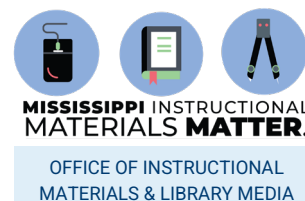


COMPUTER SCIENCE TEXTBOOK ADOPTION REPORT



In March 2021, Governor Tate Reeves signed House Bill 633, the Mississippi Computer Science and Cyber Education Equality Act, requiring all public schools in Mississippi to offer computer science education by the 2024-2025 school year. The bill lays out a phased-in approach for the mandated implementation and came with \$1 million in state funding for computer science education and was matched with an additional \$1 million with private funding from C Spire.

Computer science and the technologies it enables rest at the heart of our economy and the way we live our lives. To be well-educated citizens in a computing-intensive world and to be prepared for careers in the 21st century, our students must have a clear understanding of the principles and practices of computer science. To achieve this preparation for our students, we must have a clearly articulated plan for building and growing computer science education that ensures relevant curricula and well-prepared teachers.

OVERALL RATING: MEETS EXPECTATIONS

SKILL STRUCK SNAPSHOT

Program Strengths

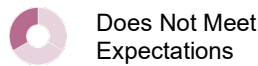
- No strengths were provided.

Program Challenges

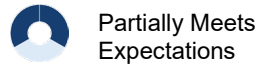
- Assessments do not have standard correlations.
- Samples would be beneficial to better understand instructions.



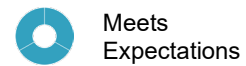
No Findings



Does Not Meet Expectations



Partially Meets Expectations



Meets Expectations

SKILL STRUCK REVIEW

RUBRIC

K-2 Findings

3-5 Findings

6 Findings

GATEWAY 1 | CRITERION 1.1: Alignment and Coherence

Materials are aligned closely to the MCCRS for Computer Science.

GATEWAY 1 | CRITERION 1.2: Coherence

Materials attend to the learning progressions emphasized in the standards, so that the curriculum is coherent both within grades and across grade bands and are coherent and consistent with the progressions in the MCCRS for Computer Science.



21.4 points out of 24 points



21.7 points out of 24 points



20.3 points out of 24 points

GATEWAY 1 | CRITERION 1.3: Assessment

Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.

GATEWAY 2 | CRITERION 2.1: Student Learning

Materials identify ways in which materials are designed for each student's regular and active participation in grade level/grade band/series content.

GATEWAY 2 | CRITERION 2.2: Teacher Supports

Materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.



20.9 points out of 26 points



21.3 points out of 26 points



21.5 points out of 26 points

GATEWAY 2 | CRITERION 2.3: Instructional Design

Materials align with student-centered practices and allow opportunities for students to explore content.

GATEWAY 3 | CRITERION 3.1: Access and Technology

Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.



15.1 points out of 18 points



15 points out of 18 points



14.8 points out of 18 points

TOTAL SCORE:

57.4
POINTS
OUT OF
68 POINTS

58.0
POINTS
OUT OF
68 POINTS

56.7
POINTS
OUT OF
68 POINTS

