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Soul of CAFECs

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CAFÉCS: Chicago Alliance for Equity in Computer Science

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CAFÉCS: Chicago Alliance for Equity in Computer Science
Soul of an RPP

- Common, communication, and community
- Partners engage in “conjoint” activities
  - “Setting up conditions which stimulate certain visible and tangible ways of acting is the first step.”
  - Becoming a partner means your partner’s success is your success, your partner’s failure is your failure. (D1)
  - Once possessed by the emotional attitude of the group, you allow yourself to be shaped by the partnership. (D5)

- Democracy and Education, John Dewey, 1916

CAFÉCS: Chicago Alliance for Equity in Computer Science
All = Equity

- Graduation requirement
- ECS serves as the foundation
- CAFÉCS Research Questions
  - *How can CPS enhance the system of support to help teachers and administrators overcome barriers to implementation?*
  - *How can CPS develop a system for holding schools accountable for the quality of the implementation of ECS?*

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(homemade risotto and limoncello)
Roles/Responsibilities

- **Balance of Leadership**
  - Practitioner: Lucia (leadership at CPS), Don, Andy
  - Researcher: Steven (leadership on research), Dale, Ron

- **Balance of Implementation**
  - Office of Computer Science (practitioners)
  - The Learning Partnership (researchers)

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CAFÉCS Meeting Structure

Weekly CAFÉCS leadership team meetings
Monthly CAFÉCS / OCS group meetings
As-needed subgroup check-ins
Chicago Public Schools

- 3rd largest school district
- Demographics
  - Free/Reduced Lunch: 77.7%
  - English Language Learners (ELL): 18.0%
  - Students with IEPs: 13.7%

Student Racial Makeup
371,382 students: 264,030 PreK - 8, 107,352 HS

- White 37.0%
- African American 37.0%
- Hispanic 46.8%
- Asian 4.1%
- Hawaiian/Pacific Islander 0.2%
Number of CPS Regular High Schools offering ECS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13</td>
<td>27</td>
</tr>
<tr>
<td>13-14</td>
<td>28</td>
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<tr>
<td>14-15</td>
<td>40</td>
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<td>15-16</td>
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<td>16-17</td>
<td>64</td>
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<tr>
<td>17-18</td>
<td>72</td>
</tr>
<tr>
<td>18-19</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
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</tbody>
</table>

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Alternative schools (new this year)

Regular schools
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# of Teachers That Have Gone Through ECS PD

<table>
<thead>
<tr>
<th>Year</th>
<th>Yearly</th>
<th>Cumulative Unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>2013</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td>2014</td>
<td>34</td>
<td>103</td>
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<tr>
<td>2015</td>
<td>36</td>
<td>140</td>
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<tr>
<td>2016</td>
<td>77</td>
<td>217</td>
</tr>
<tr>
<td>2017</td>
<td>66</td>
<td>283</td>
</tr>
<tr>
<td>2018</td>
<td>136</td>
<td>422</td>
</tr>
</tbody>
</table>

# of Active ECS Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>Untrained Teachers</th>
<th>Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>2013</td>
<td>34</td>
<td>0</td>
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<td>2014</td>
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<td>2015</td>
<td>66</td>
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<td>2016</td>
<td>99</td>
<td>17</td>
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<tr>
<td>2017</td>
<td>112</td>
<td>33</td>
</tr>
<tr>
<td>2018</td>
<td>159</td>
<td>22</td>
</tr>
</tbody>
</table>
Number of ECS Students

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Role of Leadership

- Leadership on both side of the partnership is a key factor in the success of the RPP
  - Strength (competing demands/building a new department)
  - Balance (equal voice in different contexts)
  - Continuity (change takes time)

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Transition of Leadership

- Big discontinuity when Brenda Wilkerson left just after the creation of the Office of CS
- I was in too deep
- Sabbatical → Director of CS at CPS
  - keep the project moving full steam ahead
  - strengthen the internal structure/team
  - solidify the partnership leveraging dual role

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Example of RPP Work

- Practitioners identify a problem
- Partnership works together to gather data and brainstorm hypotheses about possible factors
- Researcher uses data to investigate the hypotheses
- Results are shared within the partnership and then more broadly
ECS Course Failure

• Anecdotal reports of high course failure threatened to derail initiative (Our kids can’t do it)
  ○ prioritized in the weekly meetings
• Clarify the problem through research before acting (data sharing agreement) (D2)
  ○ Got partner input on hypotheses at monthly meeting
• This is significant because core failure impacts graduation (Off Track) (D4)
  ○ Becoming policy researcher

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Brainstorm Hypotheses

@ Monthly CAFECS -- CPS Office of Computer Science

Hypotheses Tested
- Could it be higher in second semester?
  - when testing happens during the school year
  - the course difficulty goes up since the activities are more collaborative
- Could it be related to teachers who haven’t attended PD
- Student attendance, particularly because class is so collaborative
- Number of years of experience consecutively

Future Hypotheses
- Teacher fidelity to curriculum
- Google classroom → does this impact failure rates indirectly through efficient/effective teaching?
- Grade distribution of students by teacher area of certification
- Do teachers have same failure rate in other classes that they teach
- Are there school level factors affecting failure rate
- How many sections of ECS are they teaching (less sections may increase failure rate)
  - Due to not having the opportunity to adjust the course
  - Due to have too many preps and not being able to focus on ECS
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Expanding Conception of ALL

- Credit recovery is ad hoc and sacrifices quality for expediency
- Students who are incarcerated, pregnant teens, cluster programs, alternative learning centers
- Their success is my success (D3)
  - Diverse learner postdoc
  - EAGER funding for Hybrid ECS
- Their problem becomes my problem
  - piercing the firewall for two-way videoconferencing

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RPP Pragmatics

● Find the soul of your RPP
● Jointly define your nonnegotiable “All”
● Instantiate your partnership in grant structure
  ○ Collaborative Proposal (equal footing)
  ○ Subaward (need to mitigate power dynamic)
  ○ Letter of Collaboration - Red Flag
● Research Permissions
  ○ IRB needed for funding (IAAs)
  ○ RRB, Data Sharing agreement

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