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		Middle School and High School	
SRSS-E7	**SRSS-I5**	**SRSS-E7**	**SRSS-I6**
(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely	(1) steal; (2) lie, cheat, sneak; (3) behavior problem; (4) peer rejection; (5) low academic achievement; (6) negative attitude; (7) aggressive behavior	(4) peer rejection; (8) emotionally flat; (9) shy, withdrawn; (10) sad, depressed; (11) anxious; (12) lonely
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = mod. risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = mod. risk 6-18 = high risk

Elementary School Level:

Lane, K. L., Oakes, W. P., Swogger, E. D., Schatschneider, C., Menzies, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. Behavioral Disorders, 40, 159-170.

Middle and High School Levels:

Lane, K. L., Oakes, W. P., Cantwell, E. D., Schatschneider, C., Menzies, H., Crittenden, M., & Messenger, M. (in press). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. Behavioral Disorders