85,091 attendance at 802 events.	Annual
OBJECTIVE 5 —Reduce hate-bias and bullying incidents.	■ # of documented bullying and hate-bias incidents reported annually, disaggregated by type and location	Hate-Bias/ Bullying Incidents	Bullying: 1,017 Hate-bias: 253	Monthly
	■ % of staff completing training on hate-bias prevention and inclusive practices	Training Participation	2%	Annual
OBJECTIVE 6 —Ensure classroom space that aligns to programmatic needs, ensuring high-quality learning experiences.	■ % of schools meeting classroom-to-enrollment utilization targets aligned with educational specifications	Student-Teacher Ratio	In Development	Annual
	■ # of capital improvement projects completed or in progress that address programmatic space needs	CIP Projects	8—Crown HS, Northwood HS, Poolesville HS, Woodward HS, SSIMS, Burtonsville ES, Greencastle ES, JoAnn Leleck ES @ Broad Acres	Annual

Positive, Safe, and Effective

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 7 —Equitably distribute adequate resources to facilitate high-quality instruction. [BP: Pillar 4]	■ % of schools receiving differentiated funding and staffing support based on equity-based formulas (e.g., Title I, FARMS)	Funding allocation	100%	Annual
	■ Resource allocation index showing alignment of resources to student need (e.g., class size, support staff per student)	Allocation index	In Development	Annual
OBJECTIVE 8 —Ensure the continuous maintenance of all facilities (including schools, transportation and food services) that support a safe, functional, and ready environment for learning.	■ % of facility work orders completed within target response time	Work orders	In Development	Annual
	■ % of facilities meeting or exceeding cleanliness, maintenance, and safety inspection standards	Inspections	In Development	Annual
	■ Gap between work needed and work completed, and the time taken to complete request	Work orders vs. time requested	In Development	Annual
OBJECTIVE 9 —Transport students safely and on-time to school.	■ % of buses arriving on time	Bus arrivals	In Development	Annual
	■ # of preventable bus accidents	Preventable accidents	457 preventable accidents	Annual
	■ % of transportation-related safety incidents reported	Safety incidents	% of preventable accidents which incurred costs over \$3,000 (accident type: P8), Answer: (79/457) = 17% Citations—Stop Arm violations in DOT Answer: (49)	Annual
OBJECTIVE 10 —Reduce carbon emissions and negative global climate impact through green infrastructure enhancements.	■ % of schools with renewable energy sources or green infrastructure (e.g., solar panels, green roofs)	Green buildings	24 schools host solar panels with 2 more coming this winter	Annual
	■ % reduction in carbon emissions from baseline year	Carbon emissions	In Development	Annual
	■ % of buildings meeting green building standards (e.g., LEED, Net Zero)	Official certification	37 constructed to LEED standards and another 10 to at least 2 Green Globes	Annual
OBJECTIVE 11 —Ensure communication is clear, culturally responsive, and easy to understand.	■ % of families who agree district communication is clear and culturally responsive	Climate Survey	74.4%	Biannual
	■ Response rate to district communications (e.g., open rates, engagement rates via email, text, or app)	Climate Survey Remind App ParentSquare	56% Read rate for MCPS Weekly Parent Newsletter 6% Response rate for Parent School Climate Survey	Annual
OBJECTIVE 12 —Operate with efficiency and transparency, ensuring the responsible and accountable use of public resources.	■ % of departments/schools meeting annual performance audit or fiscal accountability standards.	Performance Audit	In Development	Annual
	■ Public availability and timeliness of financial reporting and budget documentation	ACFR, Budget, CIP	Documents have been completed and published by the expected deadlines.	Annual
	■ % of principals completing fiscal management training	Training participation	In Development	Annual

Positive, Safe, and Effective

Safety and Emergency Management: Proactive Preparedness

During the 2024–2025 school year, the Department of Safety & Emergency Management (DSEM) successfully advanced a more proactive and balanced approach to school safety, ensuring students and staff felt safe, supported, and better prepared for emergencies. The team focused on strengthening prevention, improving systemwide consistency, and expanding key tools and partnerships.

Enhanced Emergency Planning and Readiness

Each school implemented the newly required MCPS School Emergency Plan, a state-required document modeled on FEMA standards that outlines the emergency management structure, key roles, critical procedures, and support mechanisms for every site. This standardized plan was instrumental in the district's ability to successfully identify risks and managed over 4,000 serious incidents across the school system in FY2025, ensuring readiness to respond and providing essential, accurate reference information—including floor plans and procedure—for external safety partners who assist our schools.

Comprehensive Safety Audits and Improvements

The DSEM completed safety audits and operational walkthroughs in all secondary schools, assessing the condition of security systems, daily practices, and overall emergency readiness. These proactive reviews examined core elements such as access control, camera coverage, door hardware, and supervision patterns. Findings led to immediate improvements in security technology; upgrades to building safety featured a set of practical, actionable recommendations for school leaders that supported safer, more consistent, and more transparent security practices across the system. While the audits are used actively to support safer, more consistent operations, they are not shared publicly, as they contain detailed information that must remain confidential to protect the safety of our students, staff, and visitors.

How to Understand the 2024–2025 School Climate Survey Results

Each year, MCPS conducts School Climate Surveys to better understand how students, staff, and families experience their school environment. These results offer valuable insights into what is working well and where schools can continue to grow.

These results are one of several important tools MCPS uses to support continuous improvement and ensure every student and staff member feels safe, supported, and connected at school.



People & Partnerships	Technology & Tools	Prevention & Preparedness	Response & Accountability
<ul style="list-style-type: none">+20% staffingCluster support team modelMonthly Onsite Emergency Team collaborationCommunity engagementOfficer Program	<ul style="list-style-type: none">Camera upgrades at all high schoolsMiddle school exterior installsCleared tech backlogDigital mapping (coming soon)	<ul style="list-style-type: none">Vape sensors in high school bathroomsStudent ID programsSafety and wellness assessments	<ul style="list-style-type: none">Strengthened emergency protocolsTransparent arrest dataExpanded serious incident reporting

You can see
the 2024-2025
results here:



Attendance Action Plan

A Decline in Chronic Absenteeism

Consistent attendance is the foundation of student success, and Montgomery County Public Schools is focused on reducing chronic absenteeism (i.e., missing 10% or more of school days). Last year, our strategic plan, "Here Today, Ready for Tomorrow: Unleashing Your Potential," yielded a strong second year of decline in the chronic absence rate.

Our strategy is driven by the belief that school connectedness, with students feeling valued and supported, is the most critical preventative measure against chronic absence.

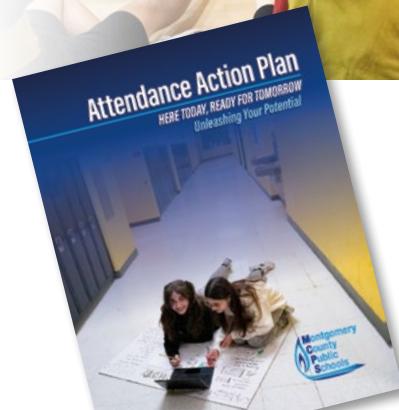
Key Data: Two Years of Decline

- **Overall Reduction:** The chronic absence rate decreased for the second consecutive year:
 - 2022-2023: 26.02%
 - 2024-2025: 21.86% (a total reduction of 4.16 percentage points over two years).
- **Student Count:** This represents a decrease to 34,936 chronically absent students in 2024-2025.
- **High School Progress:** High school rates saw the largest progress, dropping from 32.00% to 30.20%.
- **Areas of Focus:** Disparities remain. Our plan targets groups with the highest chronic absence rates (2024-2025 data):
 - Hispanic Students: 32.09%
 - Students Receiving FARMS: 30.78%
 - Emergent Multilingual Learners: 30.11%

Core Strategy: Building Connectedness

Our continued work maintained an emphasis away from penalties and toward prevention and support, building strong relationships that motivate students to attend.

- **The Connectedness Model:** We focus on ensuring every student has a trusted adult in the school, healthy peer relationships, and involvement in school activities (i.e., sports, arts, clubs).
- **Data-driven Approach:** Each school develops specific attendance plans rooted in student and parent voice, culture and climate data, and the principles of our internal antiracist audit.
- **Unified Support Team:** A team of administrators, counselors, social workers, medical and front office personnel, pupil personnel workers, and family engagement specialists works collaboratively to address nonacademic barriers (i.e., mental health, cultural assimilation, resource needs) impacting attendance.



For 2024-2025:

92.5%

Average Daily Attendance Rate

21.9%

Daily Chronic Absenteeism

For a full review of our data, framework, and specific interventions, please scan the QR code to read the complete *Attendance Action Plan*.



Building Community for Student Success

At MCPS, a school is more than a place of learning—it is a central hub for community resources. Our Community Schools initiative embodies this by establishing strategic partnerships that bring essential wraparound services directly to students and their families. These services promote student achievement, support mental and emotional health, and boost overall well-being.

Based on state criteria for serving high-need populations, the Maryland State Department of Education has identified 77 Community Schools in MCPS, a number that includes 24 new additions for the 2025–2026 school year.

Impact by the Numbers (2024–2025)

Our schools focused on culturally responsive relationship building, trauma-informed practices, and restorative practices throughout the year.

Essential Resources Distributed:

- **57,301 people served** in 28,477 households with food, clothing, and household supplies.
- **53,900 items** were distributed to families in need.

Enrichment and Referrals:

73,982 students and 8,352 adults participated in multiple enrichment opportunities throughout the year. Community schools facilitated 1,534 student referrals and 898 adult referrals for physical/mental health or housing services.

Success in the Classroom: Reducing Chronic Absenteeism

The focused interventions provided by community schools, including utilizing professional learning from AttendanceWorks, are directly translating into improved student presence.

Chronic absenteeism rates at a sample of community schools saw significant drops between the 81st day of the 2023–2024 school year and the same point in 2024–2025:

- **Arcola Elementary:** Decreased by 7.1% (from 34.90% to 27.80%).
- **Stedwick Elementary:** Decreased by 9.64% (from 27.49% to 17.85%).
- **Whetstone Elementary:** Decreased by 9.67% (from 30.17% to 20.49%).
- **Watkins Mill High:** Decreased by 8.07% (from 43.65% to 35.58%).

Key Partnerships and Programs

The strength of the community schools model lies in its partnerships across health, wellness, and poverty-reduction efforts:

Physical Wellness: Partnerships with organizations like the Maryland State Youth Soccer Association and the Maryland Soccerplex provided after-school athletic programming at several schools. Additionally, 11 community schools participated in the Montgomery County Recreation summer camps.



Nutritional Support: Through partnerships with Manna Food Center, 3 schools host monthly food pantries, and 17 schools receive the Smart Snacks weekend bag program. A new School-Based Food Assistance Grant program has expanded food assistance to over 90 schools, with 66 of our 77 community schools securing resources through this program.

Poverty-Reduction: Our schools in the Long Branch and Central Gaithersburg clusters engaged with organizations (CHEER and Identity, Inc.) selected as "Community Quarterbacks" under the state's ENOUGH Act. This first-in-the-nation effort is designed to tackle the root causes of child poverty through community-driven action plans.

To view the complete list of our 77 community schools and review the data driving future strategy, access the MCPS Community Schools web page and the detailed MCPS Community School Assets and Needs Assessment 2024-2025 Infographics.



Family Engagement

The Parent Academy and Resiliency Programs

The district continues to strengthen the vital bridge between families and schools through high-impact programming that emphasizes equitable access.

- Parent Academy to Go:** This program hosted 80 virtual workshops in 2024–2025, reaching over 1,300 parents and caregivers. These sessions covered student well-being, academic support, and navigating school resources, with 15 workshops conducted entirely in Spanish.
- Family Resiliency Program (PEP-FRP):** This comprehensive eight-week course was delivered to 66 cohorts of families. It focused on building parental confidence and communication.
- Cultural Inclusivity:** The PEP-FRP included 35 cohorts in Spanish and 4 in Amharic, demonstrating a deep commitment to culturally responsive family engagement.
- Total Impact:** Over 885 parents participated in the PEP-FRP, representing 1,609 students across the county.

The district's 2024–2025 community engagement strategy has been characterized by openness, presence, and equity. The superintendent's goal was to model what it means to lead in partnership: showing up in the rooms where people live, asking hard questions, and caring deeply about the answers. This sets a promising tone for MCPS's future, ensuring engagement is not a periodic event, but a foundational posture of district leadership.



Community Support

Community Engagement

Throughout the 2024–2025 school year, the central leadership strategy for Montgomery County Public Schools was the superintendent's commitment to active, visible community engagement.

The superintendent launched a listening tour across the county, holding sessions at high schools, community centers, and neighborhood hubs. These forums were publicly advertised in multiple languages, with translation services provided (including Spanish and American Sign Language at events like Paint Branch High School on October 21 and Walt Whitman High School on November 14).

Critically important, the superintendent was not just there to deliver messages, he asked direct questions: *"What's working? What needs attention?"* and *"How can we do better in academics?"* This posture of humility and curiosity fostered trust and signaled that community voice would steer the district's decision making.



Equity and Transparency in Fiscal Planning

The superintendent was also deeply involved in budget engagement throughout the fall and winter. The administration held several operating budget hearings, inviting parents, students, staff, and community members to testify, ask questions, and offer feedback on resource allocations. These forums were livestreamed and broadcast, enhancing accessibility.

Whether presenting a funding proposal at a press conference or listening at a hearing, the superintendent's presence—responding and clarifying—reinforced that equity and transparency are nonnegotiable values in MCPS's fiscal planning.

Engaging Our Ecosystem

Over the year, this approach extended to engaging the broad stakeholder ecosystem: Board of Education members, principals, teachers' unions, central office staff, students, parent leaders (PTA), nonprofit advocacy groups, faith-based organizations, county elected officials, business partners, and higher education institutions. In every interaction, the administration aimed to position these groups not as separate camps, but as collaborators in shaping schooling that truly reflects community values and needs.



Montgomery County Public Schools

**EDUCATIONAL
FOUNDATION, INC.**

2024-2025 School Year



Community Partnerships and Collaboration

The district continues to strengthen collaboration with community partners to expand access, equity, and engagement for our families.

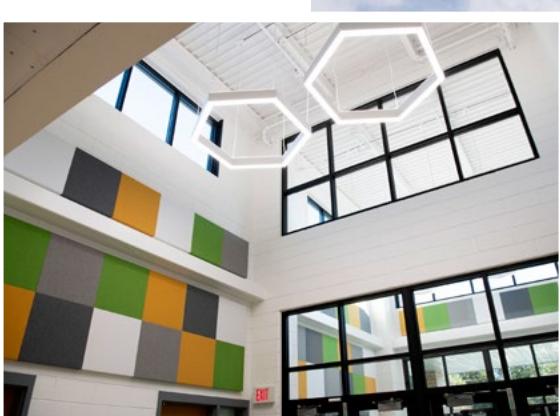
Partnerships with the MCPS Education Foundation, County Government, Montgomery College, and numerous nonprofit and faith-based organizations have broadened the district's reach, ensuring families receive comprehensive academic, social, and wellness support. This collective effort reflects the belief that meaningful engagement requires shared responsibility—with partners working side by side with schools and families to help every student thrive.

Capital Improvements

Building Capacity for Student Success

The Capital Improvements Program (CIP) is MCPS's multi-year plan for managing and financing facilities, which includes building new schools, modernizing existing structures, and addressing capacity needs.

The Superintendent's Recommended FY 2025 Educational Facilities Master Plan provided critical funding to support this continuous, significant investment, ensuring schools remained safe, modern, and able to accommodate our growing student enrollment, ultimately creating an effective learning environment for all students.



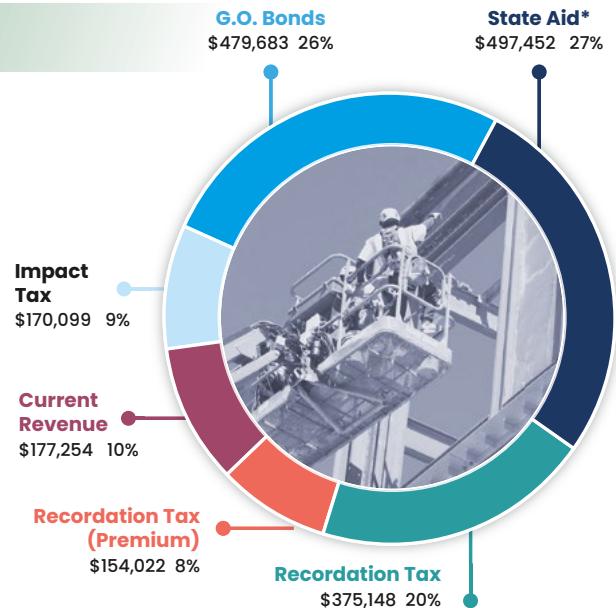
Facilities Update

Our Capital Improvements Program is moving aggressively to modernize our infrastructure, ensuring safe, modern learning environments and addressing capacity needs across the county.

Major Active Construction Projects (Late 2025 Status)

These projects represent significant investments in new facilities, replacements, and major modernization efforts:

- **Crown High School (New):** Construction is underway for this new facility, scheduled to open for the 2027-2028 school year to help alleviate high school overcrowding.



*this state aid total reflects the assumed amount for the Charles W. Woodward HS project.

- **Charles W. Woodward High School (Reopening):** Construction/Renovation is underway for its reopening, also scheduled for the 2027-2028 school year.
- **Burtonsville Elementary School (Replacement):** A full replacement project at a new site is underway, designed to accommodate 796 students and include modern features.
- **Major Capital Projects:** Construction is currently in progress for the Northwood High School replacement facility, the major capital project at Poolesville High School, and an addition at Thomas S. Wootton High School.

GOAL 4: High-quality, Diverse Workforce

SCORECARD FOR GOAL 4: Support and invest in all staff.

OBJECTIVE	PERFORMANCE METRIC(S)	MEASURES	2024-2025 BASELINE	Reporting Frequency
OBJECTIVE 1 —Provide competitive compensation, high-quality and affordable benefits, and wellness support to all staff. [BP: Pillar 2]	<ul style="list-style-type: none"> ■ Benchmark comparison of average teacher/employee salaries and benefits against neighboring or similar districts 	Annual Salary Churn Rate Exit Surveys	MCPS Compensation: 10-month Annual Teacher Salary: \$100,010 12-month Annual Teacher Salary: \$128,899 Maryland Average Teacher Salary: \$87,409	Annual
OBJECTIVE 2 —Establish and maintain staffing standards and program capacity standards that meet the needs of students and effective operations.	<ul style="list-style-type: none"> ■ % of classrooms/programs meeting student-to-staff ratio standards based on district benchmarks 	Student-Teacher Ratio	In Development	Annual
	<ul style="list-style-type: none"> ■ % of positions filled by the first day of school and average time to fill vacancies 	Positions Filled	97.5% (as of 8/26/25) Average time to fill: In Development	Annual
	<ul style="list-style-type: none"> ■ % of schools/programs operating under capacity constraints 	Capacity Enrollment Capacity CIP Chart	Overutilized ES: 28/137 = 20% Overutilized MS: 3/40 = 8% Overutilized HS: 11/25 = 44% TOTAL: 42/202 = 21%	
	<ul style="list-style-type: none"> ■ % of schools/programs operating with staff shortages by type 	Staffing Shortages/ Vacancies	95.4% for special education teachers 92.5% for special education paraeducators 97.8% EML teachers (as of 8/26/25)	Annual
OBJECTIVE 3 —Ensure that all students have access to high-quality, highly qualified, diverse educators. [BP: Pillar 2]	<ul style="list-style-type: none"> ■ % of teachers who are certified and teaching within their subject area/expertise 	Certification in subject area	96%	Annual
	<ul style="list-style-type: none"> ■ % of National Board Certified Teachers in schools with 3 stars or lower 	NBCT Teachers	50.9%	Annual
	<ul style="list-style-type: none"> ■ % of educator workforce identifying as Black, Hispanic/Latino, Asian, or male 	Educator Diversity	All Staff: 19.6% Black, 18.5% Hispanic, 10% Asian and 26.7% male. Teachers: 13% Black, 10% Hispanic, 7% Asian and 21% male.	Annual
OBJECTIVE 4 —Create pathways, career ladders, and professional learning opportunities for all staff, aligned to individual employee and district goals. [BP: Pillar 2]	<ul style="list-style-type: none"> ■ % of classified and certified staff promoted internally through career-ladder programs 	Career-ladder program completion	In Development	Annual
	<ul style="list-style-type: none"> ■ Number of staff participating in leadership pipeline, certification support, or advancement programs, disaggregated by race/ethnicity 	Leadership pipeline program participation	In Development	Annual
	<ul style="list-style-type: none"> ■ Year-over-year increase in diversity of principal applicant pools 	Principal application diversity	64% of the 44 principals hired were diverse	Annual
OBJECTIVE 5 —Ensure all staff engage in inclusive, culturally-responsive, and antiracist practices.	<ul style="list-style-type: none"> ■ % of educators participating in inclusive, culturally responsive, and antiracist professional learning opportunities 	Professional learning opportunities	44.7%	Annual
	<ul style="list-style-type: none"> ■ % of educators with practices indicated as culturally responsive based on rubric 	Implementation based on rubric	In Development	Annual

High-quality, Diverse Workforce

Celebrating Our Leaders

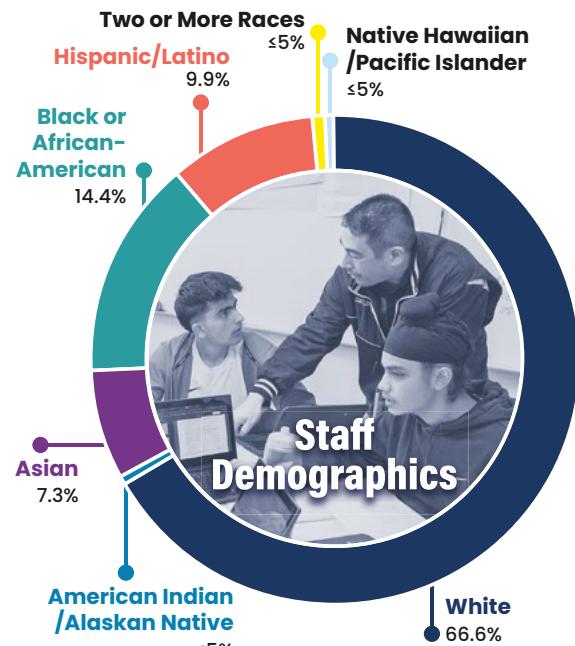
Every year, MCPS celebrates educators and staff who go above and beyond for our students, embodying our commitment to educational excellence and student success.

On May 6, 2025, the Montgomery County Board of Education and MCPS presented the 2025 Distinguished Service to Education Honors. During a special ceremony, the district recognized 20 exceptional individuals. Nine received awards for the profound and lasting impact they have made on our school communities.

- **MCPS Teacher of the Year (2024-2025):** **Megan Campbell**, an instrumental music teacher at Parkland Middle School, was named the MCPS Teacher of the Year.
- **Counselor of the Year Recognition:** We celebrated the crucial roles of our counseling professionals, honoring three counselors for 2024-2025:
 - **Elementary:** **Lindzy Davis** (Flower Hill Elementary School)
 - **Middle:** **Fara Dillon** (Robert Frost Middle School)
 - **High:** **Douglas Rivera** (Wheaton High School)
- **Supporting Services Employee of the Year (2025):** **John Sparrow**, a paraeducator at Poolesville High School, was recognized for his essential support role.

- **Washington Post Principal and Teacher Awards (2025):** Honors were given to **Dr. Joshua Fine** (Principal, Flower Hill Elementary School) and **Rebecca Burtram** (English teacher, Odessa Shannon Middle School).

We also recognized outstanding finalists across these categories: R.A.I.S.E Champion of the Year, Student Service Awards, and Business, Community, and School Service Volunteers. Each honoree represents the caliber of dedication that drives student success across MCPS.



Learn more about all the winners and finalists by visiting the awards web page here:



THE BIGGER PICTURE
Over 900 district leaders participated in professional development focused on antiracist and culturally responsive leadership. This investment in our staff directly translates to better support for all students, particularly those from marginalized communities.

Investing in Teachers

National Board Certification

The district actively supports teachers pursuing the prestigious National Board Certification, a rigorous, advanced credential recognizing accomplished teaching.

As of the 2024–2025 academic year, MCPS is proud to employ 964 National Board Certified teachers across the district.

The following data represents the distinct growth and engagement activities that contributed to this high number throughout the 2024–2025 school year:

- Participation:** 700 teachers participated in support courses this year, preparing for the certification process.
- New and Maintained Certifications:** 219 teachers achieved this advanced certification, and 49 maintained it through renewal during the reporting period.
- Equity and Diversity:** 92 candidates and NBCTs of color participated in the NBCT Network of Diversity's professional development and support programs.
- Leadership Development:** Our NBCT Lead Teacher Academy empowered 32 certified teachers to lead student-focused projects at their schools; 95% of participants found this leadership experience meaningful.



Career Development for Support Professionals

We offer targeted development opportunities to help our support professionals—from bus drivers to office staff and paraeducators—grow their skills and advance their careers.

Key Highlights:

- Training participation** for paraeducators soared from 4,900 seats filled last year to nearly 7,000 seats filled this year.
- The Career Pathways Program** delivered over 30 trainings on workforce development, coached 500 staff members one on one and helped over 600 explore how to become a certified teacher in Maryland.
- The Paraeducator Career Ladder course** not only builds skills but also provides an opportunity for financial growth.
- Over 75 employees volunteered** as Career Pathways ambassadors to help colleagues find resources and training.

Focused on Instructional Excellence

This year, principal training focused on improving coaching and feedback for teachers, specifically in math and literacy instruction for students learning English and those with disabilities.

High Engagement and Satisfaction:

- 95% of leaders were satisfied with the training content.
- Attendance averaged 80% across the four key sessions.

Direct Impact on Students:

- As a result of this leadership focus, 83% of schools reported an increase in student achievement on key reading and math assessments.
- 75% of schools reported making progress toward their overall school improvement goals.
- The greatest progress was reported for our Hispanic/Latino students and English Language Learners.

Professional Development

Summer Professional Learning: 3,000 Teachers Trained

In the summer of 2024, 3,000 teachers attended 58 professional learning sessions, (two-thirds of which were required), across 14 content areas. The focus was on ensuring teachers were ready for the school year and equipped with the latest skills.

Teachers highly rated the training:

- 94% said the learning would improve their teaching.
- 92% found the topics aligned with student needs.
- 85% were happy with the content and processes.

Key training covered important priorities like new curricula (Middle School Language Arts, Grade 4 Health), strengthening our literacy support system for students, and integrating teaching strategies for English Language Learners in high school social studies classes.

Educator Professional Learning

Strong Start for New Educators

We welcomed 596 new educators to the district this year. MCPS's New Educator Orientation (NEO) provided a strong foundation in curriculum, assessment, and effective classroom strategies for our diverse student population, including those with special needs or who are learning English.

NEO helped teachers feel connected and prepared:

- 97.1% felt welcomed by the school district.
- 91.4% better understood the district's culture and expectations.
- 89.3% gained a better understanding of how to meet the needs of all learners.

MCPS also released a new resource guide for school leaders to support new teacher development on key topics like classroom management and culturally responsive teaching.



Core Instruction and Achievement

MCPS delivers a robust, standards-aligned instructional program focused on equity and excellence.

- Foundational literacy continues to strengthen.
- Early reading skills made significant gains.
- Growth continued in middle and high school English, math, science, and social studies.
- **Achievements for multilingual learners and World Languages reached new highs:**
 - 3,200 students successfully exited English Language Development services.
 - 2,570 seniors earned the prestigious Maryland Seal of Biliteracy.
- **We expanded real-world learning:** More than half of all graduating seniors completed a financial literacy course, preparing them with essential life skills.



Investing in School Leaders: Focused on Instructional Excellence

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Innovative Teaching & Expanded Opportunities

MCPS is advancing innovative teaching by blending technology, online learning, and hands-on experiences to deepen and accelerate student learning.

- **Student Online Learning** surged, serving over 3,600 high school students (a 34% increase from last year and 108% increase over two years). Students completed 51% more courses than in the prior year.
- **Dual Enrollment** hit record highs: over 2,700 students earned more than 35,000 college credits, with nearly 300 graduates also earning an associate's degree.
- We continue to grow **Work-based Learning** and helping students earn professional certifications.
- **Over 1,000 educators** were trained in functional language instruction to better support our multilingual learners.

Celebrating Staff



Coach of the Year

Jermaine Howell

Wheaton High School's Varsity Football Coach

Year of the Coach

The 2024–2025 school year was designated the Year of the Coach, serving as a year-long tribute to the coaching profession and the outstanding leaders within MCPS. The initiative launched with a Fall Coaches Appreciation Week (September 30–October 5) that culminated in National Coaches Day (October 6), with systemwide and school-based celebrations held throughout the year.

Supporting Services Employee of the Year

John Sparrow

*Paraeducator,
Poolesville High School*



Teacher of the Year

Megan Campbell

Parkland Middle School



Partnerships

The School-Based Food Assistance Grant program is dedicated to ensuring students and families have reliable access to healthy food where they are every day: in our schools. The program provides funding to community partners to develop and expand innovative food assistance projects operating directly out of MCPS school sites.

In FY2025, the grant program invested \$1,250,274 across 11 community organizations. This critical funding supported the creation and expansion of food assistance programs at over 60 Montgomery County Public Schools sites. Each awarded organization partnered directly with MCPS to deliver essential food resources, working hand in hand with school staff to meet the identified needs of their local school communities.



Awarded Organizations

AfriThrive (\$46,655)

Nourishing Bethesda, Inc. (\$54,250)

Cross Community, Inc. (\$56,420)

Manna Food Center, Inc. (\$197,470)

The Upcounty Hub, Inc. (\$300,000)

So What Else, Inc. (\$171,430)

Small Things Matter, Inc. (\$56,993)

Rainbow Community Development Center, Inc. (\$144,305)

Nourish Now, Inc. (\$107,741)

Clifton Park Baptist Church, Inc. (\$75,950)

The Shepherd's Table, Inc. (\$39,060)

TOTAL: \$1,250,274

More at:

<https://www.montgomerycountymd.gov/ofsr/grants/school-based.html>



Thank You

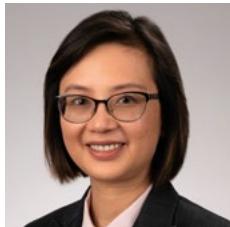
Looking Ahead

MCPS is positioned for continued success. Our students are achieving at high levels, our staff is dedicated and well-supported, and our community partnerships are strong. The investments we're making—in teacher compensation, mental health supports, antiracist practices, and educational innovation—position us to continue preparing students for success in college, careers, and life.

We're grateful for the support of our families, community partners, and the resources committed by Montgomery County. Together, we're building a school system where all students can thrive.



2024-2025 Board Members



Julie Yang
President, District 3



Grace Rivera-Oven
Vice President, District 1



Rita Montoya
At Large



Karla Sylvestre
At Large



Laura Stewart
District 4



Brenda Wolff
District 5



Natalie Zimmerman
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Praneel Suvarna
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Thomas W. Taylor, Ed.D., M.B.A.
Secretary/Treasurer
Superintendent of Schools

The Montgomery County Board of Education

During the 2024-2025 school year, the Montgomery County Board of Education continued to provide direction and oversight for Montgomery County Public Schools by setting goals, establishing policy, and allocating resources to support student success. Guided by its mission, vision, core purpose, and core values, the Board led with a focus on continuous improvement and accountability. Through regular business meetings, public sessions, committee work, and outreach with community partners, the Board maintained strong governance and ensured transparency in decision-making. Throughout the year, the Board advanced key priorities critical to student learning and well-being. These included monitoring progress in reading and math, especially at transition grades; strengthening school safety and student belonging; supporting innovative strategies to recruit and retain a talented workforce; and reviewing curriculum and graduation requirements to ensure relevance and engagement. By listening to community perspectives, engaging stakeholders, and collaborating closely with the superintendent and staff, the Board continued to champion a school system where every student is prepared to thrive.

To learn more about Board of Education members, committees, policies, and ongoing work, please visit the Board of Education website.

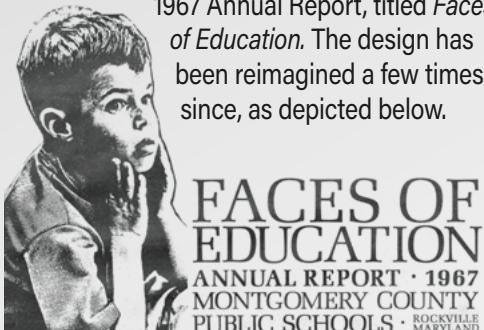


A Legacy Reimagined: The Journey of the MCPS Logo



In the beginning

The first MCPS logo was designed in 1966 by Robert Bourdeaux, a member of the school system's fledgling graphics department team. He used pen and ink to create the original look. It made its official debut in the 1967 Annual Report, titled *Faces of Education*. The design has been reimagined a few times since, as depicted below.



The new logo celebrates the journey from a distinguished past to a bold and promising future, guided by the timeless lamp of knowledge. Notably, MCPS Art Director Thomas Bourdeaux (the nephew of Robert Bourdeaux) led the design of the latest iteration of the logo, focusing on the initial concept of the lamp of knowledge, inspiring a lifelong love of learning in every student.

Visit the MCPS website
to see more versions
of our logo:



This genie-style oil lamp has been used since antiquity—by Greeks, Romans, and in Indian and Buddhist traditions. The lamp evokes ancient wisdom and the magical power of learning.

Symbolism of the logo colors

Dark Blue

- Represents trust and stability—qualities essential in education
- Reflects professionalism, authority, and academic excellence
- Conveys credibility

Light Blue

- Represents clarity, innovation, and a forward-thinking mindset
- Evokes a sense of openness, communication, and youthful energy
- Adds a modern, dynamic, futuristic touch

Returning to Our Roots



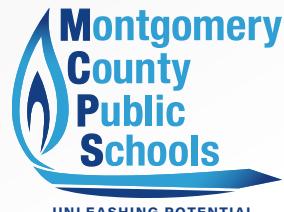
1966



2005



2021



2025



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