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Soul of CAF ECS

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CAFÉCS: Chicago Alliance for Equity in Computer Science

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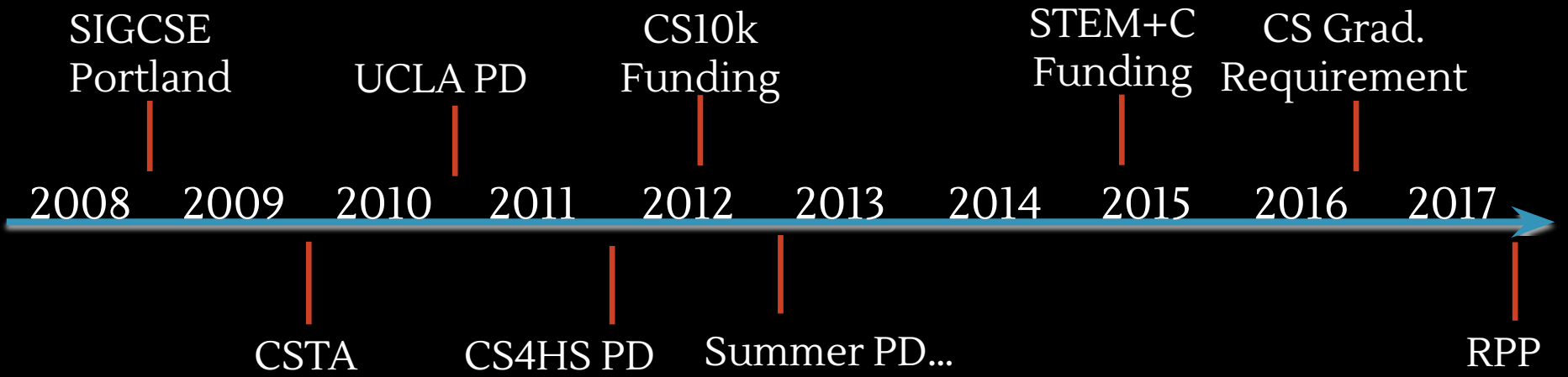
Soul of an RPP

- 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*

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?*



Small RPP

Medium RPP

Large RPP

CAFÉCS: Chicago Alliance for Equity in Computer Science

(homemade risotto and limoncello)



CAFÉCS: Chicago Alliance for Equity in Computer Science

Roles/Responsibilities

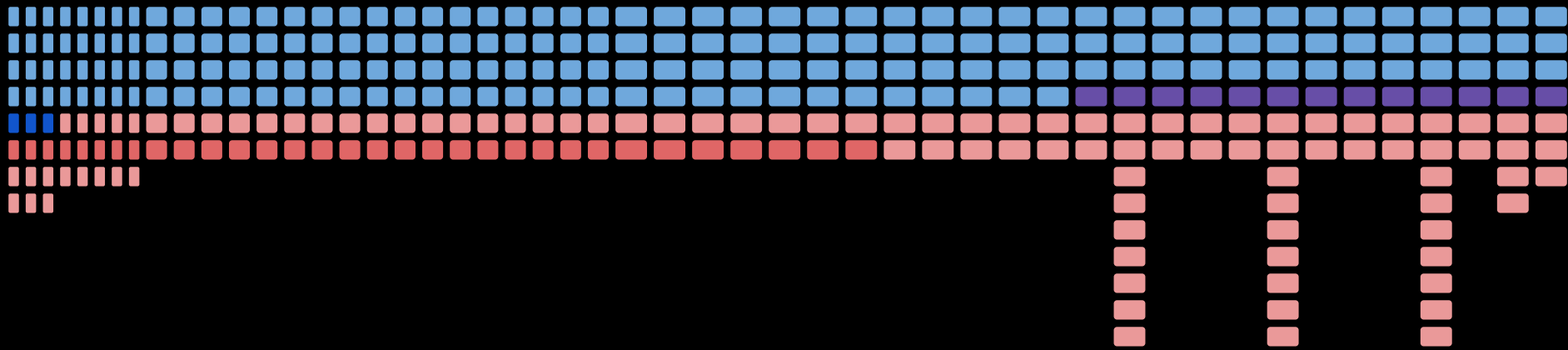
- Balance of Leadership
 - Practitioner: Lucia (leadership at CPS), Don, Andy
 - Researcher: Steven (leadership on research), Dale, Ron
- Balance of Implementation
 - Office of Computer Science (practitioners)
 - The Learning Partnership (researchers)

CAFÉCS Meeting Structure

2016

2017

2018



Weekly CAFÉCS leadership team meetings

Monthly CAFÉCS / OCS group meetings

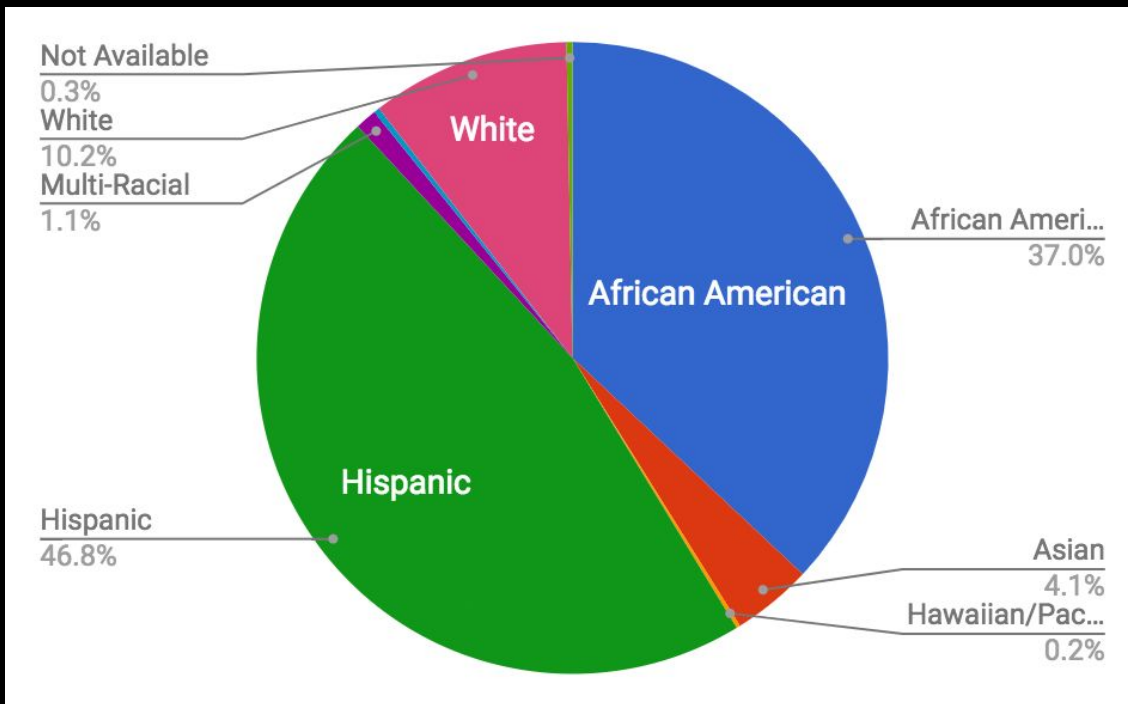
As-needed subgroup check-ins

Chicago Public Schools

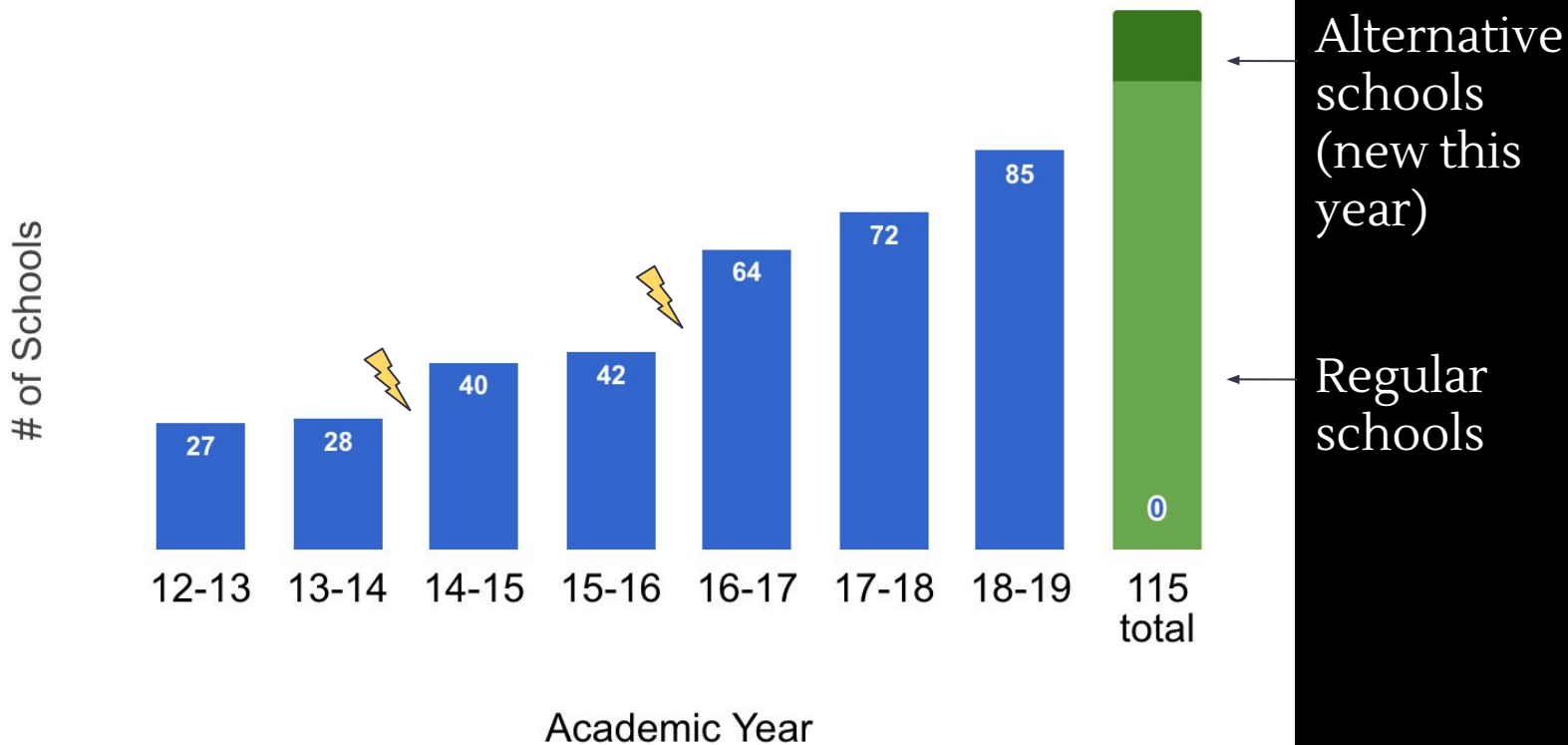
Student Racial Makeup

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

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

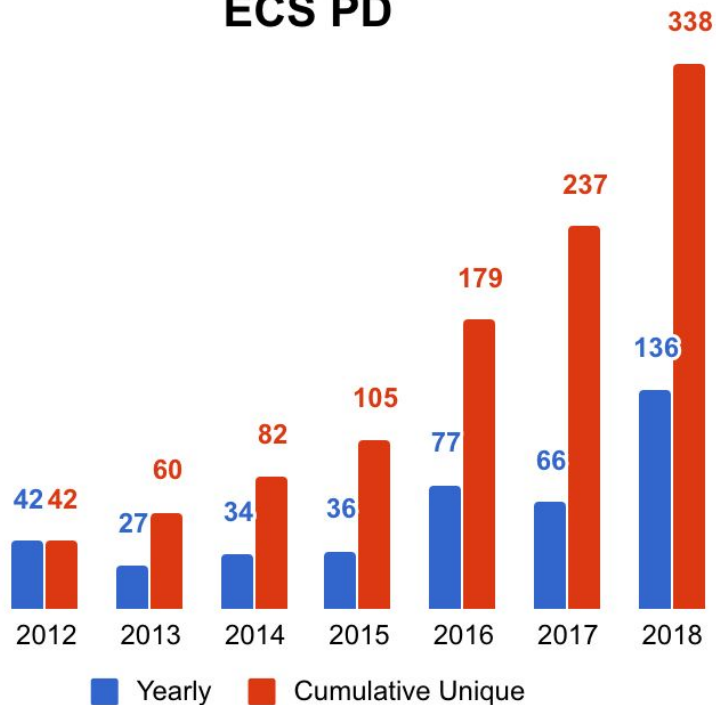


Number of CPS Regular High Schools offering ECS

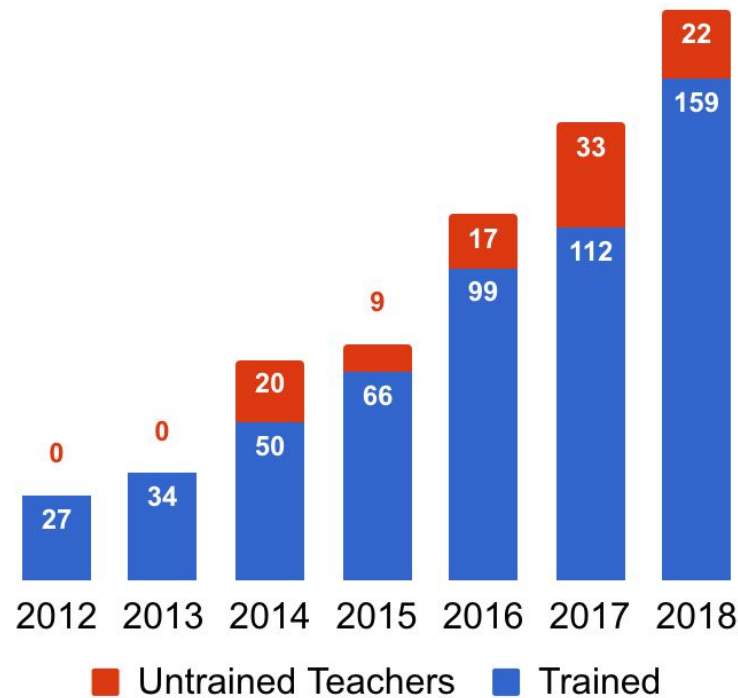


of Teachers That Have Gone Through ECS PD

Unique Teachers

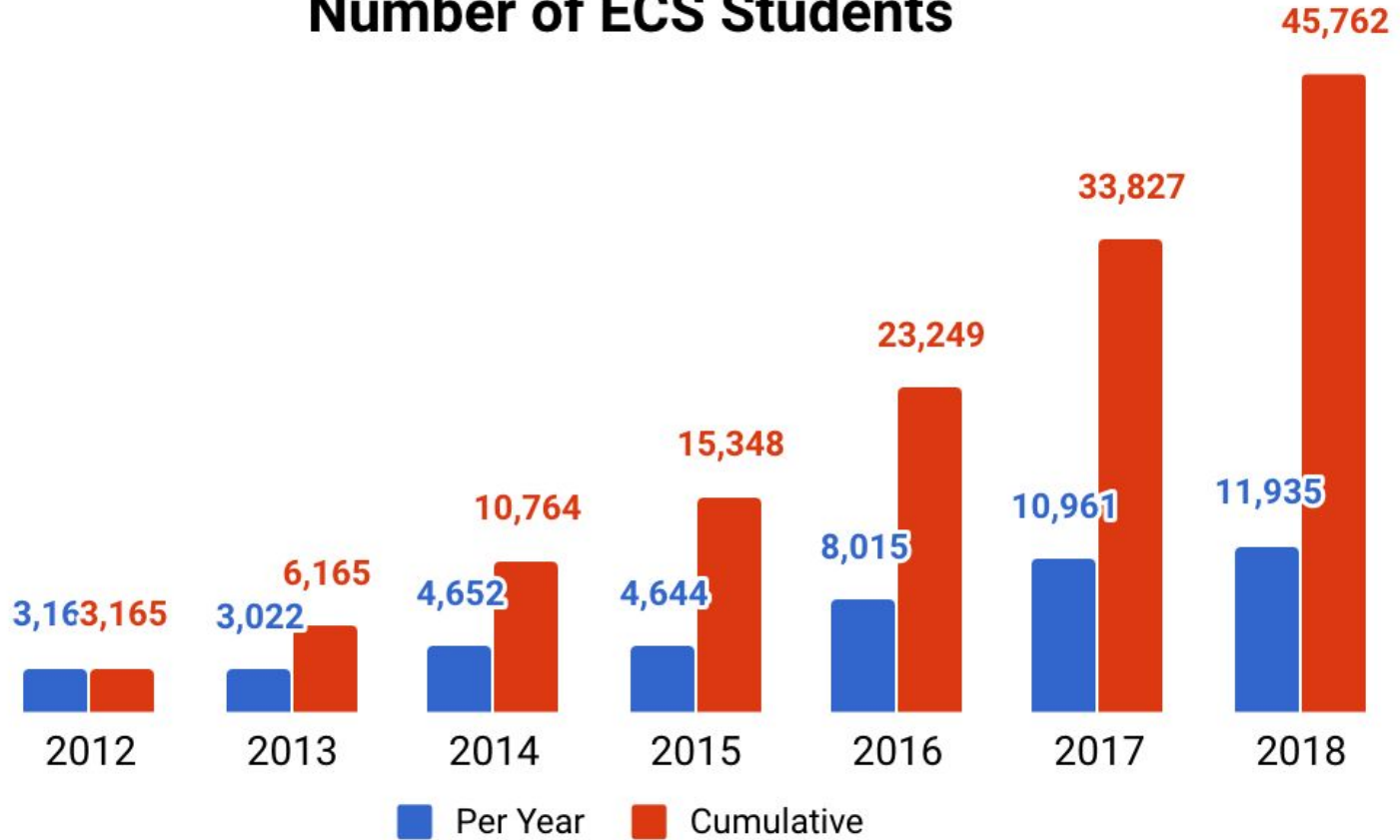


of Active ECS Teachers



Number of ECS Students

of Unique Students



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)

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

Example of RPP Work

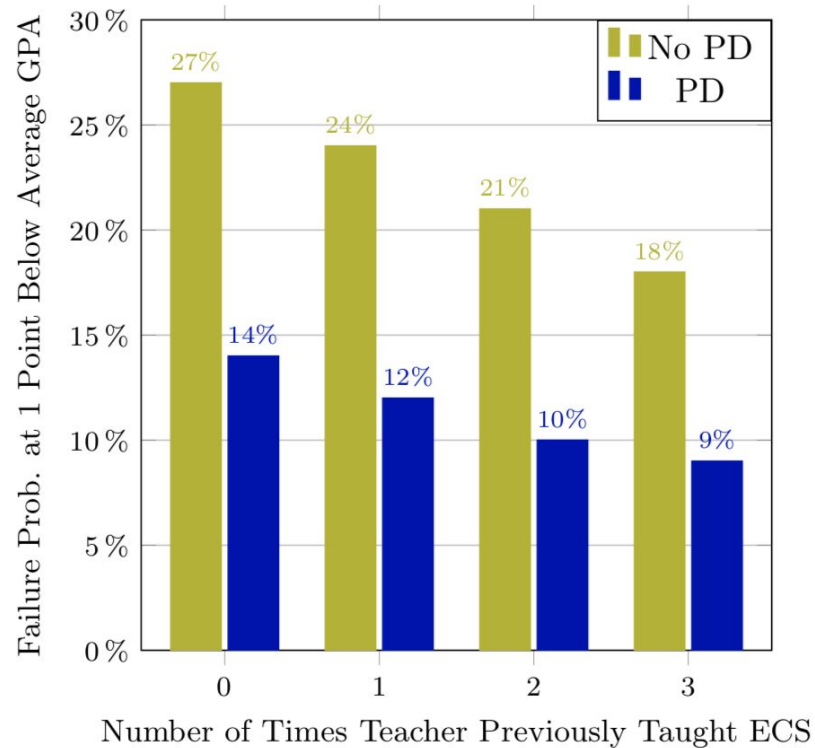
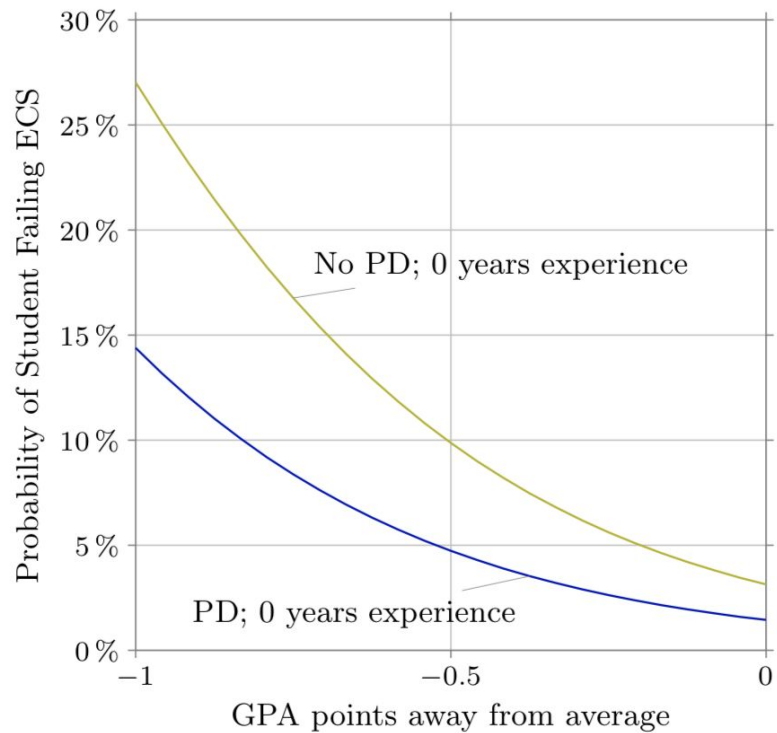
- Practitioners identify a problem
- Partnership works together to gather data and brainstorm hypotheses about possible factors
- Researcher uses data to investigate the hypotheses
- Results are shared within the partnership and then more broadly

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

Brainstorm Hypotheses

- **@ Monthly CAF ECS -- 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



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

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



