# COMPUTER SCIENCE DATA TRACKING PROPOSAL

We cannot change what we cannot see. Diagnosing challenges and devising targeted solutions requires a clear understanding of the problem. There is dangerously little data about girls in K-12 computer science education, a critical time for driving interest and exposure to the field. With the notable exception of the AP Computer Science exam, data collection is not uniform, nor is the data accessible for creating effective policy interventions to closing the gender gap.

What gets measured gets managed. Many schools and districts already report participation in targeted programs and core subjects, and Girls Who Code's 2019 Advocacy Report found that many states already track participation in computer science by gender and other demographic subgroups even though it is not publicly reported.

**To close the gender gap, we recommend incorporating computer science participation into existing reporting infrastructure and using existing standards and definitions for computer science courses.**

It is critical to track both composition of computer science course takers overall, as well as the specific courses that they are taking, at what grade level, and other socioeconomic and distinctive factors (e.g. English learner status, free and reduced lunch eligibility), to establish a clear picture of progress and areas for improvement.

**Sample Language:**

Annually each district under the jurisdiction of the Department of Education shall submit to the State Department of Education and the State Department of Education shall post conspicuously on the department's website a report for the preceding academic year which shall include, but not be limited to, the following:

1. The total number of computer science courses and curriculum, as aligned to computer science standards, offered in each school, including information regarding the content of the computer science courses and curriculum and including advanced placement computer science classes;

2. The number and percentage of unique individual students who enrolled in any computer science course, disaggregated by (i) gender; (ii) race and ethnicity; (iii) special education status; (iv) English language learner status; (v) eligibility for the free and reduced price lunch program; (vi) developed environment(rural, suburban, urban); (vii) grade level;

3. If a category contains between 1 and 5 students, or contains an amount that would allow the amount of another category that is five or less to be deduced, the number shall be replaced with a symbol.

4. The number of Computer Science instructors at each school, disaggregated by

(i) certification (if applicable); (ii) gender; (iii) highest degree achieved.