

# HOUSE BILL 1582

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By: **Chair, Ways and Means Committee (By Request – Departmental – Education)**

Introduced and read first time: February 13, 2026

Assigned to: Ways and Means

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## A BILL ENTITLED

1 AN ACT concerning

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

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

9 BY repealing and reenacting, with amendments,  
10 Article – Education  
11 Section 7–203(c)  
12 Annotated Code of Maryland  
13 (2025 Replacement Volume and 2025 Supplement)

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

16 **Article – Education**

17 7–203.

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

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

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

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



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

3                                   (iii)   Other school quality indicators may include:

4                                   1.     Class size;

5                                   2.     Case load;

6                                   3.     Opportunities for:

7                                   A.     Advanced Placement courses and International  
8 Baccalaureate Programs;

9                                   B.     Career and Technology Education Programs; and

10                                  C.     Dual enrollment;

11                                  4.     Chronic absenteeism;

12                                  5.     Data on discipline and restorative practices; [and]

13                                  6.     [Access] **SCHOOL STAFFING MEASURES, INCLUDING**  
14 **ACCESS** to teachers who hold an Advanced Professional Certificate or have obtained  
15 National Board Certification; **AND**

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

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

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

24                                  2.     The composite score established under subsubparagraph  
25 1 of this subparagraph shall:

26                                  A.     Include both academic and school quality indicators;

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

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

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

5 4. The composite score:

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

7 **B. SHALL BE REPORTED SHOWING THE INDIVIDUAL**  
8 **INDICATORS; AND**

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

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

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

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

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

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

26 SECTION 2. AND BE IT FURTHER ENACTED, That, from July 1, 2027, through  
27 June 30, 2031, any indicator under § 7-203(c)(2)(iii) of the Education Article that is not  
28 included in the composite score shall be reported annually to the State Board of Education.

29 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
30 1, 2026.