

INFORMATION



2025 ASSESSMENT CUT SCORES

KEY MESSAGES FOR PARENTS

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- **Kansas is fixing a system that hasn't matched what we know about student success.**

For years, our state test scores haven't told the full story. The current cut scores were set too high and don't reflect how students are actually doing in school or after graduation. The new scores give a clearer, more accurate picture of what students really know and can do.

- **Many students labeled "not proficient" are actually doing great things.**

Right now, only about 25% of Kansas high school students score at the top levels on state tests, but more than half go on to succeed in college, technical programs, and careers. That tells us the old scores weren't working. The new cut scores better match the real outcomes we're seeing.

- **Kansas test scores haven't matched up with national standards—and that's confusing.**

Kansas students often must score in the top 25% nationally just to be considered "proficient" (Levels 3 and 4) on our state tests. That's not fair to our kids or helpful to parents. These changes bring Kansas in line with national expectations, so test results are easier to understand and trust.

- **Real Kansas teachers helped make this change.**

These updates weren't made by politicians or outsiders. They were shaped by Kansas educators—teachers and school leaders who work with students every day. They used their classroom experience and professional judgment to recommend cut scores that truly reflect student learning.



- **Bottom line: This is about making tests more useful for you and your child.**
Our goal is to give families better, more accurate information. That way, you can understand where your child is, what they need, and how to support their success moving forward.
- **Why did it take so long for the state to discover this misalignment?**
At first, the cut scores were set high with the goal of raising expectations and encouraging higher achievement. But over time, as more data became available, such as ACT scores, AP course success, graduation rates, and college outcomes, it became clear that students not scoring at Levels 3 and 4 were still going on to succeed.

The problem wasn't obvious right away because we didn't have enough long-term, individual student data to compare state test performance with other trusted measures. It took several years of following the same students across different indicators to fully understand the disconnect.

In short, **we needed time, data, and deeper analysis to see the full picture.** Once we did, Kansas educators acted to make the system more accurate and fairer for students.

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