

EXHIBIT

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD

Educational Load and Diversity Profile

Changing Demographics in Montgomery County

The changing demographic patterns in Montgomery County have altered the context of education in MCPS. These changes and new measures arising from such changes will be used to guide MCPS policy for monitoring racial and ethnic composition of the student body (diversity profiles) and for allocating supplementary resources to schools in need of instructional support (educational load).

Montgomery County's increasing diversity has fostered a greater awareness of multicultural concerns in all aspects of the system's operation. The term "minority" no longer adequately describes the cultural distinctions that abound in schools. MCPS has changed from essentially a composition of two racial groups in the mid 1970's (84 percent White and 9 percent African American in 1976) to a multiracial/multiethnic composition in the mid 1990's (58 percent White, 19 percent African American, 12 percent Asian American, and 11 percent Hispanic in 1994). Further, schools vary considerably in their compositions of these four racial/ethnic groups.

The policy on Quality Integrated Education (QIE) was revised to take such differences into account. The updated QIE policy expands its view of integration to include tolerance, respect, and appreciation of diversity in what has become a more heterogeneous society than in the past. The QIE policy directs MCPS to use school diversity profiles in place of the former "minority percentage" to define the composition of the student body in each school.

Diversity Profiles

The diversity profile assesses the extent to which the individual school differs from the school system's overall composition with respect to four major racial/ethnic groups currently in Montgomery County (African Americans, Asian Americans, Hispanics, and Whites). In addition, the diversity profile reflects the change in a school's percentages over time, initially the preceding four years for each of those four groups. Therefore, diversity profiles are used to evaluate the impact of boundary changes and to manage student transfer requests to ensure that such transfers do not unduly and adversely impact diversity among schools.

Educational Load

The concept of educational load identifies demographic features that are related to academic performance. The educational load for a school is based on a weighted composite of several relevant indicators, such as the percentage of the school's enrollment that is receiving free and reduced-price meals, that is older than "grade-age," that has recently moved into the school, or other factors associated with school achievement levels. The specific combination of variables used in calculating a school's composite educational load may vary as conditions change.

Schools with a high educational load often face greater instructional challenges than do schools with a low educational load. Schools with higher educational loads would be expected to receive more supplementary resources than schools with lower educational loads. Schools with the highest educational load have priority for receiving supplementary resources. These schools may not all receive the same types or the same amounts of supplementary resources, depending on availability of resources, history of resource allocations, student achievement, school attainment of improvement plan goals and SES outcomes, and other relevant factors.

Source: Adapted from *Education: A Quality Investment. FY 1995 Educational Priorities*. Montgomery County Public Schools, Rockville, Maryland.

MCPS Exhibit History: New exhibit, October, 1994.