



# Academics & Student Achievement



*OPRF's enrollment is 3,372 students. About 600 students receive Special Education services. The school offers approximately 260 different courses, taught in about 1,300 class sections. Graduating seniors' average ACT score has risen nearly a full point over the past five years to 24.5, well above the state average of 21.4. Nearly 87% of last year's graduates enrolled in four-year colleges/universities, two-year community colleges, or technical schools.*

## General Themes

### Student Learning Spaces

Most classrooms inhibit student-centered learning due to size, location, configuration, cabinetry, equipment, and lack of natural light. Existing breakout, collaboration, and study spaces are not conducive to collaborative learning.

### Collaboration & Student Learning

The current configuration of academic spaces inhibits collaboration among faculty and affects quality of learning experiences for students.

### Technology Integration

The benefits of 1:1 framework (i.e., each student having a Chromebook) for teaching with technology is compromised by existing aging infrastructure.

### Connection & Community

Students—particularly students of color—report that the lack of spaces for gathering, collaborating, and studying creates a feeling of being unwelcome. Students can gather or study only in a few approved spaces after school. Students who need to stay later for evening activities or while waiting for transportation say they “find places to hide.”

### Equity

Non-ADA compliant facilities limit student access to learning spaces. Size, location, and configuration of classrooms are not supportive of the needs of Special Education students. Access to on-campus resources--printing, technology, quiet spaces, etc.--has equity implications for students.



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## Classroom & Lab Spaces

- Most classrooms inhibit student centered learning ■ ■
- Many classrooms have no natural light ■
- Moveable divider walls between classrooms do not block out sound and create distraction ■
- Almost all classrooms lack adequate whiteboard space ■
- Sizes of individual classrooms are not uniform ■
- Some science and technology classrooms and labs are reasonably sized and well equipped; others are too small and poorly equipped ■
- Layout of classrooms limits teacher collaboration ■ ■
- Overall utilization rate by classrooms is over 75% with the highest rate of about 90% attributed to Science and Technology classrooms ■

## Technology, Equipment & Lab Storage

- Faculty and students report a desire to record presentations, engage in video conferencing, project wirelessly, and showcase student work ■
- Existing ventilation in some classrooms limits the scope and duration of lab experiments and negatively affects student learning opportunities ■
- Storage of lab chemicals is space constrained and limited by the use of spaces that were not designed for lab storage.

## Library

- The library is poorly located off to one corner of the school ■ ■ ■
- The library is a key space for students to find quiet spaces for study ■ ■ ■
- Students report frequently using the library, but they would like more collaborative spaces and longer hours ■ ■ ■



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## Tutoring Center

- The Tutoring Center utilization rate is about 90% with temporary arrangements required to meet additional seating needs during week of finals ■ ■
- Existing footprint does not provide for study rooms and collaboration spaces ■ ■
- Sound proofing is very poor ■

## Special Education

*Special Education comprises four different programs: Learning Development, Emotional Development, Community Integrated Transition Education (CITE), Transitional Education with Access to the Mainstream (TEAM)*

- The following TEAM spaces do not meet current needs: hallway, kitchen, laundry room, entryways, sensory rooms, and classrooms ■ ■ ■
- The TEAM classrooms need to be located next to one another ■ ■
- The TEAM ■ area needs to have a dedicated ADA accessible bathroom
- The fourth floor classrooms are sufficient in size, but badly in need of renovation ■
- The ■ fourth floor lunch room also needs to be a more welcoming space
- The CITE classrooms are currently geographically separated from one ■

## Counseling

Students and staff say counselor and social worker offices are difficult to find and are not private enough ■ ■

## Accessibility

Elevators, stairs, entryways, bathrooms, and some classroom furniture and configurations are not ADA compliant ■



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## Scope

Develop an understanding of the existing conditions, assess current academic program needs, gather faculty and student input, gain an understanding of future conditions, and gather community input.

## Academic Facilities

Math Division

Science & Technology Division

Tutoring Center

Library Center

English Division

History Division

World Languages Division

Health Services Department

Special Education Division

Counseling Department

## Research Completed

- Toured more than 1 million square feet of building facilities, including 13 academic departments encompassing more than 150 classrooms, labs, meeting spaces, and faculty offices
- Conducted meetings with 13 division and department heads and engaged in 13 group listening sessions with faculty
- Hosted 3 additional drop-in group listening sessions for faculty and students during and after school day over a period of 6 weeks
- Deployed comprehensive online survey (quantitative and qualitative feedback) to all faculty and staff and analyzed 360 responses
- Toured 1 off-site facility housing OPRF's Community Integrated Transition Education (CITE) Special Education program
- Reviewed and analyzed past and current utilization data for more than 150 classrooms
- Toured 7 peer institutions to gain a first-hand appreciation of the needs facing schools similar to OPRFHS.