Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools

TO: Members of the Education Policy Committee

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: November 19, 2026

SUBJECT: Proposed New School Accountability Framework

STRATEGIC PLAN ALIGNMENT:

Pillar 5: Governance and Accountability
Goal: Every school and district receives a rating of __ or higher.

Purpose

The purpose of this item is to provide the Maryland State Board of Education (SBOE) with updates on proposed changes to the school accountability rating system.

Background

After convening three large stakeholder groups that collectively met over 2.5 years to examine the state's assessment and accountability systems, the Maryland State Department of Education (MSDE) is currently transitioning to the Maryland System of Testing Academic Readiness (MSTAR) and designing a new accountability system to replace the Maryland School Report Card.

Executive Summary

This presentation will provide updates on the most recent work of the Maryland Assessment and Accountability Advisory Committee (MD AAAC). The committee is comprised of members representing key constituencies from across the state and is being facilitated by the National Center for the Improvement of Educational Assessment (more commonly known as the Center for Assessment). Collectively, the MD AAAC has held five meetings from June 2026 to November 2026 and drafted recommendations for developing a new framework to guide the implementation of Maryland's new school accountability system.

Action

MSDE requests the adoption of the proposed new school accountability framework.

Attachments

New Accountability Framework.pptx

New Accountability Framework.pdf



Proposed New School Accountability Framework

DIVISION OF ASSESSMENT AND ACCOUNTABILITY

Geoff Sanderson, Chief of Accountability

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MSDE Strategic Plan Goals

1. **Every child** has access to a high-quality early childhood program.



PILLAR 1: EARLY CHILDHOOD EDUCATION

2. **Every school** has high-quality and diverse teachers and leaders.



PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS

3. **Every student** graduates high school college and career ready.



PILLAR 3: COLLEGE AND CAREER READINESS

4. **Every student** is matched with the resources they need to ensure their success.



PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS

5. **Every school and district** receives a rating of ___ or higher.



PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org

STRATEGIC PLAN ALIGNMENT



GOAL 5

Every school and district receives a rating of ___ or higher.

Key Milestones

2024

- **February:** Dr. Wright announced the formation of the Maryland Assessment and Accountability Task Force.
- **May-November:** 12 meetings held to discuss improvements for the assessment and accountability systems
- **December:** Maryland State Board of Education (SBOE) accepted task force final report with recommendations

2025

- **April:** Dr. Wright announced the formation of the Maryland Accountability Advisory Committee.
- **June-December:** 6 meetings held to determine recommended components of the Maryland accountability system
- **December:** Maryland State Board of Education (SBOE) was presented with advisory committee draft report with recommendations

2026

- **January:** Introduced departmental bill (House Bill 1582) on accountability reform to provide flexibility for modifications to the educational accountability system.
- **April:** HB 1582 passed by the General Assembly
- **July-November:** 5 meetings held by the Maryland Assessment and Accountability Advisory Committee to finalize recommendations related to implementation decisions

Accountability System Redesign

The Every Student Succeeds Act (ESSA)

Meaningfully differentiate the performance of public schools based on five broad indicators:

- Academic achievement
- Growth or other academic indicator
- Graduation rate (high schools)
- Progress in achieving English language proficiency
- School quality/student success (SQSS)

All indicators in the aggregate must have a greater weight than the SQSS indicator.

Accountability System Redesign

Maryland Legislation (COMPASS ACT) — Key Relevant Points:

- Maximum weight for academic indicators increases from 65% to 70%.
- No academic indicator of proficiency may be weighted more than 20%.
- The accountability system must include at least three school quality indicators; one shall be school climate survey.
- No accountability indicator may be weighted as less than 10%.
- Eligible school quality indicators include school staffing.
- Access to a well-rounded curriculum is no longer required.
- Completion of a well-rounded curriculum measures can reflect on-track progress at key transition points (may be based on student testing) and counted as a School Quality/Student Success indicator.

Accountability System Redesign

Potential New School Accountability Framework — Elementary/Middle

Academic Indicators	
Achievement • English Language Arts (proficiency) • Mathematics (proficiency)	20%
Growth • English Language Arts (progress) • Mathematics (progress)	25%
English Language Proficiency	10%
Opportunity Measure • English Language Arts • Mathematics	15%

SQSS Indicators	
School Survey • Students • Teachers	10%
Credit for Completion of a Well-Rounded Curriculum • Science (proficiency) • Social Studies (proficiency) • Earning credit in select courses	10%
Attendance Change	10%

LINK to 10/13/2026 AAAC Meeting slides showing correlation between attendance change and school socioeconomic status.

Accountability System Redesign

Potential New School Accountability Framework — High

Academic Indicators	
Achievement • English Language Arts (proficiency) • Mathematics (proficiency)	20%
Graduation Rate • Four-year adjusted cohort • Five-year adjusted cohort	20%
English Language Proficiency	10%
College and Career Readiness • By 10th grade • By completion	20%

SQSS Indicators	
School Survey • Students • Teachers	10%
Credit for Completion of a Well-Rounded Curriculum • Science (proficiency) • Social Studies (proficiency) • On-Track in 9th Grade	10%
Attendance Change	10%

LINK to 10/13/2026 AAAC Meeting slides showing correlation between attendance change and school socioeconomic status.

Accountability System Redesign

Potential School Staffing Indicators

Indicator	Award Points For:
Teacher licensure and pathways	Teachers who meet state licensure requirements for grade and subject or who are in an approved pathway toward becoming fully credentialed
Retention	Teachers who taught in the same school in the previous year
Experience	Teachers with at least XX years of teaching experience
Advanced professional credentials	Teachers who have attained advanced or specialized credentials
Attendance	Teachers who were in the classroom at least XX% of instructional days
Stability (composite indicator)	Teachers who meet a specified set of criteria based on a menu of staffing-related measures

Roadmap for Accountability Model

Related Activities in 2027

- **February 2027** — Submit Maryland ESSA plan amendments to US Department of Education for approval
- **Spring 2027** — New Maryland System of Testing Academic Readiness (MSTAR) administered
- **Summer 2027** — MSTAR standard setting
- **Early Fall 2027** — SBOE Presentation on MSTAR results
- **Winter 2027** — SBOE Presentation on Maryland Report Card ratings under COMPASS

Questions and Discussion

Appendix



Resources

1. Maryland Assessment and Accountability Task Force Materials (LINK)
2. Maryland Assessment and Accountability Task Force Presentation and Final Report (LINK)
3. Maryland Accountability Advisory Committee Materials (LINK)
4. Maryland Accountability Advisory Committee Presentation and Draft Report (LINK)
5. Maryland Accountability Advisory Committee Final Report (LINK)
6. Maryland Assessment and Accountability Advisory Committee Materials (LINK)
7. Maryland Assessment and Accountability Advisory Committee Presentation (LINK)