

House Bill (HB) 8, 89th Texas Legislature, 2nd Called Session, 2025, was passed in September 2025. This bill introduces significant changes to the Texas Assessment Program beginning in the 2027–28 school year. These changes include replacing the State of Texas Assessments of Academic Readiness (STAAR®) with a new instructionally supportive assessment program—the Student Success Tool (SST)—for Texas public school systems (i.e., public school systems and open-enrollment charter schools). The bill also changes several accountability requirements.

The Texas Education Agency (TEA) is providing this frequently asked questions document to address:

- assessment questions related to the 2026–27 school year, the year prior to the implementation of the new testing program;
- assessment questions related to the 2027–28 school year, when SST will be implemented; and
- accountability questions related to the implementation of HB 8.

The document will be updated periodically with new questions and answers as needed.

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General Assessment Questions for the 2026–27 School Year

1. Will there be a stand-alone field test during the 2026–27 school year?

Yes. In planning and preparing for the new assessment program, TEA will need to administer stand-alone field tests during the 2026–27 school year to help develop a sufficient number of test questions for the adaptive beginning-of-year (BOY) and middle-of-year (MOY) assessments that are part of SST. Texas Education Code (TEC) §39.0225(d), added by HB 8, requires school systems to participate in all field testing necessary to develop the new assessment program. In addition, TEC §39.035(b) permits TEA to administer stand-alone field tests as needed to develop new assessment instruments.

2. Will TEA continue to offer optional STAAR Interim Assessments?

Yes, but only through 2026–27. When SST, with BOY and MOY assessments, is implemented beginning in the 2027–28 school year, interim assessments will no longer be provided.

3. With the amendments in law to benchmark assessments, can Texas public school systems continue to administer them?

Yes, but only through 2026–27. The changes to TEC §39.0262 and §39.0263 are not effective until the 2027–28 school year. Until then, school systems may continue administering benchmark assessments as previously permitted. However, the intent of the law is to safeguard instructional time by discouraging excessive use of practice assessments. School systems are encouraged to begin evaluating their assessment practices in preparation for the upcoming changes introduced by HB 8.

Assessment Questions for the 2027–28 School Year

General Questions

4. What is an adaptive assessment, as required for the new BOY and MOY assessments?

An adaptive assessment adjusts the test questions presented based on the ability of each student. The test questions provided to a student are based on the student's responses to previous questions. Because the assessment adapts or adjusts as the student moves through the assessment, each student will experience a different set of test questions. In addition, an adaptive test design allows assessments to be administered more quickly with fewer questions needed to achieve accurate results, thus saving instructional time for students and teachers.

5. Will TEA continue to involve educators in the review of test questions?

Revised
8.20.2026

Yes. TEA will continue to involve educators in all aspects of the test development process. Specifically, TEC §39.02301(c) requires test questions for the new assessment program to be reviewed and approved by committees of teachers. TEA is required to invite to each committee about 40 teachers, with representatives from each region of the state, and to prioritize teachers nominated by regional education service centers. Each educator selected to serve on a committee will receive a stipend per day. The teachers will review each proposed test question to ensure it is aligned to the TEKS and appropriate for the grade level. Educators can view testimonials from previous committees and teachers can apply for future committees by visiting the [Texas Educator Committees](#) web page.

6. Are there time length limitations for the new BOY, MOY, and end-of-year (EOY) assessments?

Yes. TEC §39.02301(k) establishes that the assessments must be designed to minimize the impact on student instructional time, with most students expected to complete the assessment within the time frames below.

Grade Level	BOY and MOY Assessments	EOY Assessments
Grades 3 and 4	60 minutes	90 minutes
Grades 5–8	75 minutes	105 minutes

7. When during the school year will the BOY, MOY, and EOY assessments be administered?

Revised
8.20.2026

TEC §39.02301(i) establishes the general schedule for when the assessments must be administered. See the [2027–28 Student Assessment Testing Calendar](#) for more information.

Assessment	BOY Assessment	MOY Assessment	EOY Assessment
General Schedule	Between the fourth Monday in August and September 30	Between January 2 and February 21	Between May 1 and May 30 (writing component in April)

- 8. Why will the writing component of reading language arts (RLA) EOY assessments be administered in April, before the remaining portion of the RLA EOY assessments is administered in May?**

TEC §39.02301(i) requires the writing component of the RLA EOY assessments, which includes open-ended or constructed-response questions, to be administered between April 1 and April 15 to allow sufficient time to score the student responses and include those results along with the results for the remaining portion of the RLA EOY assessment administered in May on the reporting timelines required by TEC §39.02301(l).

- 9. Will the SST BOY, MOY, and EOY assessments follow a specific scope and sequence?**

New
8.20.2026

Each SST assessment will be a full-scope assessment. This enables districts to maintain local curricula decision-making and supports students who switch districts during the school year. Full-scope assessments at each administration also allow for cross-opportunity comparability (apples-to-apples) and the development of within-year growth measures.

- 10. Will SST BOY, MOY, and EOY assessments continue to include technology-enhanced items (TEIs)?**

New
8.20.2026

Approved item types for all SST assessments (except RLA EOY) are multiple choice, multiple select (2 points), inline choice (2 points), and multi-part items (2 points) where each part is multiple choice, multiple select, or inline choice. RLA SST EOY assessments will include a single extended constructed-response item.

- 11. Will SST assessment questions be released, and if so, when?**

New
8.20.2026

SST EOY assessment questions will be released in a manner similar to the current spring STAAR. Because SST BOY and MOY assessments are adaptive and students see different questions, BOY and MOY assessment questions will not be released.

- 12. Will the TEA-developed BOY and MOY assessments be closely aligned to the EOY assessment in terms of format, functionality, and opportunities for student practice?**

New
8.20.2026

SST BOY and MOY assessments will have the same functionality, accessibility features, and test attributes available to students as the EOY assessment.

- 13. Will there still be a practice site for students to become familiar with question types?**

New
8.20.2026

The practice test site will be updated and will continue to be available.

- 14. Are BOY and MOY assessments required for high school courses?**

No. TEC §39.023(c) was amended to require TEA to provide for the availability of BOY and MOY assessments for Algebra I, Biology, English I, and U.S. History, but these BOY and MOY assessments are optional. If school systems choose to administer optional BOY and MOY assessments for high school courses, the testing windows will follow the same schedule as the testing windows for grades 3–8.

- 15. If a school system elects not to administer SST or approved alternative assessments for BOY and MOY end-of-course (EOC) assessments, are they allowed to administer additional benchmarking assessments?**

New
8.20.2026

Yes, but benchmarking assessments are limited. HB 8 states that in grades other than grades 3 through 8, a school district or campus may not administer more than two benchmark assessment instruments during a school year before the administration of an end-of-year assessment instrument.

16. Will December and June testing opportunities continue for end-of-year EOCs?

New
8.20.2026

Yes. TEA will continue to provide testing opportunities in December and June. English I for December and June SST administrations will be a single, combined assessment.

17. How does the new assessment program affect high school graduation requirements?

Students who graduate **before August 31, 2027**, must satisfy all applicable graduation requirements, **including** the English II EOC assessment requirement. Students who do not meet the passing standard for English II may satisfy the requirement through the Individual Graduation Committee (IGC) process, if eligible, or by meeting criteria on an approved substitute assessment.

For students who graduate **after August 31, 2027**, the English II EOC assessment is no longer a graduation requirement. However, students enrolled in an English II course in the 2026–27 school year must still participate in the English II EOC assessment as first-time testers.

18. How does HB 8 affect the use of TSIA as a substitute assessment beginning in the 2027–28 school year?

New
8.20.2026

HB 8 does not affect the use of TSIA2 as a substitute assessment for English I or Algebra I.

19. How will the new assessment system impact the Teacher Incentive Allotment (TIA) for subjects that are assessed?

New
8.20.2026

SST will offer multiple growth measures to meet the needs of TIA districts in the 2027–28 school year, including:

- transition tables for grades 4–8 RLA, grades 4–8 math, Algebra I, and English I, and
- data required for districts to calculate growth measures for grade 3 RLA and math, grade 5 and 8 science, grade 8 social studies, Biology, and U.S. History.

20. Will school systems be required to use the state BOY and MOY assessments if they are already using a different product for this purpose?

Revised
8.20.2026

TEC §39.023(q), added by HB 8, requires TEA to approve a list of alternative norm-referenced assessments that school systems may administer in place of the state BOY and MOY assessments. If a school system chooses to use an approved alternative norm-referenced assessment instead of the state assessments, the school system must cover the costs.

21. When will the commissioner's list of vendors for approved alternative BOY and MOY assessments be posted?

New
8.20.2026

The list of approved alternative assessment products will be posted by October 2026. More details about alternative BOY and MOY assessments can be found on the [Call for House Bill 8 \(HB 8\) Alternative BOY & MOY Assessment Instruments](#) web page.

- 22. Is a district that selects an approved vendor for the BOY and MOY assessments permitted to administer that same vendor's assessment at the end of the year, in addition to the required SST EOY?**

New
8.20.2026

Yes. A district may administer the EOY assessment from the same vendor that the district selected for BOY and MOY assessments. However, the EOY administration of the vendor's assessment must take place only **after** the SST EOY assessment is administered.

Assessments for Special Populations

- 23. Will accommodations be available for the new assessment program?**

Yes. As indicated in TEC §39.02301(h), SST BOY, MOY, and EOY assessments, including Spanish versions of these assessments for students in grades 3–5, must be designed to support accommodations. Since these assessments will be provided online, students who meet the eligibility criteria for accommodations will be able to use the online embedded supports (e.g., text-to-speech) they currently use.

- 24. Will paper versions of the new assessments be available for students who need paper materials?**

Yes. TEA will continue to offer paper versions, including braille versions, of SST BOY, MOY, and EOY assessments for students who require paper materials. As described by TEC §39.02342, the paper versions of the BOY and MOY assessments will be nonadaptive.

- 25. Will American Sign Language (ASL) videos be provided for students who are deaf or hard of hearing on the adaptive BOY and MOY assessments?**

New
8.20.2026

Yes. ASL videos will be provided for students who are deaf or hard of hearing. SST BOY and MOY assessments will have the same access to the supports discussed in the [General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing](#).

- 26. Will there be an alternate version of the SST BOY and MOY assessments for students with the most significant cognitive disabilities?**

No. TEC §39.023(b) specifies that students with the most significant cognitive disabilities are exempt from taking BOY and MOY assessments. As a result, there will not be alternate BOY or MOY assessments for students with the most significant cognitive disabilities.

Assessment Results

- 27. What are the reporting timelines for the new assessment program?**

SST will be designed to deliver student results as quickly as possible. Specifically, under TEC §39.02301(l), TEA must notify school systems of the results of BOY, MOY, and EOY assessments no later than two business days after the close of the applicable testing window. Beginning in the second year of implementation, the BOY and MOY assessments will provide results immediately upon completion.

- 28. Will there be a rescore process for RLA constructed-response questions?**

Yes. TEC §39.02301 requires TEA to automatically rescore constructed responses if the agency determines that a student would attain the next highest performance level on an RLA

assessment if the student's response improves by one point. In those cases, the constructed responses will be rescored at no cost to the school systems. In addition, school systems will continue to have the option to submit constructed responses to be rescored, and TEA will continue to cover the cost of rescoring for any score that improves.

29. Will the EOY assessment students receive be based on their BOY/MOY results?

No. EOY assessments will be static and linear. Every student will receive the same assessment.

Accountability Questions

30. When will the 2028 accountability manual and the “What If” ratings be available?

Revised
8.20.2026

TEC §39.053(f-1), added by HB 8, requires TEA to refresh the accountability system and update cut scores every five years. In addition, TEC §39.053(f-3) requires TEA to publish “What If” results for the two school years before the updated accountability ratings are released.

The *Accountability Rating System Manual* for 2028 ratings will be adopted in rule in spring 2027, before the start of the 2027–28 school year.

To minimize confusion between “What If” ratings and actual ratings while ensuring school systems fully understand the refresh and can plan accordingly, TEA will provide “What If” ratings for 2026 and 2027 after the release of final A–F ratings each year. These “What If” ratings will be provided in the TEA Online (TEAL) Accountability application, beginning in spring 2027.

To provide clarity of performance comparisons when 2028 ratings are issued for the refresh year, 2026 and 2027 “What If” ratings will be retroactively provided on TXschools.gov under the Performance History tables, alongside preliminary 2028 ratings. This approach is similar to what visitors to TXschools.gov see today when looking at 2022 performance for the 2023 refresh.

For years when the accountability system is not refreshed, the accountability manual will be adopted in rule by July 15 of the year before implementation, per HB 8.

31. Will there be changes to accountability scaling and cut points based on the use of a new assessment program in the accountability system?

Revised
8.20.2026

Accountability scaling and cut points are separate from assessment scaling and cut points. Under TEC §39.02301(f), the cut points or performance standards for SST are required to be set at an equivalent level of rigor as the performance standards for STAAR. The new assessment program will continue to report Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level.

For the A–F accountability system, TEA is required to ensure that the scaling methodology and cut points do not change the rigor of the accountability system's goals when an underlying assessment change occurs per TEC §39.054(a-7), added by HB 8.

However, as amended, TEC §39.053(f) requires the commissioner to increase the rigor of the 2028 refresh cut scores to continuously improve student performance, with 15-year goals of eliminating achievement gaps based on race, ethnicity, and economic disadvantage and ensuring Texas is ranked as one of the top five states on the National Assessment of Educational Progress (NAEP) and in postsecondary success. There may be changes to cut

points for the 2028 accountability system based on this new refresh requirement; however, these changes will not be due to the implementation of the new assessment program.

The changes to scaling for the 2028 refresh will be included in the *Accountability Rating System Manual* when it is proposed in rule in fall 2026.

32. Will Domain IIA use only Algebra I and English I EOC assessments taken in high school for growth?

Revised
8.20.2026

Yes. With the removal of the English II EOC assessment under HB 8, the refreshed 2028 accountability system will include annual growth and accelerated learning for Algebra I and English I assessments and will no longer include English I to English II growth. Additional guidance regarding transition-year treatment of English II assessment results will be provided in the *Accountability Rating System Manual* for 2028.

33. Will Domain IIA for high school campuses be scaled differently?

Revised
8.20.2026

TEC §39.053(f) requires the commissioner to increase the rigor of the 2028 refresh cut scores to continuously improve student performance, with 15-year goals of eliminating achievement gaps based on race, ethnicity, and economic disadvantage and ensuring Texas is ranked as one of the top five states on NAEP and in postsecondary success. All domains will be updated during the 2028 accountability refresh year to reach the new 15-year goals for NAEP achievement and postsecondary success. Scaling and cut scores are not increased in non-refresh years, unless an indicator adopted requires adjustment before that school year to ensure consistency of performance standards.

34. Has the Preliminary 2028 Framework been updated to reflect the new requirements?

New
8.20.2026

Yes. The framework of the methodology for the 2028 accountability ratings was posted on August 28, 2025, before HB 8 was signed into law. The [Updated 2028 Framework](#) was released on March 19, 2026, and incorporates statutory changes from HB 8 and stakeholder feedback. The summary of stakeholder feedback received and agency responses can be found in the [2028 A–F Refresh Stakeholder Feedback and Adjustments](#) document, also posted on March 19, 2026.

35. How will individual graduation committee (IGC) requirements be adjusted for the graduating classes of 2027, 2028, and beyond as English II is sunset?

New
8.20.2026

TEA anticipates that the requirements for IGCs will remain as they currently are. TEC §28.0258 states that students qualify for an IGC if they have failed no more than two EOC assessments. The removal of the English II EOC does not change that requirement.

36. Will BOY and MOY results impact 2028 accountability?

New
8.20.2026

No. BOY and MOY assessments administered under HB 8 will not be used in calculating the 2028 A–F accountability ratings. HB 8 requires TEA to develop a measure of student growth from the beginning to the end of the school year, report on the measure, and present it to the Texas legislature for consideration as a future component of the accountability system by the 2029–30 school year.

37. What changes are happening to military readiness in the accountability system?

Revised
8.20.2026

Starting with the 2028 accountability refresh, TEC §39.053(c)(1)(B)(iv) adds achieving a passing score on the Armed Services Vocational Aptitude Battery (ASVAB) test and completion of a

Junior Reserve Officer Training Corp (JROTC) program as an indicator of military readiness to the College, Career, and Military Readiness (CCMR) measure. Therefore, starting with the graduating class of 2027, school systems that have students who both (a) successfully complete a federally authorized JROTC or National Defense Cadet Corps (NDCC) program and (b) achieve at least a score of 31 on the ASVAB will receive CCMR credit for those students as military ready. Graduates who do not complete a JROTC or NDCC program may also continue to earn CCMR through military enlistment.

38. Are there changes related to Domain III calculations for new campuses?

Revised
8.20.2026

Yes. TEC §39.053(c-7) requires TEA to provide alternative prior-year data for a newly established campus that lacks the prior-year data necessary for Domain III calculations. Information on how this will be implemented has been included in the Preliminary 2028 Framework. Additional information will be available in the *Accountability Rating System Manual* for 2028.

39. When will we know more about a potential indicator related to a through-year growth measure?

TEC §39.053(c-6) requires that not later than the 2029–30 school year, a measure of growth and improvement from the beginning through the end of the school year will be presented to TAAG to consider for the A–F accountability system. Not later than March 15, 2029, a report of the measure will be provided to the legislature. More information about this measure will be communicated in the future.

40. Are there any changes to the resubmission or appeals process for school systems that have errors in their CCMR data submitted?

Revised
8.20.2026

Yes. TEC §39.053(c-8) requires TEA to provide an opportunity for school systems to submit additional prior-year information relating to CCMR indicators during the collection of current-year information for CCMR indicators. TEA has begun implementing this requirement via adjustments to the working submission process as indicated in the TEA correspondence dated July 17, 2025, titled [PEIMS Working Submission for 2025 A-F Accountability Ratings](#). While a Working Submission can be submitted for any data errors, only those related to CCMR indicators will be considered for 2026 and subsequent years of accountability ratings and Working Submissions are required to be completed prior to the close of the CCMR Verifier Window. The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district.

41. What is the difference between the local accountability system and the local indicators of accountability included in HB 8?

Revised
8.20.2026

TEC §39.0532, Reporting of Local Indicators of Student Engagement and Workforce Development, added by HB 8, allows school systems to provide TEA information regarding additional indicators for reporting purposes only. These local indicators are extracurricular engagement, pre-K participation, math and reading academy completion rates, middle school career and technical education (CTE) participation, and advanced course completion rates. These local indicators will be featured on the TXschools.gov website to allow parents and the public to track progress over time but will not be included as part of the A–F rating calculations.

More information will be provided regarding this data collection prior to the 2028 ratings reporting on TXschools.gov.

Separately, TEC §39.0544, Local Accountability System, allows school systems to go through a process to adopt alternative indicators that can be used in A–F rating calculations for campuses. Refer to the [Local Accountability System](#) web page for more information about developing a local accountability system. HB 8 included grant funds to help school systems develop local accountability systems. For more information about the Local Accountability Plan Grant, please refer to the To the Administrator Addressed (TAA) Correspondence Local Accountability Plan Grant.

42. Will differential weighting of CCMR be implemented in the 2028 refresh?

New
8.20.2026

Yes. The 2028 Updated Framework includes two distinct methodologies for calculating CCMR within the 2028 refresh that align with TEC §39.053. For accountability years 2028, 2029, and 2030, differential weighting of CCMR will be limited to the 5 percent cap on Tier 3 Industry Based Certifications (IBCs). Beginning in 2031, differential weighting of CCMR will be implemented so that the value assigned to each indicator is based on the indicator's correlation with successful outcomes. Additional information regarding the proposed methodology for differential weighting of CCMR is available in the Updated 2028 Framework and is based on the study required by TEC §39.053 requiring the agency to determine the correlation of each indicator with postsecondary success.

43. Do updates to the accountability system as a result of HB 8 impact CCMR Outcomes Bonuses?

New
8.20.2026

No. Although HB 8 changes how CCMR is used in the A–F Accountability System, those changes do not impact CCMR Outcomes Bonuses. CCMR Outcomes Bonuses are established separately in statute and are determined independently of accountability ratings.

44. Where can I learn more about proposed changes to the A–F Accountability System in 2028?

New
8.20.2026

Additional information, including meeting materials for the Texas Accountability Advisory Group (TAAG), an additional FAQ document and recorded training webinars can be found on the [2028 Accountability System Development](#) web page.