

Secondary Program Analysis and Boundary Studies Community Engagement Plan Update

Montgomery County Board of Education
Thursday, June 24, 2025

Secondary Programs Analysis and Boundary Studies Update

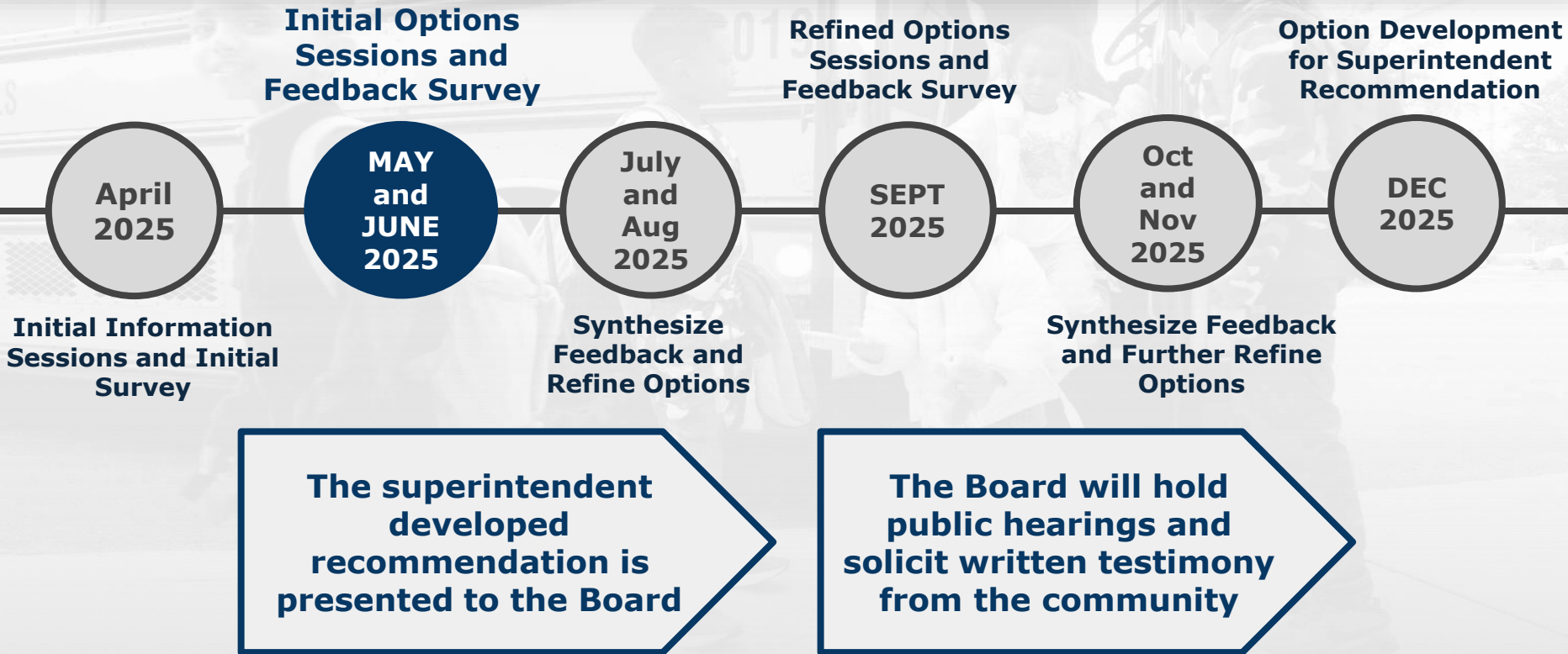
Boundary Studies

- We are here to share an update on the community engagement and current feedback for the initial options round for the boundary studies.

Secondary Program Analysis

- MCPS is reimagining academic programs to ensure equity of access.
- The community and school-staff design team recommends a framework for what should be offered in all high schools and what regional programs should be available to all students.
- A proposed six regions model has been developed to better serve all students.

Boundary Study Process Timeline



Boundary Studies Initial Options Engagement

**Virtual
Sessions via
ZOOM**

**In-Person
Sessions**



**Initial
Options
Surveys**

**Initial
Options
Resources**



**Additional
Engagement**

**Virtual
Office Hours**



VIRTUAL OFFICE HOURS

[ZOOM LINK](#) Meeting ID: 812 8216 3918 and Passcode: MCPS

Tuesdays 8:00 am - 9:00 am

Thursdays 6:00 pm - 7:00 pm

Fridays 12:00 pm - 1:00 pm

Early Themes in the Initial Options Phase

CROWN STUDY

Initial options that do not offer current MS and HS assignment (Wayside ES, Dufief ES, Stone Mill ES, and Lakewood ES communities)

CROWN STUDY

Possible K-12 programmatic implications with initial options (Potomac ES and College Gardens ES communities)

CROWN STUDY

Longer school commutes with initial options MS and HS assignments (Gibbs ES and Cabin Branch ES communities)

CROWN STUDY

Questions about future school construction projects (Woodfield ES and Damascus HS communities)

COMMON THEMES

- Consideration for future development projects
- Cost analysis for each option
- Academic Program Opportunities
- Split articulation
- Implementation Timeline
- Initial Options vs. Refined Options

WOODWARD STUDY

Split articulation for smaller group of students (Burning Tree ES, Garrett Park ES, and Silver Creek MS Communities)

WOODWARD STUDY

Residing in two walk zones and initial options only offer one HS assignment (Blair and Northwood communities)

WOODWARD STUDY

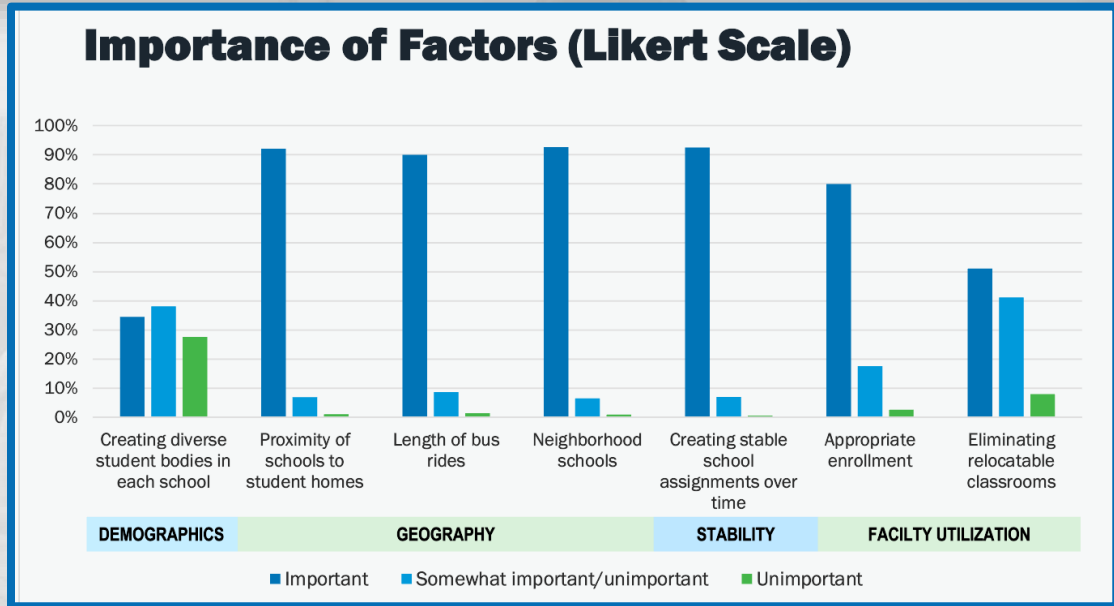
Maintain Primary K-2 and Intermediate 3-5 school articulation patterns (Rosemary Hills ES, Chevy Chase ES, and North Chevy Chase ES communities)

WOODWARD STUDY

Downcounty Consortium and HS programs (Blair HS, Einstein HS, Kennedy HS, Northwood HS, and Wheaton HS communities)

FLO Community Survey #1 Results

Race/Ethnicity	%
American Indian or Alaska Native	0.3%
Asian	12.3%
Black or African American	3.8%
Hispanic or Latino	5.2%
White	49.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	6.5%
Other	1.8%
Prefer Not to Respond	20.3%



Survey Statistics:

- Open from April 2, 2025, through April 14, 2025
- 6,026 responses, with 46% of respondents residing in the Crown/Damascus study area and 44% residing in the Woodward study area
- More than 82% identified as parents, guardians, or caregivers

Reopening of Charles W. Woodward HS Boundary Study

Initial Options Survey Respondents Information

Top Responses by Residence

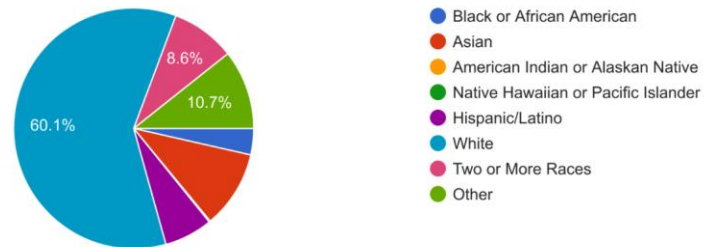
Bethesda	29.1%
Kensington	17.1%
Chevy Chase	13.1%
Silver Spring	11.9%
North Bethesda	9.6%
Rockville	8.2%

Top Responses by Cluster

Walter Johnson Cluster	33.6%
Bethesda-Chevy Chase Cluster	24.4%
Walt Whitman Cluster	21.1%
Albert Einstein Cluster	8.9%
Wheaton Cluster	2.8%
Northwood Cluster	2.4%
Montgomery Blair Cluster	2.4%
John F. Kennedy Cluster	0.6%

Race/Ethnicity (as identified in MCPS At a Glance)

3,445 responses



Resident Student Demographics within Current Boundaries 2024-25

High School	Percent FARMS	Percent EML	Percent Black or African American	Percent Asian	Percent Hispanic or Latino	Percent Two or More Races	Percent White
Bethesda-Chevy Chase HS	24.1%	23.5%	18.4%	7.1%	19.8%	6.3%	48.2%
Montgomery Blair HS	51.4%	50.2%	28.1%	2.9%	44.9%	3.4%	20.4%
Albert Einstein HS	39.4%	42.5%	14.8%	6.4%	46.0%	5.3%	27.1%
Walter Johnson HS	19.8%	25.0%	15.1%	13.9%	18.9%	7.1%	44.6%
John F. Kennedy HS	55.1%	62.4%	26.4%	6.5%	60.3%	2.4%	4.2%
Northwood HS	50.8%	51.1%	20.6%	5.1%	52.8%	2.8%	18.5%
Wheaton HS	62.7%	73.9%	12.9%	7.3%	72.6%	1.8%	5.1%
Walt Whitman HS	6.0%	11.4%	4.5%	16.6%	12.4%	8.8%	57.5%

Opening of Crown HS and Expansion of Damascus HS Boundary Study Initial Options Survey Respondents Information

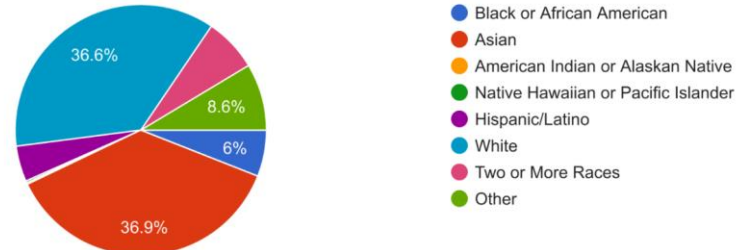
Top Responses by Residence

North Potomac	27.5%
Rockville	19.1%
Potomac	19%
Gaithersburg	15.3%
Clarksburg	5.3%
Germantown	2.4%

Top Responses by Cluster

Wootton Cluster	43.1%
Winston Churchill Cluster	17.4%
Quince Orchard Cluster	9.6%
Richard Montgomery Cluster	9.1%
Northwest Cluster	6.7%
Clarksburg Cluster	5.3%
Gaithersburg Cluster	3.4%
Damascus Cluster	1.3%

Race/Ethnicity (as identified in MCPS At a Glance)
3,335 responses



Resident Student Demographics within Current Boundaries 2024-25

High School	Percent FARMs	Percent EML	Percent Black or African American	Percent Asian	Percent Hispanic or Latino	Percent Two or More Races	Percent White
Winston Churchill HS	9.9%	17.6%	9.8%	37.0%	8.1%	6.6%	38.4%
Clarksburg HS	34.7%	37.2%	27.1%	28.8%	25.7%	4.4%	13.6%
Damascus HS	27.8%	28.3%	13.2%	17.2%	26.9%	6.6%	35.9%
Gaithersburg HS	53.7%	57.3%	21.2%	6.6%	59.6%	3.0%	9.4%
Richard Montgomery HS	31.8%	36.9%	15.7%	18.0%	30.2%	6.2%	29.6%
Northwest HS	33.7%	33.7%	24.0%	24.2%	24.8%	5.4%	21.4%
Poolesville HS	16.7%	12.4%	8.8%	9.3%	15.3%	9.3%	57.2%
Quince Orchard HS	36.1%	34.6%	13.7%	13.1%	34.9%	6.3%	31.8%
Seneca Valley HS	47.2%	36.9%	37.2%	12.6%	33.6%	4.6%	11.8%
Watkins Mill HS	54.0%	64.2%	23.4%	8.3%	60.0%	2.7%	5.0%
Thomas S. Wootton HS	11.9%	24.4%	11.2%	43.2%	8.1%	5.5%	31.8%

More than 83% of the respondents identified as parents, guardians, care givers, and/or family members.

*Survey Responses as of Friday 20, 2025

Programs Analysis Goals and Core Considerations

Realign high-quality secondary academic programs to:

**Ensure Equitable
and Abundant
Access to
Opportunity(ies)**

**Align to
Community and
Industry Needs**

**Use Resources
Efficiently**

What We Believe



01

Rigorous Curriculum

Rigorous curriculum, high expectations, and excellent teaching is our real driver.



02

Excellence & Outcomes

For all students is our goal.



03

Equity, Abundance & Access

Must drive any and all academic opportunities.



04

High Quality Schools

Our institutional focus must be on strengthening the instructional program in every school



Community Survey Areas of Study

Top 10 Areas of Study	%
STEM Programs (Science, Technology, Engineering, and Mathematics)	69.8
Digital Technology (Computer Programming, Networking Systems, Cybersecurity, Machine Learning, Data Science)	53.3
Financial Services, Management, Entrepreneurship, and Marketing (Accounting, Financial Strategy and Investment Banking and Credit, Business Management, Entrepreneurship)	52.4
Arts, Entertainment, and Design (Fine Arts, Design, Digital Arts, Media and Broadcasting, Performing Arts)	47.9
Health and Human Services (Biotechnology, Physical Health, Behavioral Health, Personal Care Services)	46.9
Humanities (Literature, Philosophy, History, Languages, Social Sciences)	39.2
Advanced Manufacturing & Engineering (Engineering, Robotics, Production & Automation)	31.8
Education, Public Service, and Safety (Teaching, Educational Leadership, Emergency Response, Judicial Systems, Public Safety)	29.2
Construction (Architecture, Construction Development, Skilled Trades, Management)	21.8
Agriculture, Energy, and Natural Resources (Clean/Alternative Energy, Agribusiness, Food Science, Conservation, Ecological Research)	21.1

Community Survey Responses

Top 6 Montgomery County Response Areas

24.5% Silver Spring

11.6% Rockville

10.5% Gaithersburg

9.5% Bethesda

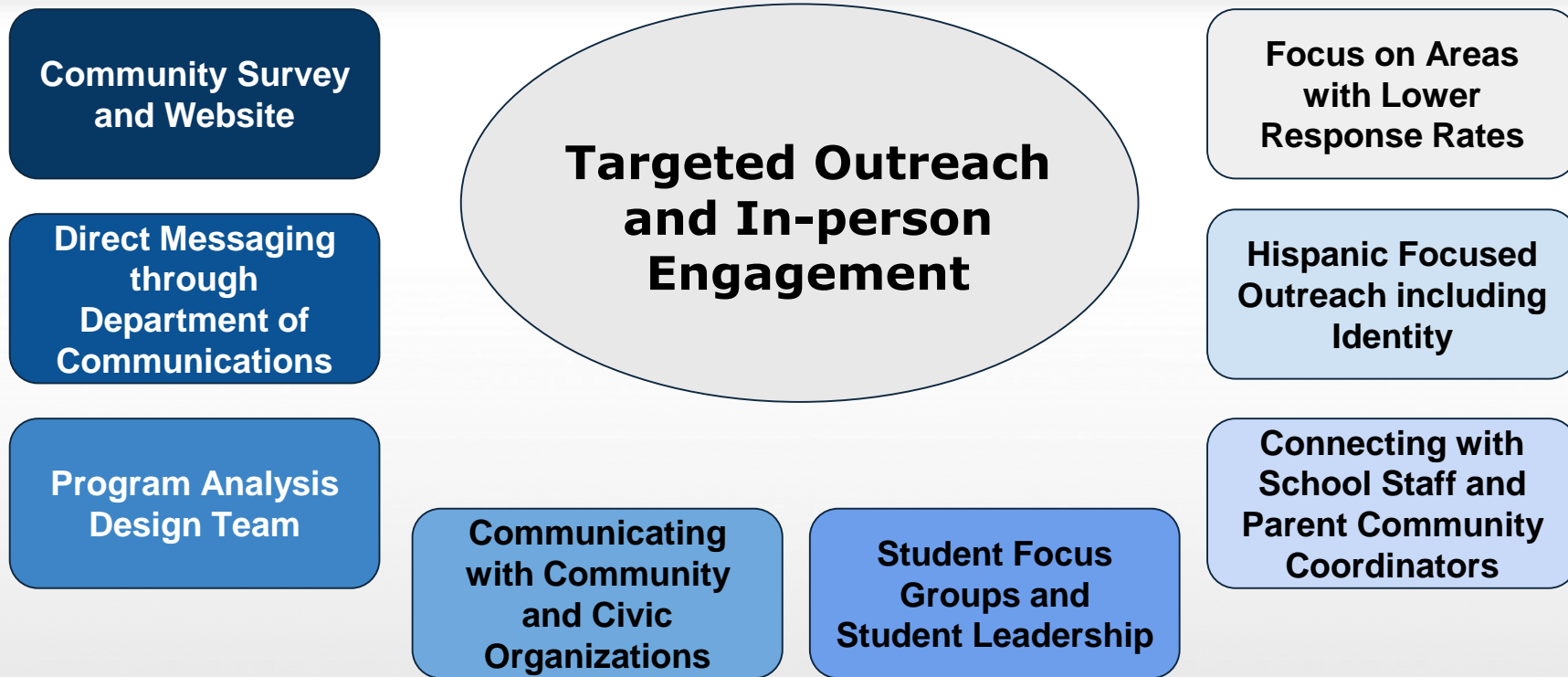
6.8% Potomac

5.6% Germantown

Race/Ethnicity	%
American Indian or Alaska Native	> .3%
Asian	15.4%
Black or African American	12.9%
Hispanic or Latino	12.5%
White	40.6%
Native Hawaiian or Pacific Islander	> .3%
Two or More Races	5.7%
Prefer Not to Respond	12.6%

Role/Relationship to MCPS	%
Student	22.1%
Staff Member	14.2%
Parent, Guardian, Caregiver, Family Member	72.0%
Community Member	9.3%
Employer	.8%

Program Analysis Initial Engagement



Labor Market

Top Employment Industries in the DC-VA-MD-WV Metropolitan Area 2025

Education & Health Services

Mining, Logging, & Construction

Trade, Transportation, and Utilities

Other Services

Financial Activities

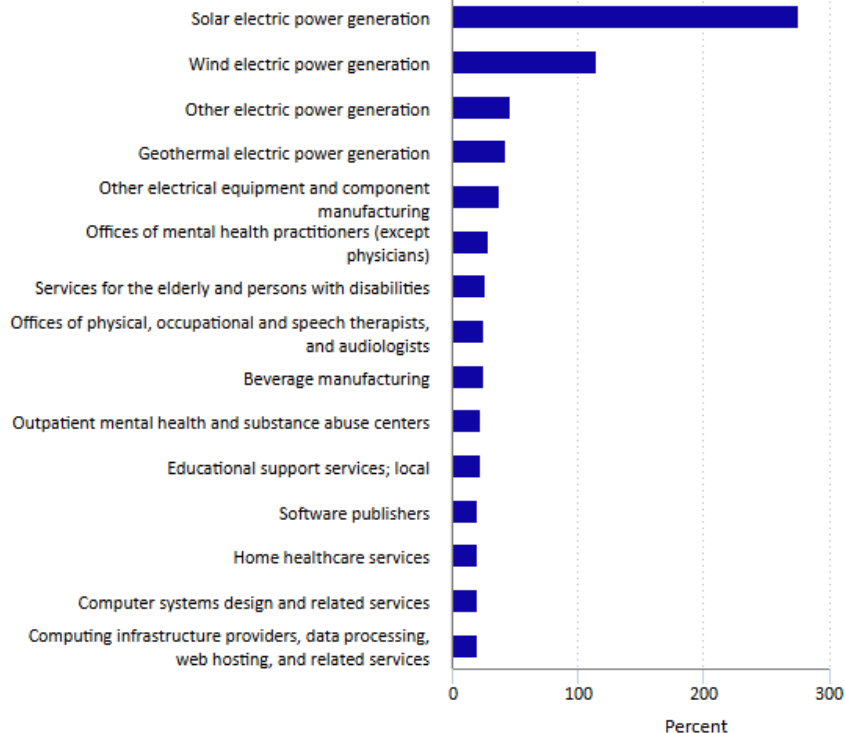
Manufacturing

Leisure and Hospitality

Information

Chart 4. Fifteen fastest growing industries, percent change, projected 2023–33

Show:



National

Community and School Staff Design Team

Recommended High School Framework

1. Overarching Guidance
2. At All High Schools
3. Regional Program Themes

1.Design Team Guidance

Equitable Opportunity(ies)

**High-Quality
Instruction**

Facilities

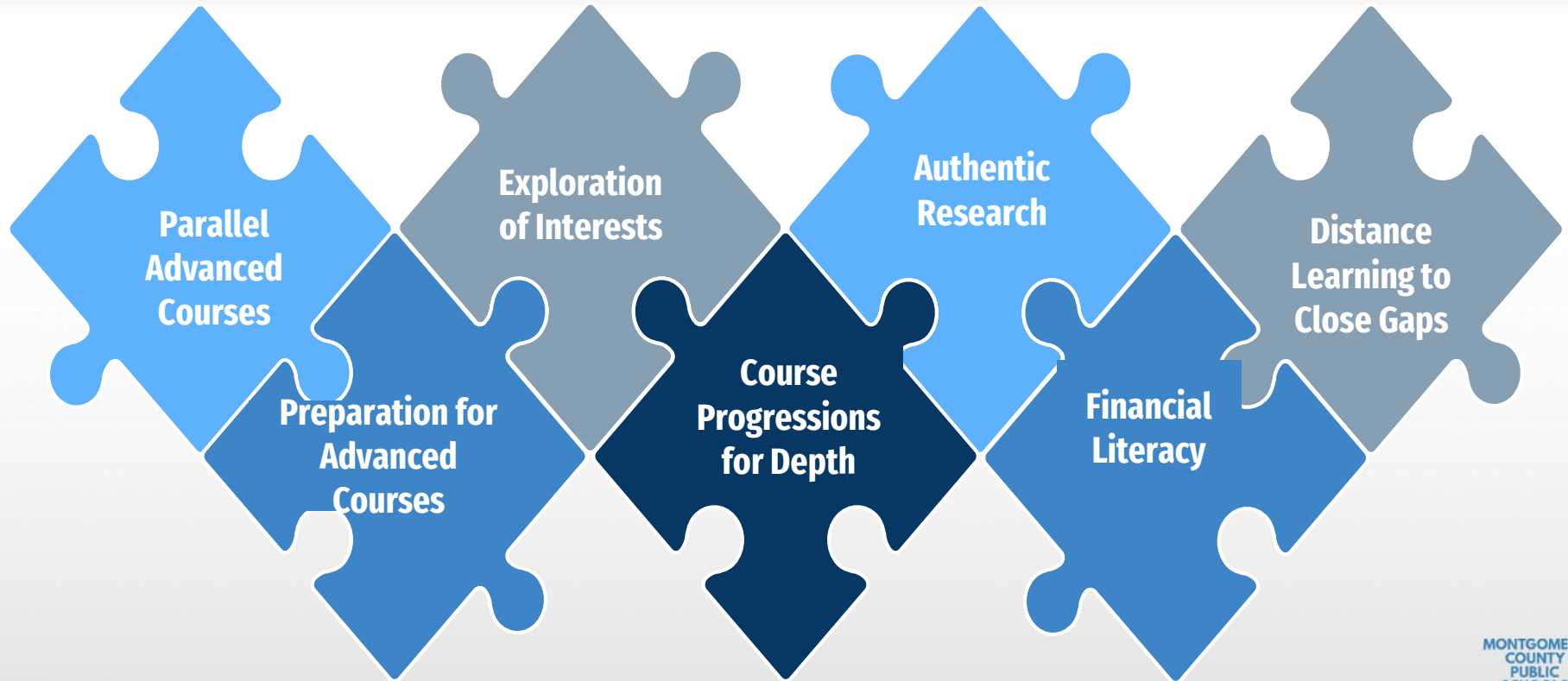
**Access and
Awareness**

**High-Quality
Curriculum**

**Resources and
Staffing**

**Standardized
Local
Opportunities**

2. Design Team: At All High Schools



2. Design Team: Baseline Courses

Core Required Courses

Advanced Courses

- Advanced Placement or International Baccalaureate
- Dual Enrollment
- Preparation for Advanced Courses (ex. honors)

Course progression opportunities to meet varied interests. (electives, advanced courses, Career and Technical Education pathways)

- 2–3 World Languages with upper level courses
- Fine Arts (music, visual)
- English
- Math
- Social studies
- Science
- Advance technology, coding, engineering
- Financial literacy, business, entrepreneurship
- Physical Education
- Work-based Learning

Research Capstone (ex. AP Research)

Local Innovation

Advanced Placement (or IB) Courses

Math

- Pre-Calculus, Calculus AB, Calculus BC, Statistics

English

- English 10 AP Seminar, Language and Literature, English Literature

Science

- Biology, Chemistry, Physics

Social Studies

- Government, U.S. History, World History, Psychology, Human Geography

World Languages

- Spanish, French

Technology

- Computer Science Principles, Computer Science Java Arts
- 1–2 minimum based on student interest

3. Design Team: Refined Regional Themes

Theme	Possible Pathways
Science, Math, and Technology	<i>Advanced biological and physical sciences and math</i>
Information Technology, Engineering, & Robotics	<i>Computer science, cybersecurity, all aspects of engineering</i>
Global Humanities and Leadership	<i>International Baccalaureate, non-Western languages, leadership and social justice</i>
Finance, Entrepreneurship, and Marketing	<i>Finance, business, accounting, and entrepreneurship</i>
Arts, Entertainment, and Design	<i>Media, communications, performing arts, visual arts</i>
Health and Human Services	<i>Healthcare professions, medical, biotechnology</i>
Education and Public Service	<i>Teacher preparation, legal studies, criminal justice</i>

All Regional Programs

Regional Programs will:

- Include both criteria-based and interest-based pathways
- Include 4-year courses of study
- Include advanced and in-depth course opportunities
- Integrate existing high-quality programs
- Prepare students for college and career
- Have on and off ramps for student access
- Be resourced equitably

Regional Programs & Pathways*

Health and Medical Professions	Engineering & Robotics	Education	Global Scholars
Medical Science Clinical Healthcare Medicine & Pharmacy	Engineering and Robotics Engineering and Construction	Future Teachers Academy	International Interdisciplinary Studies Global Languages
Arts & Design	Leadership and Public Service	Business & Entrepreneurship	Information Technology
Visual Art and Design Performing Arts Communications & Media	Law and Criminal Justice Leadership and Advocacy	Finance and Business Entrepreneurship	Information Technology Cybersecurity Data Science & Analytics

**Pathways may vary in parallel programs*

Example Region

Health and Medical Professions

Medical Science

Clinical Healthcare
(ex. Medical Assistant, Physical Rehabilitation)

Medicine and Pharmacy

Engineering, Robotics, and Creative Arts

Engineering and Robotics

Engineering and Construction

Visual Art and Design

Performing Arts

Communications & Media

Global Scholars

International Interdisciplinary Studies

Global Languages

Leadership, Education, and Public Service

Future Teachers Academy

Law and Criminal Justice

Leadership and Advocacy

Information Technology and Business

Information Technology

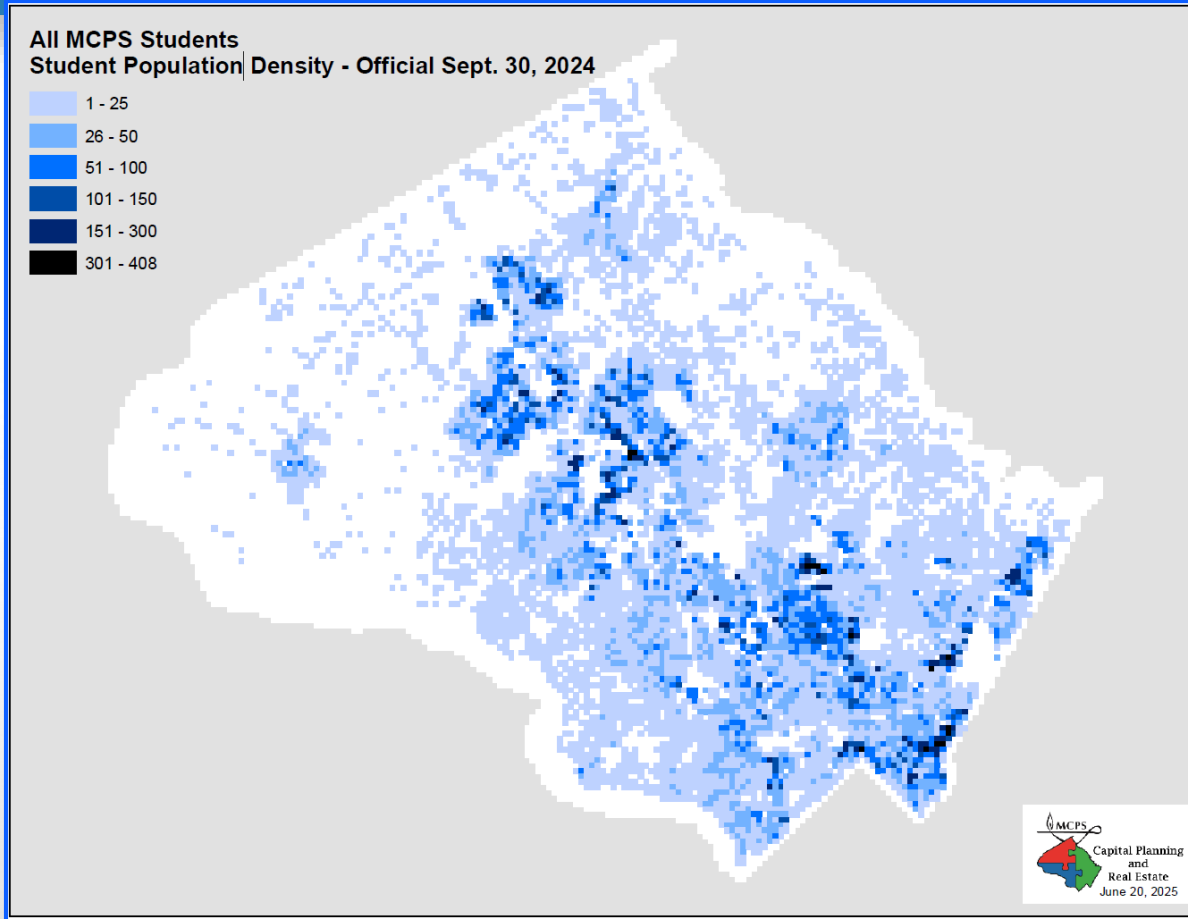
Cybersecurity

Data Science & Analytics

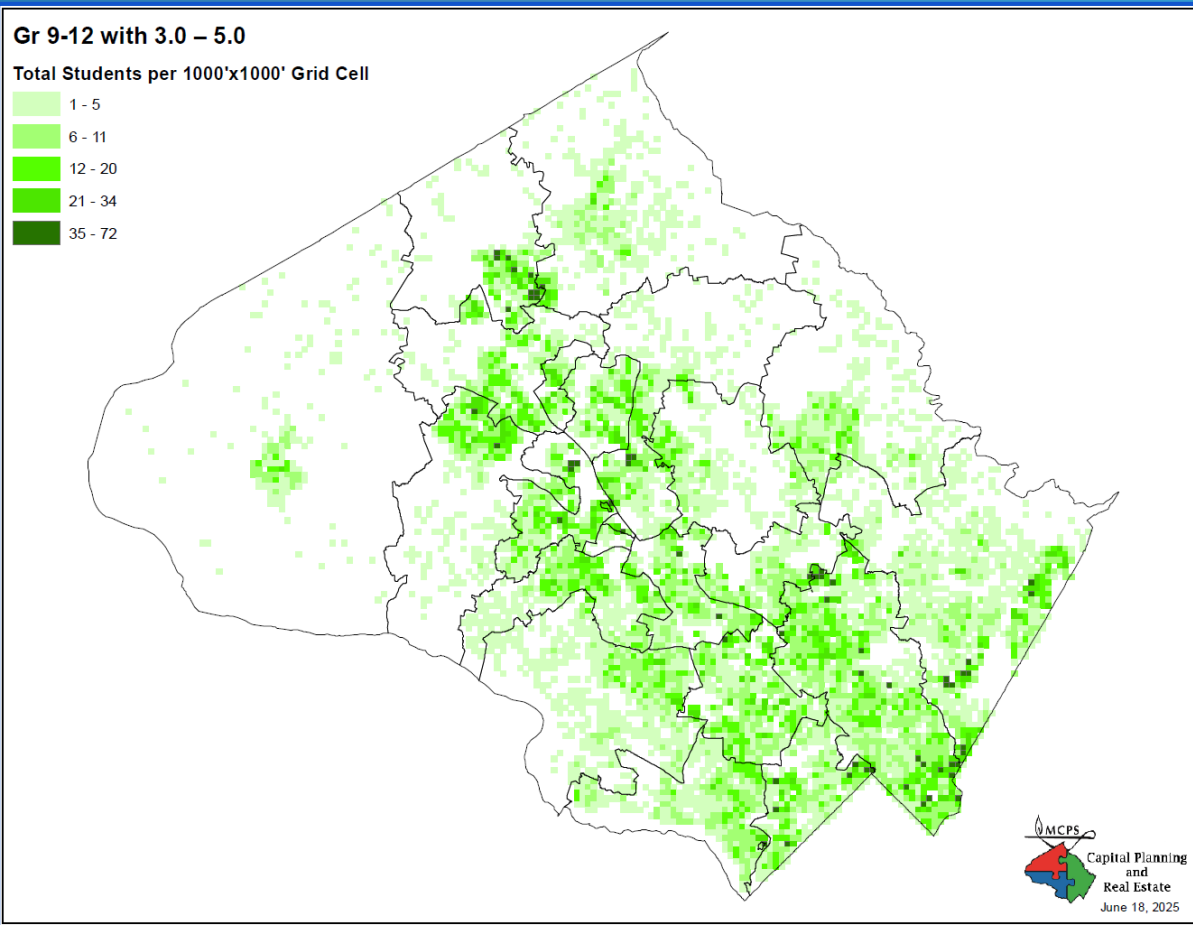
Finance and Business

Entrepreneurship

All MCPS Student Population Density



Students with a 3.0 and Higher

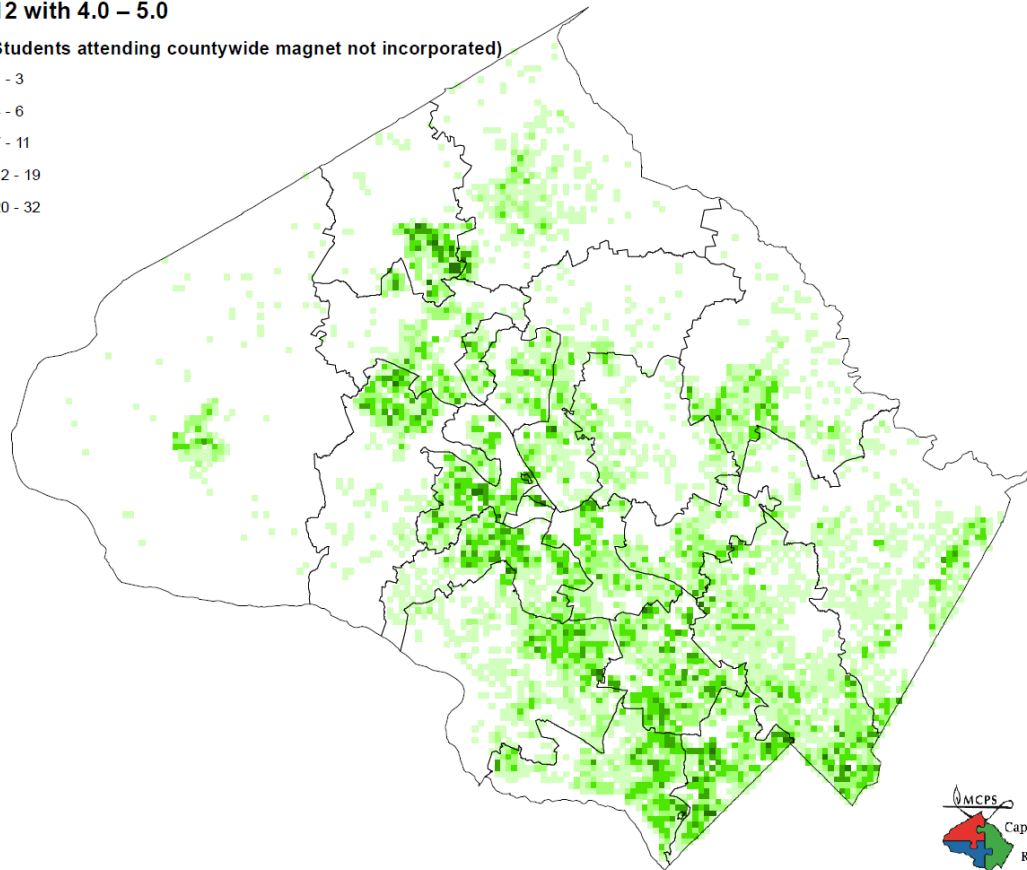
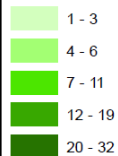


Students with a 4.0 and Higher

Criteria-based programs established 2009 and earlier not incorporated

Gr 9-12 with 4.0 – 5.0

Total (Students attending countywide magnet not incorporated)



Proposed 6 Regions

*OPENS IN 2027

#1

- **BETHESDA-CHEVY CHASE**
- **BLAIR**
- **EINSTEIN**
- **NORTHWOOD**
- **WHITMAN**

#3

- **CHURCHILL**
- **WALTER JOHNSON**
- **WHEATON**
- **WOODWARD***

#5

- **CROWN***
- **GAITHERSBURG**
- **NORTHWEST**
- **SENECA VALLEY**
- **WATKINS MILL**

#2

- **BLAKE**
- **PAINT BRANCH**
- **SHERWOOD**
- **SPRINGBROOK**

#4

- **KENNEDY**
- **MAGRUDER**
- **RICHARD**
- **MONTGOMERY**
- **ROCKVILLE**
- **WOOTTON**

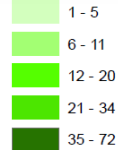
#6

- **CLARKSBURG**
- **DAMASCUS**
- **POOLESVILLE**
- **QUINCE ORCHARD**

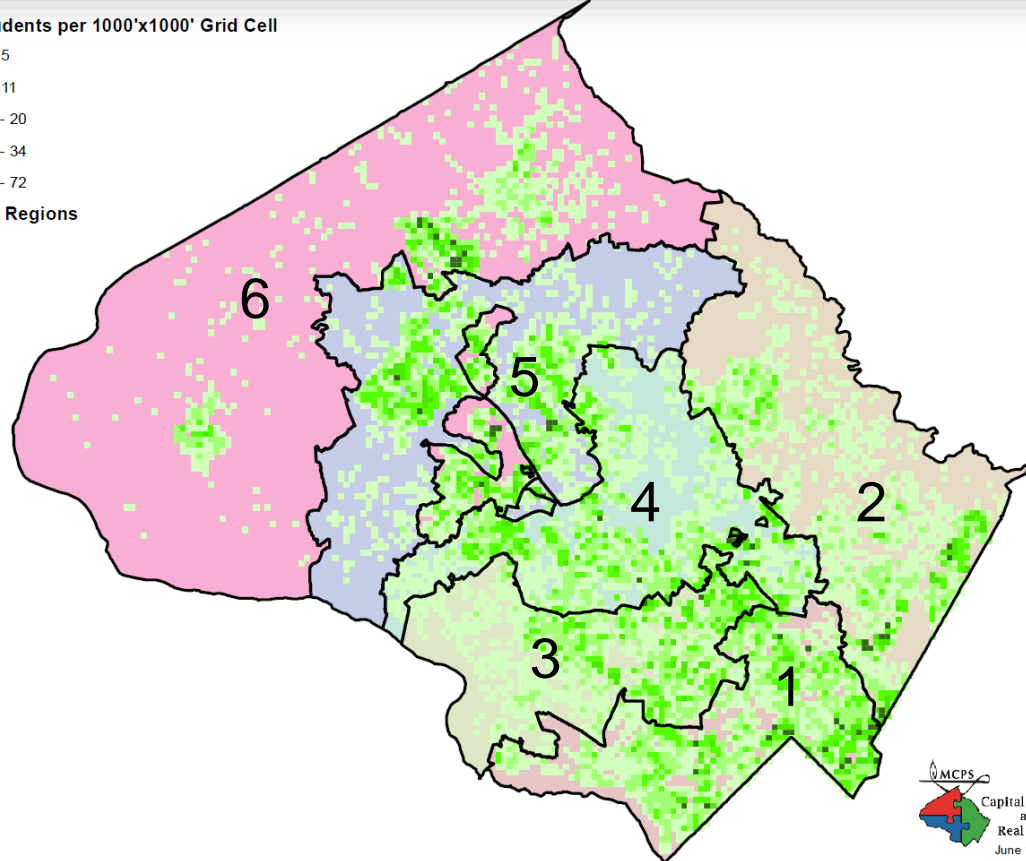
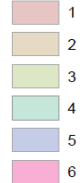
Students with a 3.0 and Higher by Region

Gr 9-12 with 3.0 – 5.0 with example of regions by HS Clusters

Total Students per 1000'x1000' Grid Cell



Option 1 Regions



Grade 8 Students in Fall 2026

A Region 6 Story

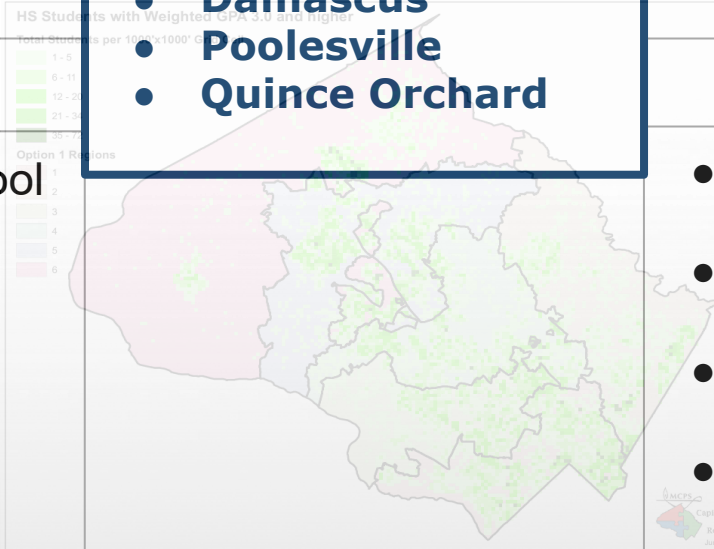
- **Clarksburg**
- **Damascus**
- **Poolesville**
- **Quince Orchard**

Christina

- Christina's home school is Damascus HS
- Explored all available local and regional programs
- Decided to attend her home high school

Tomas

- Tomas' home school is Damascus HS
- Explored all available local and regional programs
- Expressed interest in the three regional programs
- Attending the regional program at Poolesville HS



Phase 2 Outreach and Engagement

Engagement plan goals:

- Inform participants of the background and intent of the project.
- Consult with members by obtaining feedback on key programs that must be available to all of our students.
- Involve community members in the process to ensure stakeholder concerns and aspirations are considered.

Continue to	Examples
Community Input and Engagement with the Public Around the Regional Program Model	<ul style="list-style-type: none">• Outreach and Engagement Plan Phase 2• Enhanced feedback and communication tools: survey, FAQs, etc.• Enhanced public website for project information• Meet with principals, ILTs, and school-based staff• Meet with cluster and school PTSAs• Events and meetings with public and community groups• Focused outreach to specific communities• Messaging through Dept. of Communications• Program Analysis Design Team work (Phase 2) focus on Middle Schools

Secondary Program Analysis Timeline



Project Team Next Steps

1. Finalize asset mapping
2. Review existing programs
3. Finalize regional programs, specifications, and locations
4. Establish admissions criteria and processes
5. Develop the multi-year implementation and transition plan

Secondary Programs Analysis and Boundary Studies Update

Boundary Studies

- We are here to share an update on the community engagement and current feedback for the initial options round for the boundary studies.

Secondary Program Analysis

- MCPS is reimagining academic programs to ensure equity of access.
- The community and school-staff design team recommends a framework for what should be offered in all high schools and what regional programs should be available to all students.
- A proposed six regions model has been developed to better serve all students.