State law requires updates to standards to continuously improve student performance and ensure Texas is a national leader in preparing students for postsecondary success. Prior to 2017, accountability standards and cut points were raised each year.   enables apples-to-apples comparisons by updating standards less frequently. However, this results in larger changes when the updates occur. This year is different with the updated standards. Therefore, 2022 and 2023 ratings cannot be compared side-by-side. It is possible that a campus with an   in 2022 may improve in 2023 and yet receive a   .

- In 2017, cut points for CCMR were set for the first time under   . District and stakeholder feedback five years ago recommended a cut point of over 90 percent as the percentage of CCMR graduates that represented excellence and should generate an   . However, very few campuses performed at that level in 2017 (average performance was 47 percent), so the cut point was set at 60 percent.
- CCMR performance has skyrocketed, with average performance now at 65 percent. Given these improvements, and the statutory objective of   to make Texas a national leader in preparing students for postsecondary success, the cut point for an   has been adjusted to 88 percent. This raises the bar to begin to meet Texas's definition of excellence for CCMR.

Final Refresh Changes

Student Achievement Domain

CCMR Component:
- Phase-in programs of study, in alignment with industry-based certification (IBC) updates.
- Work towards improved validity requirements for college prep courses and IBCs.
- Bring back reliable data collection for military enlistment (both US Armed Forces and TX National Guard) starting with the class of 2023 in 2024 Ratings.

Academic Growth Component:
- Use a transition table model to determine growth. Cut points with splits for "Did Not Meet" and "Approaches" into high and low, as well as different point values.
- Incorporate accelerated learning performance into the Academic Growth component calculation.
- Calculate district domain ratings using a proportionality method to improve the alignment of district overall ratings with campus overall ratings.

Closing the Gaps Domain

- Set federal interim and long-term student group targets by school type.
- Award gradated outcomes (0–4 points) for performance and growth to these targets.
- Use super groups to adjust how current groups are categorized, to improve focus on at-risk students whose performance is not potentially reflected in the first two domains.

Unique Alternative Education Accountability (AEA) System

- Focus on achievement and progress outcomes of re-testers.
- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (dropouts are included in the numerator but not the denominator of the calculation).

Other

Expand the 3*F*s Gate:
- To align with Senate Bill (SB) 1365, if a campus or district earns three   s and/or   s, they cannot earn above 69 on their overall rating.
- Add report-only Closing the Gaps, Part B: Results Driven Accountability (RDA) for districts only.
- Update overall and domain cut scores that correspond to   , and   .

School Improvement:
- Targeted, and additional targeted identification and exit methodologies, will align with 0–4 points and focus on lowest performing groups and campuses.

Distinction Designations and Other
- Refine distinctions and highlight other performance information that recognize district efforts.

Incorporate Extra and Co-curricular Activities:
- Continue data collection and analyses to add an extra/co-curricular student activity indicator pending legislative action for a future accountability cycle.