

Beginning with the 2018-2019 school year, each high school senior who did not meet the established college readiness standards for English and mathematics shall be given the opportunity to take an appropriate transition course.

**Requirements:**

- BESE in collaboration with public school governing boards and post secondary management boards shall establish a list of English and Math transition courses.
- School systems shall 1) Identify high school students who do not meet certain college readiness standards 2) Provide applicable rising seniors with information on available transition courses designed to address identified college readiness academic weaknesses 3) Use course assessment data to determine student attainment 4) Identify English and Math transition courses which are state content standards aligned 5) Provide appropriate professional development to teachers of transition courses as part of existing professional development activities.
- School systems may identify courses, in addition to the list of approved transition courses provided below, that are designed to improve student academic weaknesses in English or Math and are state content standards aligned. Courses applied to core credit requirements, which may vary by student and diploma pathway, may not be utilized to satisfy the transition course requirement.

**Implementation Timeline:**

STATE EDUCATION AGENCIES	
<b>2017-2018</b>	<p><b>Louisiana Department of Education:</b> Identify English and Math Transition Courses that align with applicable state content standards:</p> <ol style="list-style-type: none"> <li>1. English Transition Courses <ul style="list-style-type: none"> <li>• CSU Expository Reading and Writing Curriculum</li> <li>• LCTCS, LSUE, or SUSLA Developmental English I (0098)</li> <li>• LCTCS, LSUE, or SUSLA Developmental English II (0099)</li> <li>• SREB Literacy Transition</li> <li>• English III (Jump Start Career Diploma students)</li> <li>• English IV (Jump Start Career Diploma students)</li> <li>• Other identified course(s) designed to improve student academic weaknesses in English that are state content standards aligned</li> </ul> </li> <li>2. Math Transition Courses <ul style="list-style-type: none"> <li>• Transition to College Mathematics (Dana Center)</li> <li>• Statistical Reasoning</li> <li>• Intensive Algebra I Elective</li> <li>• SREB Math Ready</li> <li>• LCTCS, LSUE, or SUSLA Developmental Math I &amp; II</li> <li>• Other identified course(s) designed to improve student academic weaknesses in Math that are state content standards aligned</li> </ul> </li> </ol>
	<p><b>Louisiana Board of Regents:</b> Establish minimum College Ready ACT score(s) to determine readiness for college-level credit-bearing coursework.</p> <p>Students failing to meet the minimum ACT score as outlined below shall be provided the opportunity to enroll in corresponding transition course(s).</p> <ol style="list-style-type: none"> <li>1. English subscore: 18</li> <li>2. Mathematics subscore: 19</li> </ol>
LOCAL SCHOOL SYSTEMS	
<b>Spring/Summer/Fall 2018</b>	(1) Identify rising high school seniors who do not meet established college readiness standards
	(2) Provide applicable rising seniors with information on available transition courses designed to address identified college readiness academic weaknesses
	(3) Use course assessment data to determine student attainment
	(4) Identify English and Math transition courses which are state content standards aligned
	(5) Provide appropriate professional development to teachers of transition courses