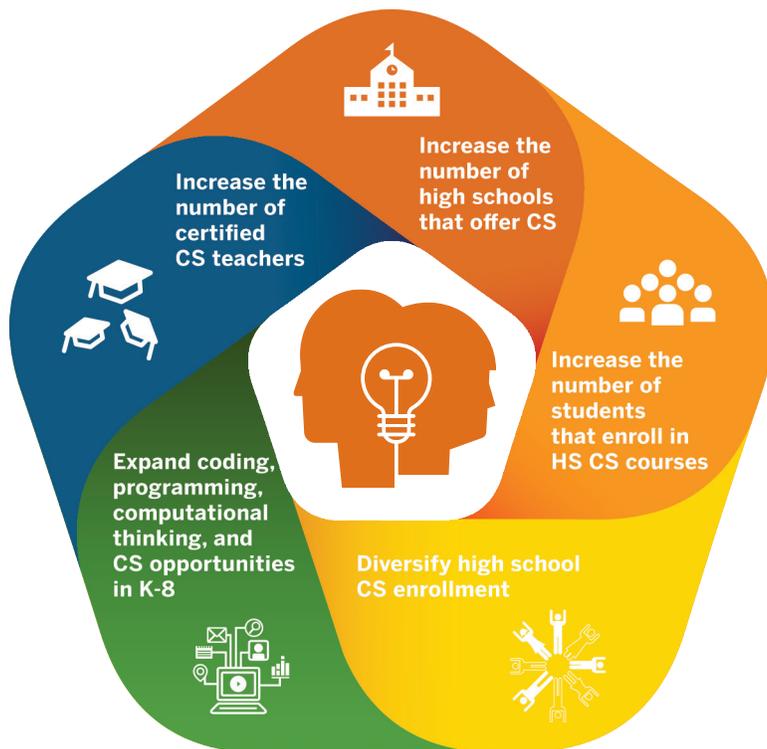


STEM CENTER

WE TEACH_CS: IMPACT



Since 2014, WeTeach_CS has built teacher, district, and state-wide capacity in K-12 computing education. By substantially increasing the number of certified CS teachers, WeTeach_CS has contributed to significant improvement in the number of high schools offering CS, the number of students completing CS courses, and the diversity of students completing CS courses.

STATEWIDE NETWORK

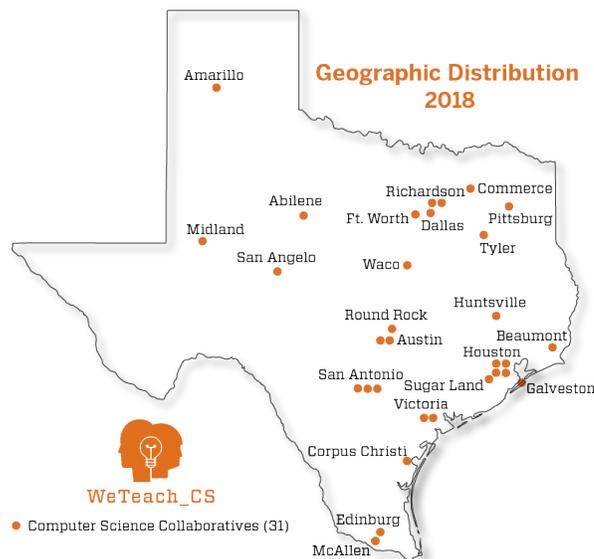
On December 15, 2017, The University of Texas at Austin announced that WeTeach_CS had received a \$5 million grant from the Texas Education Agency (TEA) to provide professional development to computer science teachers around the state and to help increase the number of certified CS teachers in Texas. **Thirty-one** WeTeach_CS Collaboratives were funded for 2018.

CS PROFESSIONAL DEVELOPMENT OUTREACH

In 2017, WeTeach_CS provided **3,368** contact hours of training in computer science, computational thinking, coding, and programming to **1,010** Texas educators representing **640** schools and **283** districts (public, private, and charter).

CS TEACHER CERTIFICATION IN GRADES 8-12

408 in-service teachers have completed Computer Science Certification with support from WeTeach_CS, since Summer 2014.

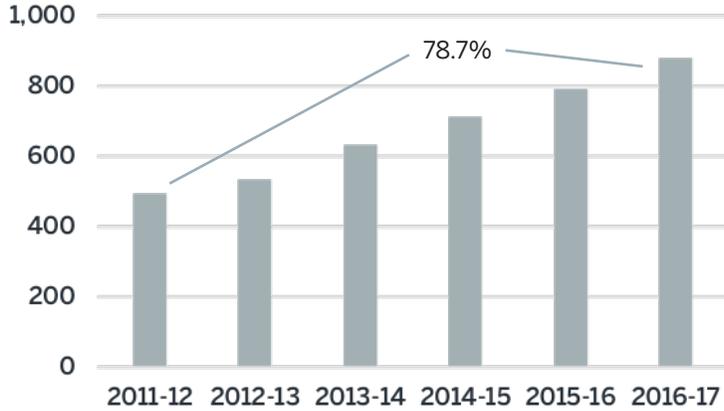


WeTeach_CS ANALYTICS

NUMBER OF TEXAS TEACHERS CERTIFIED IN HIGH SCHOOL COMPUTER SCIENCE

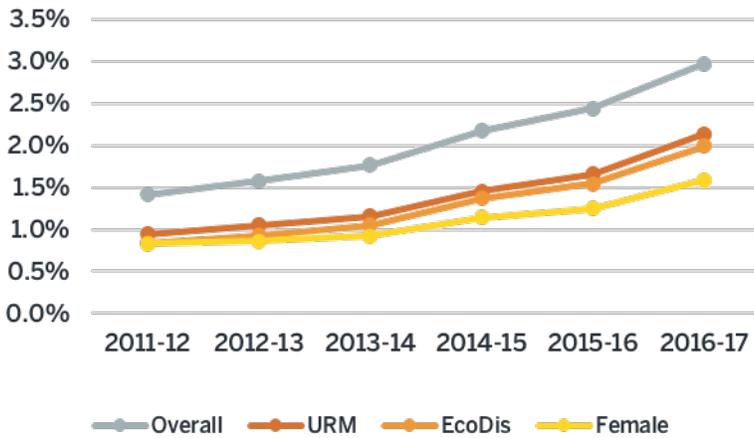


NUMBER OF TEXAS HIGH SCHOOLS THAT OFFERED A CS COURSE



The year before The UT STEM Center initiated WeTeach_CS to improve Computer Science (CS) education, 71 total teachers were certified in Texas. In 2015-2016, 223 total teachers were certified - a **214% increase**. Consequently, we have also seen a **78.7% increase** in the number of Texas high schools offering a CS course.

PERCENT OF STUDENTS WHO COMPLETED A HIGH SCHOOL COMPUTER SCIENCE COURSE



The percentage of high school students completing a CS course is maintaining steady growth but still represents **less than 3%** of the total high school population. Under-represented Minorities (URM) and Economically Disadvantaged (EcoDis) students are also seeing steady improvement, yet Female student enrollment is not matching overall student growth.

PERCENT INCREASE OF HS STUDENTS WHO COMPLETED A CS COURSE FROM 2011 TO 2017

