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**TO:** Senate Committee on Education, Energy, and the Environment

**BILL:** House Bill (HB) 1582 – Education - Program of Educational Accountability - Alterations (Comprehensive Outcomes and Measures of Progress for Supporting Schools (COMPASS Act))

**DATE:** April 7, 2026

**POSITION:** Support

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The Maryland State Board of Education (State Board) and the Maryland State Department of Education (MSDE) extend their support for HB 1582 - Education - Program of Educational Accountability - Alterations (Comprehensive Outcomes and Measures of Progress for Supporting Schools (COMPASS Act)).

HB 1582 was introduced at MSDE’s request with the goal of supporting the development of a more accurate, equitable, and actionable accountability system that is easily understood by Maryland’s school leaders, educators, parents, and other key stakeholders. HB 1582 would provide MSDE with additional flexibility to accurately reflect student growth within the State’s accountability system. The proposed new language narrowly changes the existing requirements for academic indicators and adds new options to the indicators that could be used to measure school quality.

The changes introduced in HB 1582 build on nearly two years of extensive stakeholder engagement and expert guidance. In May 2024, MSDE convened the Maryland Assessment and Accountability Task Force to examine the State’s assessment and accountability systems and identify opportunities for improvement. The Task Force brought together a broad representation of state and local partners, teachers, school and district leaders, and national experts from the Center for Assessment, one of the nation’s leading organizations helping states design, implement, and evaluate assessment and accountability systems. Building on this work, the Maryland Accountability Advisory Committee was launched in June 2025 to operationalize the Task Force’s recommendations and provide actionable policy guidance.

HB1582 is not seeking sweeping changes to Education Article §7-203. Instead, MSDE proposes minor statutory changes that will provide the flexibility to achieve three key priorities:

- Accountability results that meaningfully differentiate schools based on performance.
- Ease of interpretation for every indicator in the accountability system.
- Stronger incentives for schools to support the lowest-achieving students.

HB 1582 creates flexibility for MSDE to modify the accountability system in the ways envisioned by the Task Force and the Advisory Committee. The proposed bill increases the portion of the total composite score allotted to academic indicators from 65% to 70%. In addition, the bill removes the mandate to include access to or credit for completion of a well-grounded curriculum as one of the required academic indicators. Combined, these two changes would allow for the prioritization of new academic measures

focused on growth for the lowest-achieving students.

HB 1582 also expands the type of measures that may be included in the School Quality and Student Success (SQSS) indicator. The bill adds new options for how this indicator may be comprised, including “Completion of a well-rounded curriculum,” which reflects whether students are progressing through key academic milestones at important transition points in elementary and secondary education. Maintaining this option ensures that the State’s accountability system can continue to signal the importance of knowledge and skills across content areas beyond English Language Arts and mathematics. This flexibility will also allow MSDE to better align the SQSS indicator with the Blueprint for Maryland’s Future College and Career Readiness standard.

Additionally, HB 1582 introduces the school staffing indicator as another option within the SQSS score. This measure can be used to evaluate a variety of teacher workforce-related metrics within a school, such as teacher retention or progress toward licensure. Importantly, the school staffing indicator is focused on overall school-level staffing outcomes, rather than the performance of any individual teacher.

The State Board and MSDE support the amendments put forward by the House and appreciate the collaborative approach taken to strengthen **HB 1582**. Taken together, the bill will streamline the school accountability system and improve the communicability of results, while rewarding student growth and ensuring fairness for schools in under-resourced communities. For further information, please contact Laurel Cratsley, Interim Executive Director of Government Affairs, at 443-571-5461 or [Laurel.Cratsley@maryland.gov](mailto:Laurel.Cratsley@maryland.gov).