Nationally, just 51% of high schools offer computer science, up from 35% in 2018. This represents tremendous progress by teachers, school leaders, policymakers, and other advocates. But given the significance of computing in today’s society, it is not enough for half of schools to lack even a single course. New data reveals disparities in who has access to and who participates in computer science education.

Over the past year, U.S. students, teachers, and families faced unprecedented challenges, making it more important than ever that computer science becomes a sustained part of the education system. Computer science supports the development of problem solving, creativity, metacognition, spatial skills, reasoning skills, and improvements in reading, writing, mathematics, and science test scores. Increasingly, computer science is recognized as a core literacy for students.

Students who attend rural schools, urban schools, or schools with higher percentages of economically disadvantaged students are less likely to have access to computer science.

States are working to broaden access and participation in computer science with policies to make computer science a fundamental part of the K-12 education system.

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Wisconsin

Percentage of Public High Schools Offering Foundational Computer Science

86% of WI high school students attend a school that offers computer science, but only 4.6% of students are enrolled in a foundational computer science course. 23% of students enrolled in computer science courses are female. Black/African American students are 1.4 times less likely than their white and Asian peers to attend a school that offers computer science. Only 47% of schools in urban areas offer computer science, compared to 73% in suburban areas.

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Data provided primarily by the Department of Public Instruction and school catalogs, based on 638 schools with high school grades. Numbers inside the bars represent the total number of public high schools offering computer science in that category. Asian and Native Hawaiian/Pacific Islander students are reported under Asian. Participation data was masked at low counts.
State policy should provide clarity, school and state capacity, leadership, sustainability of computer science initiatives, and promote access to and equity within rigorous and engaging computer science courses.

### Regional Comparison of Computer Science Education Policy Adoption

<table>
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<tr>
<th>POLICY</th>
<th>WI</th>
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</table>

Wisconsin has averaged **9,705** open computing jobs each month.

These open jobs have an average salary of **$80,546**.

Yet there were only **1,261** graduates in computer science in 2018.

### Did you know...

86% of WI high school students attend a school that offers computer science, but only 4.6% of students are enrolled in a foundational computer science course.

Sources: The percent of high schools offering CS comes from the CS Access Report, open computing jobs come from the Conference Board, salaries come from the Bureau of Labor Statistics, and graduates come from the National Center for Education Statistics.
High Schools Offering Computer Science by State

In order to eliminate disparities in computer science education, equitable participation and experience for all students must grow in conjunction with access.

For more details on policy, access, and participation, see the full 2021 State of Computer Science Education report at advocacy.code.org/stateofcs