
Classroom Assessment Scoring System (CLASS) Conversion Scale

The Background:

The State Board of Education approved the use of the Classroom Assessment Scoring System (CLASS) as an alternative observation model for pre-K teachers in February 2020. The Department has developed a system for converting the CLASS seven-point evaluation framework to a five-point system as required by State Board Policy 5.201.

To begin the process of converting CLASS to a five point scale, the department sought feedback from a focus group that included the following Directors of Schools: Dr. Linda Gilbert, Murfreesboro City Schools; Dr. Del Phillips, Sumner County Schools; Kelly Johnson, Clinton City Schools; Eddie Pruet, Gibson County Special School District; and Kris McAskill, Houston County Schools. Each of these directors represent a district that has a pre-Kindergarten program that uses the CLASS rubric.

The department conducted a statistical analysis and used the results to develop the proposed scale. The department’s research and data team used 637 available classroom scores for the statistical analysis. Each score had three domain scores: emotional support, classroom management, and instructional support. An average was created for each of the 637 submissions. Thresholds were then applied to the CLASS averages in order to replicate the distribution of pre-K TEAM observation averages from the previous year (2018-19). This analysis indicates that most educators would see little change in observation average as a result of implementing the tool with a five-point scale as opposed to the seven-point scale.

CLASS Performance Level	TEAM Performance Level	Percentage of Teachers at Performance Level Post-CLASS Conversion
5.45 or higher	5	33.12
5.44 – 4.45	4	50.39
4.44 – 3.45	3	14.60
3.44 – 2.45	2	1.88
Less than 2.45	1	0

Based on the analysis above, the department recommends the following scale for converting CLASS observation scores from a seven (7) point scale to the required five (5) point scale:

CLASS Average	TEAM Conversion
5.5 or higher	5
4.5 - 5.4	4
3.5 - 4.4	3
2.5 - 3.4	2
2.4 or lower	1

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no fiscal impact on an LEA.

The Recommendation:

The Department of Education recommends approval of this item on consent reading. The SBE staff concurs with this recommendation.