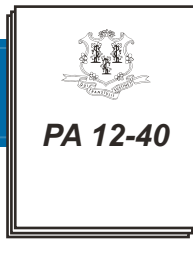


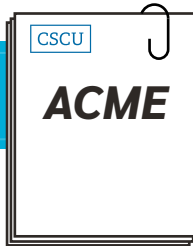
# Building on Student Success in Connecticut



**2012**

The legislature created real, substantial change for CT students with the passage of PA 12-40.

**We are building on that success.**



**2021**

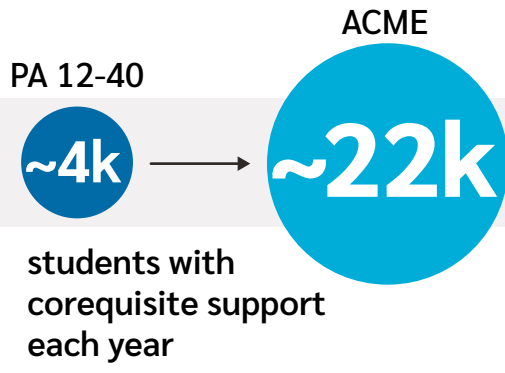
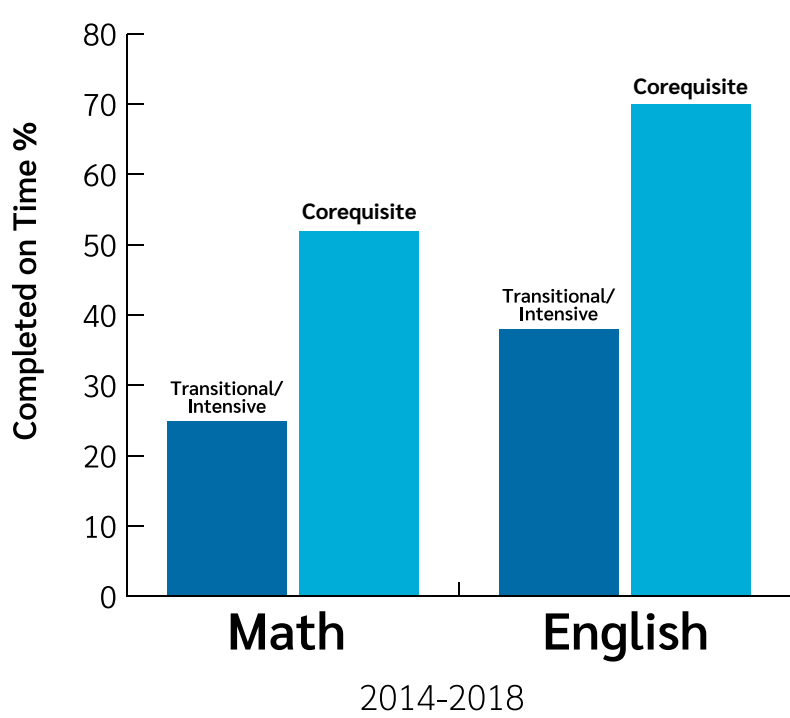
Alignment and Completion of Math + English is a new policy. ACME builds on what works in [PA 12-40](#) and what works in other states.

The reality is: full-scale corequisite support will help more students succeed.

Thanks to [PA 12-40](#), **36%** of students were diverted upward into embedded — or corequisite — classes.

These students are **twice as likely** to complete a gateway course.

Progress in Completing Gateway Courses under PA 12-40



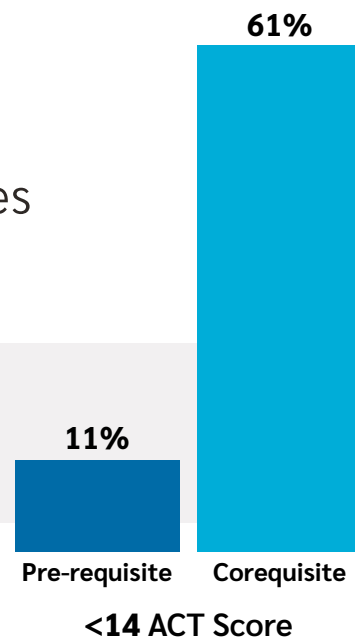
ACME wants to expand this successful model to cover all students.

Other states have proven that a corequisite model at full scale is:

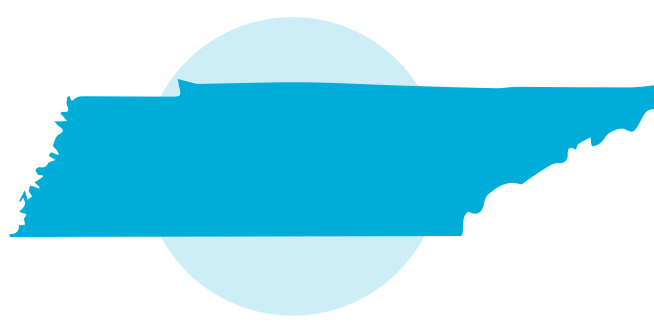
- ▶ **Better** for students from minoritized communities
- ▶ **Better** for students identified as least prepared

For example, Georgia students who scored the lowest on ACTs saw a 50-point increase under corequisite support.

University System of Georgia: % of Students Passing College-Level Math Classes



## Let's investigate the current Connecticut model versus the Tennessee model:



Connecticut

Tennessee

for every **2,000** students

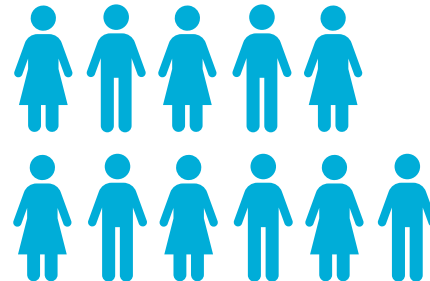
for every **2,000** students

Pre-requisite Math

Corequisite Math

**220** students succeed past here

**1,200** students succeed past here



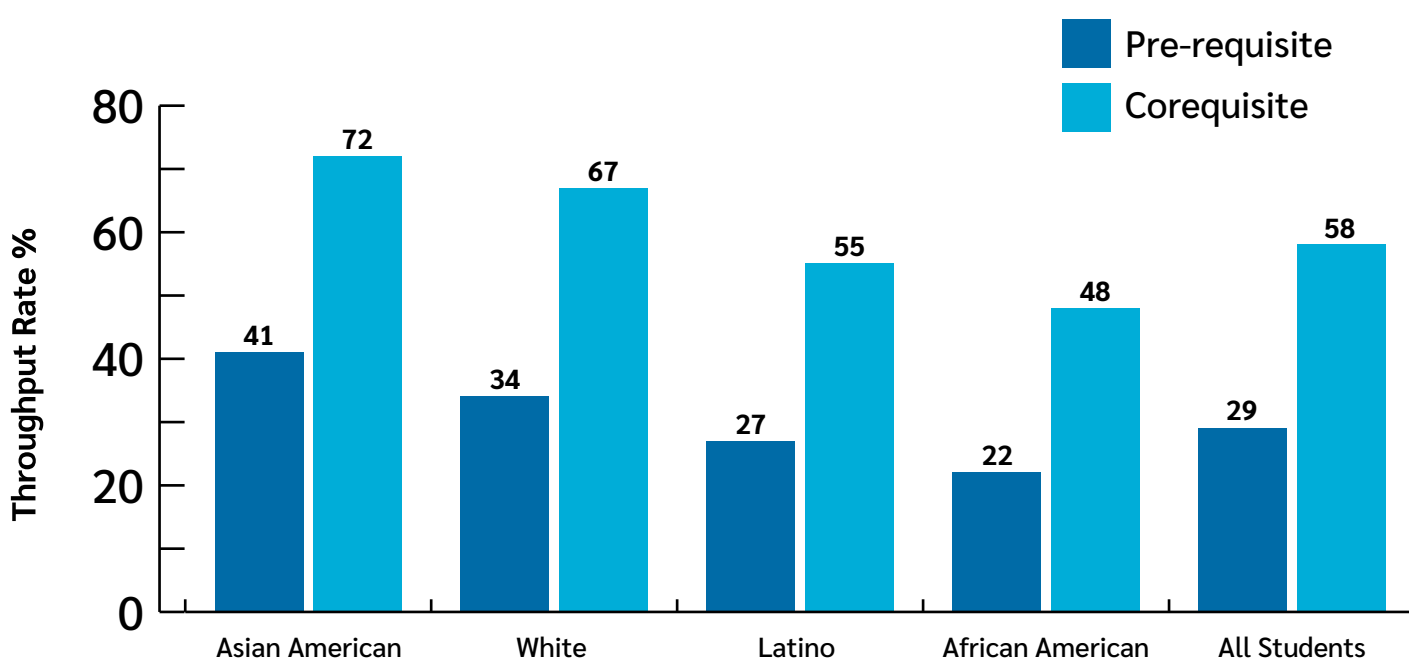
**11%** of students pass gatekeeper math

**55%** of students pass gatekeeper math

Dana Center Mathematics PATHWAYS

## Who is corequisite support better for?

In California, as in many states, the corequisite model has shown to be better for all students.



Rates among students in fall 2018 versus fall 2019.

PPIC PUBLIC POLICY INSTITUTE OF CALIFORNIA



**ACME builds on what works. ...and it works for our students.**