Hillsdale High School’s small learning communities provide a dynamic educational environment that challenges every individual to learn and grow.

- Personalization
- Quality Instruction
- Community
- Shared Decision-Making
- High Standards
- Opportunity

For All Students

HILLSDALE
Study Visit

Where are we going today?

1. What we think
2. What we did
3. Leadership
4. What we do
5. Managing Change

1. The Philosophy

HILLSDALE
Study Visit
The simplest and most important thing is that someone on campus believes in the potential of every student.

The relationship among adults in schools are the basis, the precondition, the *sine qua non* that allow, energize and sustain all other attempts at school improvement. Unless adults talk with one another, observe one another, and help one another, very little will change.

Roland Barth

"Shared values are more important than paper and policies. We need passion, people, and pride. Leadership not management."

Lester Levy

**HILLSDALE School Cornerstones**

These cornerstones are the guiding principles for our work.

**Equity through**
- Core curriculum and high standards
- Differentiated Learning
- Collaboration and Professional Development
- Understanding, respect, and tolerance of diversity

**Personalization through**
- Community/Parent Connections
- Sense of Community
- Integrity, honesty, responsibility
- Advisory

**Rigor through**
- State Standards
- Hillsdale’s Graduate Profile
- Authentic Learning (e.g. project-based learning, exhibitions, portfolios)

**Shared Decision-Making through**
- Democratic Structures
- Distributed Leadership
- Consensus Building
- Autonomy
Discuss with your team

What are your school's implied or explicit cornerstones?
Would your entire staff agree?
What evidence do you have that decisions are made based on these cornerstones?

HILLSDALE

2. Some Data

<table>
<thead>
<tr>
<th>% of Graduates Meeting UC Entry Level Writing Requirement</th>
<th>% Enrollment in UC a-g Math and Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>District</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>c/o 2005</td>
<td>55</td>
</tr>
<tr>
<td>c/o 2007 (1st SLC Grade)</td>
<td>70</td>
</tr>
<tr>
<td>c/o 2011</td>
<td>70</td>
</tr>
</tbody>
</table>
Low Soc/ELL scores from 2005, the first year the groups were statistically significant

HHS Overall API Score

API for Statistically Significant Subgroups

Asian  Latino  White  Low Soc.  Sp. Ed.  ELL*

Advanced Placement (AP) Enrollment, Test-takers and Tests*

HHS Concurrent Enrollment in College Courses (F students)
A Sampling of SLC Graduates’ College Acceptances 2010-2013

HILLSDALE

Cornell  Yale  Duke  Fordham
Stanford  USC  Columbia
Pepperdine  SantaClara  MIT
Brown  UOP  Occidental
CAL  UnivofOregon  NDNU
OregonState  CarnegieMellan
Whitworth  UCLA  USF  UNR
ArizonaState  St. Mary’s  LMU
Baird  Lewis&Clark  Biola
UnivofArizona  Boston College
UnivofMichigan  AcadofArt … etc…and ALL UC’s and CSU’s

“During middle school, I was always an average student. However, during my freshman year a transformation occurred. Suddenly I realized my true potential and wanted to reach it. My grades dramatically rose, as did my aspiration to learn.

The relationships with my teachers and classmates that I gained through the SLC program have been instrumental.”

- Hillel Student, Class of 2007
3. The Model

Variable Personalization & Expectations

- All students randomly assigned to teachers throughout the school
- Too many students miss out on college and scholarship opportunities
- Teachers work in relative isolation; limited collaboration
- Special Ed / ELL operate in relative isolation
- A host of non-college-prep courses offered; low expectations
- Traditional governance model

The Coherent Model

- 105-08 students randomly assigned & balanced
- No distinguishing characteristics b/w Houses
- 4 teachers: Science, Math, English, History
- All students in integrated Bio, English, World History
- Students assigned to Algebra, Geometry, or higher
- Each teacher advises 26-28 students
- Teachers and advisors “loop” with students
- Each team shares a collaboration period and meets 2+ times/week
- Special Ed / ELL “pushed in” to core classes, advisories, and part of house team
- All students enrolled in UC/CSU required A-G courses
Discuss with your team

What elements of your school’s model facilitate (or don’t) your Cornerstones?

In what ways is your model coherent? In what ways is it not?

HILLSDALE

4. Governance
### Leadership
Each House has a...

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor/Special Ed Teacher who:</td>
<td>Coordinates with advisors and teams to support students, follows students into 11/12 grades</td>
</tr>
<tr>
<td>Administrator who:</td>
<td>Serves as formal leader, evaluates disciplines, works with parents</td>
</tr>
<tr>
<td>House Leader who:</td>
<td>Serves on SLC Council, coordinates house business, addresses house logistics</td>
</tr>
</tbody>
</table>

### Shared Decision Making

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Houses</th>
<th>SLC Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>• House Leaders + Admin</td>
<td>• Advise SLC Council</td>
<td>• Make formal decisions</td>
</tr>
<tr>
<td>• Steer process</td>
<td>• Run House business</td>
<td>• Set policy</td>
</tr>
</tbody>
</table>

### Mission Statement
As an educational community of students, parents, and staff, we are committed to sharing the responsibility for the mission by achieving the following cornerstones:

- Equity
- Personalization
- Academic Rigor
- Shared Decision-Making

#### Article I: SLC Council
SLC Council will consist of the three principals, five house leaders, two teachers chosen at large by the faculty (one classified staff representative, five students (one per house) and five parents (one per house). For teacher representation, both for house leaders and at-large representatives, the faculty association will take nominations in early April and voting will be part of the annual association election. The classified association will select the classified representative. Student government will select the student representatives. The Parent Teacher Student Organization (PTSO) will select the parent representative. Each representative will serve a one-year term and may run for re-election. Each house may send a substitute to a meeting if the house leader is unavailable. The at large teacher representatives will receive supervision points. The classified representative will receive compensation and will not vote on issues legally reserved for School Site Councils.

The SLC Council will meet publicly on the last Monday of each month during the school year, and more frequently if necessary, at times mutually convenient to representatives. A quorum will consist of one half of voting representatives.

The SLC Council will make decisions on:
- Scheduling/calendars
- Equity issues
- Schoolwide policy
- Professional development
- Schoolwide budget
- Curriculum and assessment
- Issues that have a long-term impact on SLCs
- Any other issue referred to the Council by houses, Student Government, the PTSO, Leadership, site administration, or district office.
Discuss with your team

How do you value shared decision-making?

How are teachers empowered to create change?

5. Our Current Work

Hillsdale’s Institutional Journey

Instruction, Assessment, Equity
2009--

Structures
2000-2005

Exploration
1997-2000
What we are working on now…

- Heterogeneity in 9th and 10th grades
- Looping in the 11th and 12th grades
- Graduate Profile: Defining Achievement
- Digital Portfolio
- Language of Equity
- Professional Development:
  ✓ Analysis of Student Work
  ✓ Lesson Study
  ✓ Observation

Discuss with your team

What is your timeline trajectory?

Draw your trajectory?
What is your next level?
What will it take to get there?

“I transferred from another school in the district and overall Hillsdale far exceeds my expectations. Hillsdale has a more supportive and safer environment. Students are surprisingly friendly. Hillsdale staff is very open and at any time a counselor, administrator, or staff member can be talked to about whatever’s on a student’s mind.”

- Hillsdale 11th grader
6. How do you create change in a comprehensive high school?

1. Know what you are about

Great organizations simplify a complex world into a single organizing idea or guiding principle. This guiding principle makes the complex simple, helps focus the attention and energy of the organization on the essentials, and becomes the frame of reference for all decisions.

—Jim Collins

2. Distributed Leadership

There is too much to do.
- Find the right people and empower them.
- Identify what needs to be done.
- Grant positional authority.
- Set structures to support teacher leadership.
3. Trust your teachers and put them in a position to make good decisions
How we created a Graduate Profile…
• Every teacher brings in work
• Look for commonalities
• Do the organizing and word-smithing somewhere else
• Bring it back at every stage

Chip Heath: Elephants and Riders

4. The Knowing-Doing Gap
One of the great mysteries in organizational management is the disconnect between knowledge and action. Why does knowledge of what needs to be done so frequently fail to result in action or behavior consistent with that knowledge?

--Jeffrey Pfeffer & Robert Sutton

The Knowing-Doing Gap
Barriers to Action:
+ Substituting a decision for action
+ Substituting mission for action
+ Planning as a substitute for action
+ Complexity as a barrier for action
+ Mindless precedent as a barrier to action.
+ An external focus as a barrier to action.
+ Internal competition as a barrier to action
+ Training as a substitute for action
Discuss with your team

What are the most significant “Barriers to Action” that exist at your school?

How can your school community overcome the knowing—doing gap?

—I have one child going to a private school and one at Hillsdale. The child at Hillsdale is by far getting the better education.”

- Hillsdale Parent

—Dr. Linda Darling-Hammond
Professor of Education, Stanford University

“In the years of our partnership, Hillsdale has designed and implemented Smaller Learning Communities (SLCs) that have the potential to significantly address issues of educational equity and serve as a model for conversion schools across the country. Their implementation plan is a blueprint for more powerful teaching and learning.”