September 1, 2021

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey, Ed.D.
State Superintendent of Education

RE: Computer Science Expansion Data Report

Thank you for your continued efforts to implement the Computer Science for Alabama (CS4AL) (Act 2019-389). As part of Act 2019-389, local education agencies must submit a Computer Science (CS) Expansion Report each year by September 30. The report includes three (3) parts for school districts, district information, individual school information, and rationale if a computer science course is offered through a virtual or distance learning option. Please read through each section for a detailed explanation of the requested data that will need to be entered into the report.

Computer Science Expansion Data Report 2021: District Information

Information in this section will include data for the entire district. You will need to enter information for the following:

- The number of schools with high-quality computer science courses during the 2021-2022 school year and in which format the course is offered.
- A list of middle and high schools with high-quality computer science during the 2021-2022 school year.

Computer Science Expansion Data Report 2021: School Information

Information reported in this section should be completed for middle and high schools with computer science courses during the 2021-2022 school year, where a teacher participated in high-quality professional learning in 2021, students that took AP CS exams in 2020-2021, and/or students earned dual enrollment credit in 2020-2021.

- The enrollment of each computer science course for 2021-2022 school year.
- The number of teachers teaching a CS course.
- The number of teachers teaching CS that received high-quality professional learning during the summer of 2021.
- The number of students that are enrolled in a CS course taught by a teacher trained through high-quality professional learning.
The number of students enrolled in CS through distance learning, dual enrollment, and standalone career tech centers.

Number of students who scored 3 or higher on 2020-2021 AP CS exams.

Aggregated data of students that scored 3 or higher on 2020-2021 AP CS exams.

Number of students who earned postsecondary graduate credit for completing a CS dual enrollment course.


Aggregated data of students who earned postsecondary graduate credit for completing a CS dual enrollment course.

**Rationale For Distance Learning Option**

This shall be submitted for each school where students were only offered a CS course through distance learning course option. Submission must include a rationale for using the distance learning option and an assurance that the school shall continue to work towards in-person course options where students are taught by a trained teacher. Also, if a school in your district offers CS through distance learning, please have a copy of your rationale ready to submit with this form. It can be uploaded or linked to a cloud-based document.

Attached you will find a worksheet for all data to be collected. All information should be submitted by **September 30, 2021**, to the online form at https://bit.ly/21CSExpansionForm. If you have any questions regarding the 2021 Computer Science Expansion Report, contact Ms. Dawn Morrison at dmorison@alsde.edu.

In accordance with Act 2019-389, all school data information will be published to the Alabama State Department of Education website by December 1, 2021. You may view the 2020-2021 Alabama Computer Science Expansion Report at the link listed below:


EGM/ACD/RH

Attachment

cc: City and County Curriculum Coordinators
    City and County Career Tech Directors
    Mrs. Angela Martin
    Dr. Jimmy Hull
    Dr. Elisabeth Davis
    Ms. Dawn Morrison
    Mrs. Jessica Sanders
    Ms. Amanda Dykes

FY21-2121
As provided in Act 2019-389, schools shall annually submit the following to the Alabama State Department of Education no later than September 30 each year.

School District ______________________________________________________________________

District Superintendent ______________________________________________________________________

<table>
<thead>
<tr>
<th>Number of middle and high schools with high-quality computer science courses during the 2021-2022 school year through each of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person</td>
</tr>
<tr>
<td>Distance Learning (ACCESS)</td>
</tr>
<tr>
<td>Dual Enrollment</td>
</tr>
<tr>
<td>Standalone Career and Technical Education Center</td>
</tr>
</tbody>
</table>

Complete a list of middle and high schools that offer high-quality computer science during the 2020-2021 school year:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

To begin planning for the 2022-2023 school year, we have a few questions about your district’s elementary school computer science plans.

Are you aware that all beginning in the 2022-2023 school year, each public elementary school shall offer instruction on the basics of computer science and computational thinking? ______________________________

Does your district have a plan in place for bringing Computer Science to Elementary Schools? __________

Do you need help from the ALSDE for training/curriculum for elementary computer science? __________

Please list the name and contact information for the person who will lead the elementary computer science implementation efforts.

__________________________________________________________________________

Signature and title of person completing this form: ______________________________________________________________________

Date: ______________________________________________________________________
School Information

As provided in Act 2019-389, schools shall annually submit the following to the Alabama State Department of Education no later than September 30 each year.

Complete pages 2 and 3 for each middle or high school with Computer Science (CS) courses during the 2021-2022 school year where a teacher participated in high-quality professional learning in 2021, students took AP Computer Science Exams in 2020-2021, and/or students earned dual enrollment credit in 2020-2021.

### 2021-2022 School Information:

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Levels in the School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>School Phone Number</td>
</tr>
</tbody>
</table>

### 2021-2022 Course Information:

Provide student enrollment numbers for each of the Computer Science (CS) courses for the 2021-2022 school year.

#### High School Courses

<table>
<thead>
<tr>
<th>Computer Science SL, IB</th>
<th>Computer Science HL, IB</th>
<th>Computer Science, A, AP In-Person</th>
<th>Computer Science, A, AP ACCESS¹</th>
<th>Computer Science Principles, AP</th>
<th>Exploring Computer Science</th>
<th>Computer Science Essentials PLTW</th>
<th>Intro to Computer Science TEALS</th>
<th>Cybersecurity PLTW</th>
<th>Introduction to Digital Literacy and Computer Science - ACCESS¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>10159E10SL</td>
<td>10159E10HL</td>
<td>10157E1000</td>
<td>10157E1000</td>
<td>10019E1000</td>
<td>10012G1001</td>
<td>10013G1000</td>
<td>10012G1002</td>
<td>10016G1000</td>
<td>10011G1000</td>
</tr>
</tbody>
</table>

#### Middle School Courses

<table>
<thead>
<tr>
<th>Computer Science Discoveries In-Person</th>
<th>Computer Science Discoveries ACCESS¹</th>
<th>CS Makers</th>
<th>App Creators PLTW</th>
<th>Computer Science for Innovators &amp; Makers PLTW</th>
</tr>
</thead>
<tbody>
<tr>
<td>10012G0608</td>
<td>10012G0608</td>
<td>10013G0808</td>
<td>10099G6800</td>
<td>10099G6801</td>
</tr>
</tbody>
</table>

### 2021 - 2022 Teacher Information:

- The number of teachers that are teaching a high-quality computer science course. (Courses listed above.)
- The number of teachers that began implementing CS as a result of attending a high-quality CS professional learning activity by a state-approved provider² during the summer of 2021. (Teachers teaching CS for the first time ONLY.)
- The number of teachers attending a high-quality CS professional learning activity by a state-approved provider² during the summer of 2021 who were already teaching high-quality CS courses at the middle or high school level. (Teachers who previously taught CS but received formal training for a CS course during summer of 2021.)

### 2021 - 2022 Student Information:

- The number of students enrolled in high-quality CS courses taught by a teacher trained in a high-quality professional activity by a state-approved provider.²
- The number of students enrolled in a CS course through a standalone career and technical education center.
- The number of students enrolled in a CS course through dual enrollment.
- The number of students enrolled in a CS course through a virtual or distance learning course option.¹

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¹ For any students offered a CS course through virtual or distance learning course option, submission to ALSDE must include an assurance that these settings shall continue to work towards in-person course options where students are taught by a trained teacher and a rationale for using the virtual or DL option.

² Approved professional development providers includes: A+ College Ready, PACS, College Board, ECS4Alabama, CS Makers, PLTW, TEALS, and IB.
As provided in Act 2019-389, schools shall annually submit the following to the Alabama State Department of Education no later than September 30 each year.

## School Information - Continued

### 2020-2021 AP Exam Information:

The number of students with a score of three or above on AP exams for high school AP CS courses. The aggregate data by gender, race, and socioeconomic diversity of students with a score of three or above on AP exams for high school AP CS courses. (AP CS A and/or AP CS Principles)

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaska Native</th>
<th>Asian</th>
<th>Black</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>White</th>
<th>Hispanic/Latino</th>
<th>Two or More Races</th>
<th>Free/Reduced Lunch</th>
</tr>
</thead>
</table>

### 2020-2021 Dual Enrollment Information:

The number of students who earned postsecondary graduate credit in a CS course through dual enrollment. The aggregate data by gender, race, and socioeconomic diversity of students who earned postsecondary graduate credit for completing a CS dual enrollment course provided by an institution of higher education physically located in the state while that student is enrolled in high school.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaska Native</th>
<th>Asian</th>
<th>Black</th>
<th>Native Hawaiian/Pacific Islander</th>
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