

**HB 1582 - Support - COMPASS Act (EEE).pdf**

Uploaded by: Jessica Goff

Position: FAV

**BILL:** House Bill 1582  
**TITLE:** Education - Program of Educational Accountability - Alterations  
(Comprehensive Outcomes and Measures of Progress for Supporting Schools (COMPASS Act))  
**HEARING DATE:** April 7, 2026  
**POSITION:** FAVORABLE  
**COMMITTEE:** Senate Education, Energy, and Environment Committee  
**CONTACT:** Jessica Goff, Governmental Affairs Associate (jgoff@mabe.org)

The Maryland Association of Boards of Education (MABE), representing all the state's local boards of education, **supports House Bill 1582 – Education - Program of Educational Accountability - Alterations (Comprehensive Outcomes and Measures of Progress for Supporting Schools (COMPASS Act))**.

Under the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), states are required to establish statewide accountability systems for public schools. See ESEA § 1111(c). While certain core indicators must be included by federal law, the ESEA intentionally preserves discretion for states to determine how their accountability systems are structured and implemented, so long as the measures allow for meaningful differentiation in school performance; and are valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State).

Pursuant to the ESEA, states must have both: (1) academic achievement indicators (academic achievement, another academic measure, graduation rates, the progress of English learners in achieving English language proficiency) and (2) at least one school quality or student success (SQSS) indicator. States have discretion within the Federal requirements to develop their accountability systems, but they must meet the above requirements. **House Bill 1582 makes changes to the menu of options for the Maryland State Department of Education's statewide accountability system to more accurately measure student academic achievement and school quality and success, as follows:**

- Overall, prohibits the use of teacher evaluations as a metric.
- To the academic achievement indicators:
  - Removes access to or credit for completion of a well-rounded curriculum.
  - Limits the weight that the academic indicators may receive to not more than 20% individually, and not more than 70% of the composite score, when combined.
- To the SQSS Indicator:

- Adds school staffing measures
- Adds completion of well-rounded curriculum measures that are indicative of on-track progress at key transition points within elementary and secondary education.
- Permits student testing to be a component of the well-rounded curriculum SQSS indicator.

Additionally, HB 1582 has been amended to require that, annually until July 1, 2031, MSDE must report to MSBE and the General Assembly on (1) the indicators not chosen to be a part of the accountability system, and (2) the correlation between the proportion of students in school from low-income households and the school’s accountability rating for each of the past three years for the school’s overall composite score and each indicator used to make up the composite score.

MABE overall believes the changes to the available indicators for the accountability system will better serve school systems by more accurately measuring student academic achievement and school quality and success, as provided more specifically below. However, we feel that the amendments on reporting in Section 2 are unnecessary, since MSDE collects data on each of the indicators already, even those that are not a part of the accountability system. The information in the reporting under Section 2 is readily available on the Maryland School Report Card [website](#), and as such, Section 2 is duplicative and administratively burdensome.

**MABE Supports the Prohibition on the Use of Teacher Evaluations in the School Accountability System in HB 1582.**

Teacher evaluations are rarely, if ever, used in accountability systems anywhere in the nation. Longstanding Federal guidance since the passage of ESSA has emphasized that SQSS indicators should reflect student outcomes or school conditions, not internal personnel evaluations. Although teacher evaluations are great tools for professional development, feedback and coaching, personnel decisions, and school improvement strategies, they should not be used as a metric for rating schools. In addition, because teacher evaluations are usually district-specific, not standardized statewide, ratings often differ between and among school systems, or even differ among schools in the same system, and thus may not provide for meaningful differentiation or comparable measurements. Further, the ESEA requires that indicators must support “annual meaningful differentiation” among schools, which personnel evaluations may not reliably provide. Therefore, MABE supports the prohibition on using teacher evaluation ratings as an accountability indicator.

### **MABE Supports the Inclusion of School Staffing Measures in the School Quality and Student Success Indicator.**

Teachers and staff are central to school systems. MABE supports the inclusion of a school staffing measure as an option for the SQSS Indicator, because we believe access to effective, certified teachers is crucial for student success. Because the terminology “school staffing measure” is vague, there will be wide discretion afforded to MSBE when developing a new accountability system, and MABE looks forward to providing feedback during that process to ensure Maryland’s accountability system is accurate, effective, and equitable.

### **MABE Supports Well-Rounded Curriculum as a School Quality and Student Success Indicator but has Concerns about Including Testing in the SQSS Indicator.**

MABE fully supports the importance of a well-rounded curriculum and notes its importance in ensuring all students are prepared for life outside of school. However, we are concerned by HB 1582’s addition of student testing into the SQSS Indicator. Student testing is already captured in the academic achievement indicators and was previously prohibited from being included in the SQSS. It is not clear from the bill text whether the addition of student testing to the SQSS Indicator would be a way around the 70% maximum weight for the academic indicators. While student test scores can be useful measures of growth, the language “access to or credit for completion of a well-rounded curriculum” was lifted from the academic indicator standard set forth in Education Article § 7-203(c)(2)(vi). Testing is very clearly an academic indicator, and not necessarily a measure of a school’s quality. MABE supports efforts to measure student growth but cautions its addition to the SQSS Indicator. We encourage MSDE to consider non-testing measures of completing a well-rounded curriculum, if it chooses to use this indicator.

### **Conclusion**

MABE supports efforts to update Maryland’s school accountability system and provide additional flexibility for creating a framework that most accurately measures student academic achievement and school quality and success. We look forward to working with stakeholders, MSBE, and MSDE on designing an updated framework in response to HB 1582.

For these reasons, **MABE respectfully requests a favorable report on HB 1582.**

**HB1582 - State Board & MSDE - Support 4.7.26.docx.**

Uploaded by: Laurel Cratsley

Position: FAV

---

**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

---

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).

# **HB 1582 xover - Program of Educational Accountabil**

Uploaded by: Mary Pat Fannon

Position: FAV



Mary Pat Fannon, Executive Director  
1217 S. Potomac Street  
Baltimore, MD 21224  
410-935-7281  
marypat.fannon@pssam.org

---

BILL: HB 1582

TITLE: Education - Program of Educational Accountability - Alterations  
(Comprehensive Outcomes and Measures of Progress for Supporting Schools (COMPASS Act))

DATE: April 7, 2026

POSITION: Favorable

COMMITTEE: Senate Education, Energy, and the Environment Committee

CONTACT: Mary Pat Fannon, Executive Director, PSSAM

---

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four public school superintendents, **supports** House Bill 1582.

This bill would alter the school quality indicators authorized for an educational accountability program and prohibit the use of certain indicators in an educational accountability system.

PSSAM supports House Bill 1582 as it would allow the Maryland Department of Education (MSDE) to more accurately measure Maryland public schools' progress toward the ambitious goals of the Blueprint for Maryland's Future by updating the *Maryland Report Card*. House Bill 1582 increases the share of the overall composite score dedicated to academic indicators from 65% to 70%, ensuring that the system more accurately reflects student learning and growth. At the same time, it caps individual proficiency indicators at 20%, preventing any single measure from overshadowing other important dimensions of school performance. This balance is essential for capturing both achievement and growth within Maryland's public schools.

Beyond academic adjustments, the bill also authorizes MSDE to include credit for completion of a well-rounded curriculum, reflecting whether students are on track at key transition points; and school staffing indicators, including access to teachers with Advanced Professional Certificates or National Board Certification.

PSSAM believes HB 1582 represents a thoughtful, community-informed update to Maryland's accountability system. These changes give MSDE the flexibility to implement recommendations from nearly two years of community collaboration, including the Maryland Assessment and Accountability Task Force and the Maryland Accountability Advisory Committee, both of which included several superintendents. By refining school quality indicators, strengthening the role of academic growth, and ensuring transparent, actionable reporting this bill positions Maryland to better support students, educators, and families

For these reasons, PSSAM **supports** House Bill 1582 and kindly requests a **favorable** committee report.