Cut Scores

School level teams use these scores along with other school-collected data (e.g., curriculum-based measures of reading, math, and writing; course failures; office discipline referrals; attendance patterns) to inform instruction and make decisions regarding student needs for more intensive supports (i.e., Tier 2 or Tier 3). See Lane, Oakes, Ennis & Hirsh, 2014.

### Elementary School

<table>
<thead>
<tr>
<th>SRSS-E7</th>
<th>SRSS-I5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
<td>(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
</tr>
</tbody>
</table>

0-3 = low risk
4-8 = moderate risk
9-21 = high risk

### Middle School and High School

<table>
<thead>
<tr>
<th>SRSS-E7</th>
<th>SRSS-I6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior</td>
<td>(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely</td>
</tr>
</tbody>
</table>

0-3 = low risk
4-5 = mod. risk
6-18 = high risk

### Elementary School Level:


### Middle and High School Levels:
