

Chapter 593

(House Bill 1582)

AN ACT concerning

**Education – Program of Educational Accountability – Alterations
(Comprehensive Outcomes and Measures of Progress for Supporting Schools
(COMPASS Act))**

FOR the purpose of altering the school quality indicators authorized for an educational accountability program in public schools; prohibiting the use of certain indicators in an educational accountability system; and generally relating to accountability in public schools.

BY repealing and reenacting, with amendments,

Article – Education

Section 7–203(c)

Annotated Code of Maryland

(2025 Replacement Volume and 2025 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That the Laws of Maryland read as follows:

Article – Education

7–203.

(c) (1) National standardized testing may not be the only measure for evaluating educational accountability.

(2) (i) An educational accountability program shall include at least three school quality indicators that measure the comparative opportunities provided to students or the level of student success in public schools.

(ii) 1. One of the school quality indicators under subparagraph (i) of this paragraph shall be school climate surveys.

2. The school climate surveys shall include at least one question to educators regarding the receipt of critical instructional feedback.

(iii) Other school quality indicators may include:

1. Class size;

2. Case load;

3. Opportunities for:
- A. Advanced Placement courses and International Baccalaureate Programs;
- B. Career and Technology Education Programs; and
- C. Dual enrollment;
4. Chronic absenteeism;
5. Data on discipline and restorative practices; [and]
6. ~~[Access] SCHOOL STAFFING MEASURES, INCLUDING ACCESS to teachers who hold an Advanced Professional Certificate or have obtained National Board Certification; AND~~

7. COMPLETION OF WELL-ROUNDED CURRICULUM MEASURES THAT ARE INDICATIVE OF ON-TRACK PROGRESS AT KEY TRANSITION POINTS WITHIN ELEMENTARY AND SECONDARY EDUCATION.

(iv) ~~[The] EXCEPT FOR THE COMPLETION OF WELL-ROUNDED CURRICULUM MEASURES, THE~~ school quality indicators used in subparagraph (i) of this paragraph may not be based on student testing.

(v) 1. The State Board shall establish a composite score that provides for meaningful differentiation of schools under the school accountability system.

2. The composite score established under subparagraph 1 of this subparagraph shall:

A. Include both academic and school quality indicators;

B. Incorporate a methodology that compares schools that share similar demographic characteristics, including the proportion of economically disadvantaged students, as defined by the State in accordance with federal law; and

C. Be reported in a manner that states for each score the individual indicator score that is used to calculate the composite score for each school.

3. The combined total of the academic indicators may not exceed ~~[65%]~~ **70%** of the composite score.

4. The composite score:

A. Shall be calculated numerically in a percentile form; [and]

B. SHALL BE REPORTED SHOWING THE INDIVIDUAL INDICATORS; AND

[B.] C. May not be reported using a letter grade model.

5. No academic indicator may be weighted as less than 10% of the total amount of the composite score.

6. No school quality indicator described under this paragraph may be weighted as less than 10% of the total amount of the composite score.

7. NO ACADEMIC INDICATOR OF PROFICIENCY MAY BE WEIGHTED AS MORE THAN 20% OF THE COMPOSITE SCORE.

8. Subject to this subparagraph, the final weights of the academic and school quality indicators shall be determined by the State Board, with stakeholder input.

(vi) [Of the academic indicators established by the State Board under subparagraph (v) of this paragraph, one shall be access to or credit for completion of a well-rounded curriculum that is indicative of on-track progress at key transition points within elementary and secondary education] **WHEN ESTABLISHING OR CALCULATING THE STATE ACCOUNTABILITY SYSTEM, INDICATORS ESTABLISHED BY THE STATE BOARD MAY NOT INCORPORATE, REFERENCE, OR RELY ON ANY TEACHER EVALUATION.**

SECTION 2. AND BE IT FURTHER ENACTED, That, ~~from on or before~~ July 1, 2027, ~~through June 30, 2031,~~ and each July 1 thereafter until July 1, 2031, the State Department of Education shall report to the State Board of Education and, in accordance with § 2-1257 of the State Government Article, the General Assembly on:

(1) any indicator under § 7-203(c)(2)(iii) of the Education Article, as enacted by Section 1 of this Act, that is not included in the composite score ~~shall be reported annually to the State Board of Education;~~ and

(2) the correlation between the proportion of students in a school from low-income households and the school's accountability rating under the education accountability program required under § 7-203 of the Education Article, as amended by Section 1 of this Act, for each of the past 3 years for:

(i) the school's overall composite score; and

(ii) each indicator used to make up the composite score.

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2026.

Approved by the Governor, May 26, 2026.