



STATE OF ALABAMA  
DEPARTMENT OF EDUCATION



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

September 1, 2021

Alabama  
State Board  
of Education

Governor Kay Ivey  
President

Jackie Zeigler  
District I

Tracie West  
District II

Stephanie Bell  
District III

Yvette M. Richardson, Ed.D.  
District IV  
Vice President

Tonya S. Chestnut, Ed.D.  
District V

Cynthia McCarty, Ph.D.  
District VI

Belinda McRae  
District VII

Wayne Reynolds, Ed.D.  
District VIII  
President Pro Tem

Eric G. Mackey, Ed.D.  
Secretary and  
Executive Officer

**MEMORANDUM**

**TO:** City and County Superintendents of Education

**FROM:** Eric G. Mackey *EGM*  
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.
  - Link to 2020-2021 Computer Science Dual Enrollment Equivalency List: [https://bit.ly/AL\\_CS\\_dual\\_enroll](https://bit.ly/AL_CS_dual_enroll)
- 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](https://bit.ly/21CSEExpansionForm) at <https://bit.ly/21CSEExpansionForm>. If you have any questions regarding the 2021 Computer Science Expansion Report, contact Ms. Dawn Morrison at [dmorrison@alsde.edu](mailto:dmorrison@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:

<https://bit.ly/2020ALCSEExpansion>.

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



# Computer Science Expansion Data Report 2021

## District 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.

School District \_\_\_\_\_

District Superintendent \_\_\_\_\_

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

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: \_\_\_\_\_



# Computer Science Expansion Data Report 2021

## 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:			
School		Grade Levels in the School	
School Principal		School Phone Number	

2021-2022 Course Information:									
Provide student enrollment numbers for each of the Computer Science (CS) courses for the <b>2021-2022</b> school year.									
High School Courses									
Computer Science SL, IB	Computer Science HL, IB	Computer Science, A, AP In-Person	Computer Science, A, AP ACCESS <sup>1</sup>	Computer Science Principles, AP	Exploring Computer Science	Computer Science Essentials PLTW	Intro to Computer Science TEALS	Cybersecurity PLTW	Introduction to Digital Literacy and Computer Science - ACCESS <sup>1</sup>
10159E10SL	10159E10HL	10157E1000	10157E1000	10019E1000	10012G1001	10013G1000	10012G1002	10016G1000	10011G1000
Middle School Courses									
Computer Science Discoveries In-Person		Computer Science Discoveries ACCESS <sup>1</sup>		CS Makers		App Creators PLTW		Computer Science for Innovators & Makers PLTW	
10012G0608		10012G0608		10013G0808		10099G6800		10099G6801	

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 provider <sup>2</sup> 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 provider <sup>2</sup> 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. <sup>2</sup>
	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. <sup>1</sup>

<sup>1</sup> 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.

<sup>2</sup> Approved professional development providers includes: A+ College Ready, PACS, College Board, ECS4Alabama, CS Makers, PLTW, TEALS, and IB.



# Computer Science Expansion Data Report 2021

## School Information - Continued

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 \_\_\_\_\_

### 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)

Male	Female	American Indian/ Alaska Native	Asian	Black	Native Hawaiian/ Pacific Islander	White	Hispanic/ Latino	Two or More Races	Free/ Reduced Lunch

### 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.

Male	Female	American Indian/ Alaska Native	Asian	Black	Native Hawaiian/ Pacific Islander	White	Hispanic/ Latino	Two or More Races	Free/ Reduced Lunch

Link to 2020-2021 Computer Science Dual Enrollment Equivalency Course List: [https://bit.ly/AL\\_CS\\_dual\\_enroll](https://bit.ly/AL_CS_dual_enroll)