The [Tennessee Corequisite Placement Pilot](tbr.edu) launched in fall 2020. In this pilot, some students who traditionally would have been placed into learning support were able to bypass remediation based on their high school grade point average (HS GPA).

Based on the Tennessee Corequisite Placement Pilot results, an addition to the learning support policy has been approved. On March 31, 2022, the Tennessee Board of Regents adopted a change to [TBR Policy 2.03.00.02](tbr.edu). This policy change adds students’ cumulative HS GPA as an assessment method for learning support placement, alongside existing test-based methods.

1. **What changes were made to the learning support policy in March 2022?**

At their March 31, 2022 meeting, the Tennessee Board of Regents added students’ cumulative HS GPA as an assessment method for learning support placement (in Exhibit 2 of [Policy 2.03.00.02](tbr.edu)). This change goes into effect beginning with the 2022-2023 academic year.

This policy change does not include any other changes to placement or the delivery of learning support as outlined in TBR policy. Test-based assessment methods, such as ACT scores, remain important components of TBR’s placement policy. Colleges still must use a student’s “best” score for placement.

2. **How should colleges apply the addition of HS GPA to the learning support policy?**

Colleges should place students with a **cumulative HS GPA of 3.60 or higher** out of corequisite learning support and directly into college-level coursework in all three learning support subject areas (math, reading, and writing). See below for additional details about placement for dual enrolled students.

Colleges should use HS GPA for assessment and placement in the same way as they use ACT, SAT, or Accuplacer scores. This means that colleges use the “best” score for placement. A student with a cumulative 3.60+ HS GPA should be placed out of corequisite learning support regardless of other assessment scores. In the same way, a student at or above the ACT cut score would be placed out of corequisite learning support regardless of their HS GPA.

**Scenario 1:** A student has an ACT subject score of 17 and a 3.60 HS GPA. The student shall be placed using the 3.60 HS GPA.

**Scenario 2:** A student has an ACT subject score of 22 and a 2.70 HS GPA. The student shall be placed using the ACT subject score of 22.
3. Which HS GPA should be used for placement?

HS GPA is defined as a grade point average on a 4.0 scale calculated with additional internal quality points awarded for advanced placement, honors, or other similar courses according to the State Board of Education's Uniform Grading Policy. This definition is the same standard used for the Tennessee HOPE Scholarship.

For all students (excluding dual enrollment):

- Colleges shall use the cumulative HS GPA that best aligns with the definition of grade point average provided above.
- Colleges shall use the 7-term GPA/in-progress GPA should the final GPA not be available upon placement.
- Should colleges use the 7-term GPA/in-progress GPA, colleges may select not to revisit placement upon receipt of the final GPA. The current practice is to stay with the original placement decision.

For dual enrollment students:

- **Admissions**: The addition of HS GPA to the placement policy does not affect dual enrollment admissions. Colleges have local authority to determine admission into dual enrollment (i.e., continue with current policies and practices).
- **Placement**: TBR's policy on Early Postsecondary Opportunities (2.01.00.05) requires that dual enrolled students meet placement requirements outlined in the TBR learning support policy. The use of HS GPA does not change this requirement. However, the addition of HS GPA to the learning support policy gives colleges additional flexibility to determine placement for dual enrolled students into the college-level courses for which learning support is a prerequisite.

Dual enrolled students can be placed with ACT, SAT, or ACCUPLACER scores or an in-progress high school GPA of at least 3.60. Additionally, for a student who has a HS GPA of 2.80-3.59 and no other assessment scores (such as ACT, SAT, or ACCUPLACER) that would otherwise place the student into college-level courses, placement can be determined based upon the recommendation of the student's high school and approval by the college's Vice President for Academic Affairs.

4. What qualifies as a valid assessment score?

The list of recognized assessments and cut scores for learning support placement can be found in Exhibit 2 of TBR Policy 2.03.00.02. Per TBR's learning support policy, all assessment scores are valid for up to five years.
5. What if students have HiSET/GED scores?

The change to the placement policy does not add any additional placement options other than HS GPA as defined above. Placement based on HiSET or GED scores is still not permitted. Students who lack a valid HS GPA must be placed using another valid assessment.

6. How should students be placed who may not have a valid learning support placement on record (i.e., no HS GPA or other assessment)?

According to the TBR learning support policy (2.03.00.02), students who do not present valid assessment scores that demonstrate college readiness based upon established cut scores will be placed into the appropriate co-requisite learning support courses. Therefore, if there is no HS GPA or other assessment to determine a student’s placement, the college may choose to place the student into corequisite learning support.