



Educational Suitability Summary Report

Baldwin Elementary School – BLDG #187

Date: 9/12/2016

Score 75% Good

Baldwin Elementary School serves a student population of approximately 800 students in southwest Austin. After speaking with the principal and faculty members, the school's primary concerns include, but are not limited to, the following: storage, academic and co-curricular support, and furniture, fixtures, and equipment.

Survey Overview

The survey results from teachers and administrators were not completed. The educational suitability for most major spaces, including library, gym, classrooms, common spaces, administrative offices, and outdoor spaces was determined by the interview process and field assessment.

Interview Overview

When the interview team (principal, vice principal, and select faculty members) was asked what existing programs are currently held in unsuitable spaces, they focused on a few spaces throughout campus.

The cafeteria is sized appropriately, but limited in configuration and seating capacity due to traditional furniture. Bench seating is preferred over integrated individual seats. The stage is adequate in size and well equipped. Additional building storage is needed as the stage currently houses other functions' storage. The single serving line is adequate in processing students, but a second line would more aptly accommodate the growing population. The gym is small and cannot accommodate multiple gym classes as is necessary. The accordion partition separating the gym and the cafeteria is manually operated by crank and does not open and close properly. Additionally, the partition's threshold is in poor condition and needs to be replaced.

Playgrounds are overcrowded and undersized given the current size of the student body. One playground floods badly due to the building's water being directed down into the space. This requires frequent re-mulching efforts. The track is crushed gravel and is in very poor condition; it forms potholes and washes out during rain events. Site conditions around portables are very poor (no grass growth, overgrown vegetation, etc.).

Both music and art rooms are designed per the educational specification and are well equipped. However, two other standard classrooms are used to house the necessary additional music and art classes.

The library is quite large and positively perceived by students and faculty. The only concern is that the space is not "modern" enough and will not readily accommodate collaborative learning groups. It is reported that this functionality would be improved by more flexible furniture.

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The current dedicated computer lab is being repurposed to accommodate a standard class. As such, no space will be provided until additional space is acquired.

General building storage is a reported issue throughout campus. For example, the teacher lounge and work room currently house storage for the PTA and afterschool programs, because the intended storage spaces have been repurposed as offices. Classroom storage as well as teacher and student storage is adequate.

Parking capacity is limited and does not accommodate the full school staff. Consequently, staff utilize visitor parking. If the parking issues are remedied, the existing number of visitor parking spots would be adequate. While bus traffic and parent vehicle traffic are appropriately separated, pedestrian traffic is comingled with both vehicle types throughout the day. Portables, as well as secondary parent pickup and parking spaces, are separated from the building by driveways and parking lots.

Administration needs additional offices (approximately 3 or 4) in order to properly house staff. Currently the vice principal, counselor, reading specialist, and SPED office are all using repurposed storage rooms. It is also noted that the resource classroom is housed in a room the size of a conference room, which is inadequate.

Core curriculum spaces are adequately sized and equipped with appropriate technologies. Special education classrooms (two PPCD classrooms and 1 SCORES unit) are housed in standard classrooms. Consequently, they do not have the appropriate restroom, changing, or cool-down spaces necessary for this specialized student group. The portables are aged and in poor condition, and the faculty report that they would benefit from cosmetic improvements at the very least. Two classrooms on the second floor (401/403) do not have dedicated restrooms, and the closest public restrooms are located far away on the first floor. There is also no faculty restroom on the second floor. Technologies in classrooms are standard innovation stations, but they are frequently breaking. Faculty report that replacement parts are expensive and take too long to replace. It is requested that more cost effective units be provided and that backup equipment be on standby for when equipment fails.

Desired programs and improvements also include the following: additional collaborative work spaces and common spaces, computer lab, dedicated science lab/maker space, motor lab for special education programs (SCORES), dedicated special education classrooms, learning gardens and outdoor storage, and FM systems in classrooms. The highest priority, however, is to address a deficit in the number of classrooms in the facility. There is very little unused space on the property, and faculty report that they have been informed that no additional portables could be placed on their site.

The interview team reports several safety and security concerns on campus. The primary concern is to create a secure perimeter fence that will prevent unauthorized visitor access and prevent students from leaving school grounds unattended. This should also allow secure passage for students from portables to the main building. They also desire a secure entry vestibule into the school. Lastly, there are several reports of teenagers accessing the roof via the mechanical yard and a rain gutter outside the library. Security camera coverage and secure fencing should be improved to discourage unauthorized access. It is also noted that rodents and snakes are prevalent around portables due to high grasses and vegetation. The school also experiences odors from wastewater services, particularly in the colder

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months. Faculty believe that plumbing vents are located too close to air intakes and the odors are being pumped throughout the building.

If renovations or additions were to occur on campus, staff report that there are no notable items or spaces that should be preserved.

When considering the next 20 years of teaching, the interview team believes that accommodating collaborative learning with common break out spaces is critical. They report that a maker space is also integral to this process, but that the library is currently functioning well for this purpose.

The hottest issues facing the school are addressing the need for additional classrooms and the aforementioned safety and security issues.

Assessment Findings

The Educational Suitability Assessment of Baldwin Elementary School earned a 75% overall score and places the campus firmly within the category of “good.” The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Academic & Co-Curricular Support

Score is average.

Core classrooms are adequately sized, configured per the educational specification, and have appropriate storage capacity. Visual elements of learning (i.e. marker boards and innovation stations) are in fair condition and offer flexibility in classroom layout. Special education classes are being held in standard classrooms that do not have the necessary specialized spaces and equipment. There is no dedicated science lab and science equipment is stored underneath an open stairwell. Athletics, art, and music programs all need additional space to accommodate program demands (see additional information in interview summary above). The cafeteria is appropriately sized, but limited by inflexible furniture. The computer lab is being repurposed as a standard classroom. As a result, this equipment will be housed in the common spaces intended for collaboration.

Storage

Score is average.

General building storage is inadequate and a primary concern of the faculty. Many spaces intended as dedicated storage have been repurposed as offices. Classroom storage as well as student and teacher storage options are adequate. The library has sufficient storage for both books and digital media. Supply storage, especially in the teacher lounge, is crowded.

Furniture, Fixtures & Equipment

Score is average.

With the exceptions of the library and cafeteria, furniture condition and flexibility is adequate. The majority of furniture types are appropriate and ergonomic given the intended user group.

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Higher Scoring Categories:

Exterior

Score is good.

Bus and vehicle traffic is appropriately separated, but pedestrian traffic is comingled across the site throughout the day (pickup, drop-off, and school hours). There are opportunities for outdoor learning, but minor improvements such as adding shade, seating, and storage are required to make these features effective. The track is in poor condition and one playground floods badly. The number and size of playscapes are inadequate for the current student population. Signage is present and apparent to promote site and building wayfinding.

General Building

Score is excellent.

Access for community functions is adequate as the library, cafeteria, and gym are all located in the same area and in close proximity to a secondary building entrance. These portions of the school can be secured from the remainder of the building during nighttime events. The general appearance of the school is positively perceived by the community. Finally, corridors are appropriate in width (+/- 10'-0") and well lit.

Future Ready Student Development

Score is excellent.

The classroom spaces are adequately sized and have appropriate storage space to accommodate project-based learning. Flexible furniture types promote the potential for different group sizes. Multiple common spaces, the entry lobby, exterior spaces, and the library allow for informal social interaction. The school utilizes district standard projectors, but this equipment frequently breaks. Backup equipment is requested for such events. Faculty desire smart board technologies.

Library/Media Center

Score is excellent.

The library is centrally located for convenient access from core classrooms, and it is easily accessible for nighttime users. The remainder of the school can be secured from the library for after-hours functions. The space would benefit from more flexible furniture types to allow for collaboration in various group sizes. A tiered seating area offers the ability to accommodate larger groups. Library technologies are appropriate in age and working condition. Book storage and environmental quality are also adequate.

Security

Score is good.

The location of the administration office is satisfactory in configuration and proximity to the main entrance, but no secure vestibule is present. The campus has adequate key card access. Site lighting is adequate, while security camera coverage needs improvement to discourage unauthorized access to the roof. Staff requested a secure perimeter that is lockable during

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hours of operation to prohibit unauthorized access both to and from the site. A few doors on campus (utility closet adjacent to entry foyer, utility closet directly above aforementioned closet, and utility closet on the second floor adjacent to the common area) suffer from poorly functioning hardware which results in doors either not locking or not opening properly. Interior transparency is adequate as the majority of classrooms have visibility to the corridor.

Technology

Score is excellent.

Technology quality and quantity are adequate in core classes, the computer lab, and the library. The majority of spaces have adequate availability of power and data outlets which allows for appropriate flexibility.

Environmental Quality

Score is good.

The quality of the artificial lighting is appropriate for classroom functions, but acoustics are unsatisfactory. Many spaces are subjected to noise from adjacent spaces and corridors. The majority of learning spaces have access to natural light and quality exterior views. Rodents and snakes are reported near the portables and between the portables and the main building. Strong wastewater smells emanate throughout the building, especially in colder months (see additional information in interview summary above).

Controllability of Systems

Score is good.

The classrooms have individual thermal controls for each space. Effective shades are provided for controlling natural light. However, the majority of artificial lighting controls are limited to alternating row switches.



Austin ISD Educational Suitability Assessment Criteria

School	Baldwin Elementary	BLDG - 187
Name	Anacleto Rojas Jr./Kris Kunkel & John Eldred	
Date	8/2/2016 Walk - 9/12/2016 Interview	

Scoring Scale

Excellent	81%-100%
Good	66%-80%
Average	51%-65%
Unsatisfactory	36%-50%
Very Unsatisfactory	20%-35%

Overall Educational Suitability Score	75%
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1 - Exterior	69%
2 - General Building	100%
3 - Academic & Co-Curricular Support	58%
4 - Future Ready Student Development	98%
5 - Library/Media Center	89%
6 - Security	69%
7 - Technology	90%
8 - Storage	60%
9 - Furniture, Fixtures & Equipment	58%
10 - Environmental Quality	80%
11 - Controllability of Systems	76%

1 - Exterior		1	2	3	4	5	N/A	11.25	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2					Comments	1.00 2.00
	1) Bus , car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.								
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?				4			Comments	1.00 4.00
	1) Outdoor space exists is not developed 2) Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.								
1.3	Are outdoor play spaces and playfields adequate in size and configuration?				4			Comments	1.00 4.00
	1) Outdoor play space exists, not developed 2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.							Track needs to be updated. The number and size of playscapes are inadequate given the overpopulation of the school	
1.4	Is the building easily identified with appropriate signage and community wayfinding?					5		Comments	0.25 1.25
	1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.								

2 - General Building		1	2	3	4	5	N/A	7.50	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?					5		Comments	0.502.50
1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.									
2.2	Are community use areas arranged so that the school can allow night functions without full school access?					5		Comments	0.753.75
1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.									
2.3	Does the general appearance of the school evoke pride for the students and community?					5		Comments	0.251.25
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.									

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	38.00	
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)					5		Comments	1.00 5.00
1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply.									
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)					5		Comments	1.00 5.00
1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply.									
3.4	Are Science Classrooms/Labs appropriately configured per the ed spec?						N/a	Comments	0.00 0.00
1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools)									
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?						N/a	Comments	0.00 0.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools)									

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A			
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Gym is undersized. Needs to accommodate a second teacher.		
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The number of classrooms needs to be doubled.		
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.10	Are Visual Arts spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							One class is housed in a standard classroom without appropriate support spaces and equipment.		
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.									
3.12	Are computer lab spaces appropriately configured?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							There is also a makeshift computer lab in a common space on the second floor. The main lab is in great condition, but will soon be repurposed as a standard classroom		
3.13	Are computer lab support spaces appropriately configured?	1						Comments	1.00 1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.							Computer lab is being repurposed as classroom, so this function will soon not exist.		

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.14	Are Special Education spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
							1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		
3.15	Are Special Education support spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
							1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.		
3.16	Are the student dining facilities appropriately configured?				4			Comments	1.00 4.00
							1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.		

4 - Future Ready Student Development		1	2	3	4	5	N/A	39.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?					5		Comments	1.00 5.00
1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.									
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?					5		Comments	1.00 5.00
1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.									
4.3	Is there adequate storage and or support space to support project-based learning?					5		Comments	1.00 5.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.									
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?				4			Comments	1.00 4.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.									

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?					5		Comments	1.005.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.									
4.6	Does the building provide opportunities for informal interaction?					5		Comments	1.005.00
1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply.									
4.7	Does the building provide adequate opportunities for students to work independently?					5		Comments	1.005.00
1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply.									

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A			
4.8	Does the building support career education per house bill 5? (High School only)						N/a	Comments	0.00	0.00
1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory -Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply.										
4.9	Do the career education spaces simulate real world or college environments? (High School Only)						N/a	Comments	0.00	0.00
1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.										
4.10	Does the building have adequate visual communication tools?					5		Comments	1.00	5.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.										

5 - Library/Media Center		1	2	3	4	5	N/A	24.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?					5		Comments	0.50 2.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.2	How well does the Library/Media Center support quiet study?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.3	How well does the Library/Media Center support social interaction?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									

5 - Library/Media Center - Continued		1	2	3	4	5	N/A		
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
5.6	How well does the Library/Media Center support technology?				4			Comments	1.00 4.00
1) Very unsatisfactory - Very inadequate power outlets, no Wi-Fi capability, no computers, tablets, laptops, media carts or screens for use 2) Unsatisfactory - Some power, no Wi-Fi capability, outdated and inadequate technology available 3) Average - Some power outlets, network connectivity, technology available 4) Good - Adequate power outlets available, network connectivity, appropriate number of computers/tablets/laptops/media carts or screens available 5) Very good - Adequate power outlets available, good network connectivity, computers, tablets, laptops and media carts or screens available and adequate for number of students N/A) Does not apply.									

6 - Security		1	2	3	4	5	N/A	11.25	
6.1	Does the facility have key card access at all major entries?					5		Comments	0.25 1.25
1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.									
6.2	How adequate is site lighting and security for the campus overall?				4			Comments	1.00 4.00
1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.									
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				Comments	1.00 3.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.									
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are doors that are recessed with large windows.	

7 - Technology		1	2	3	4	5	N/A	9.00	
7.1	How well equipped are the facilities with instructional technology?					5		Comments	1.00 5.00
<div>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</div> <div>2) Unsatisfactory- few computers/devices. Some outdated technology</div> <div>3) Average- A few computers/devices. A mix of new and outdated technology</div> <div>4) Good - multiple computers or devices per room. Mostly new technology.</div> <div>5) Very good - multiple computers and devices and new technology.</div> <div>N/A) Does not apply.</div>									
7.2	Is there an adequate number of power and data outlets in learning spaces?				4			Comments	1.00 4.00
<div>1) Very unsatisfactory - none</div> <div>2) Unsatisfactory - only for teacher</div> <div>3) Average - for teacher and 1-2 students</div> <div>4) Good - 2-3 outlets per wall</div> <div>5) Very good - 3-4 per wall</div> <div>N/A) Does not apply.</div>									

8 - Storage		1	2	3	4	5	N/A	9.00	
8.1	Is there adequate general storage in the building?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								General building storage is reportedly an issue throughout campus. Many spaces intended for storage have been repurposed as office space.	
8.2	Is there adequate classroom storage?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
8.3	Is there adequate student storage?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Student bag hooks are located in the hallway.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	8.00	
9.1	What is the current condition of the furniture?				4			Comments	0.75 3.00
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.									
9.2	How well does furniture accommodate rapid reconfiguration of a space?		2					Comments	1.00 2.00
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.									
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 3.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.									

10 - Environmental Quality		1	2	3	4	5	N/A	20.00	
10.1	How are acoustics in classrooms in general?		2					Comments	1.00 2.00
1)Recognized word/sound from adjacent classroom/corridor 2) audible sound from adjacent classroom/corridor 3) slight sound from outside room 4) walls to deck insulated only white noise from mechanical system 5) Able to hear quiet speaking from across the room N/A) Does not apply.									
10.2	Is the classroom artificial lighting adequate quality?					5		Comments	1.00 5.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.									
10.3	Is there access to natural light in classrooms?					5		Comments	1.00 5.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.									

10 - Environmental Quality - Continued									
		1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?					5		Comments	1.00 5.00
		1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.							
10.5	Does the building have odor or pest problems?			3				Comments	1.00 3.00
		1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.							

11 - Controllability of Systems										1	2	3	4	5	N/A			9.50	
11.1	Does the classroom thermostat allow for individual control?												5			Comments		0.50	2.50
1) No																			
5) Yes																			
11.2	Are shades provided to control natural light in learning spaces?												4			Comments		1.00	4.00
1) No, windows are covered with boards/paper																			
2) No, windows have no light control																			
3) Yes, but poor condition blinds																			
4) Yes, blinds																			
5) Blackout shades																			
N/A) Does not apply.																			
11.3	What is the quality of lighting controls in the classrooms?											3				Comments		1.00	3.00
1) Single switch only per room																			
2) Alternating rows switch off																			
3) Alternating lamps in single fixtures switch off																			
4) Tri level switching																			
5) Dimmable																			
N/A) Does not apply.																			



1.1 Traffic Mixes



1.3 Playground
Condition



3.6 Gymnasium



3.12 Computer Lab
In Common Space



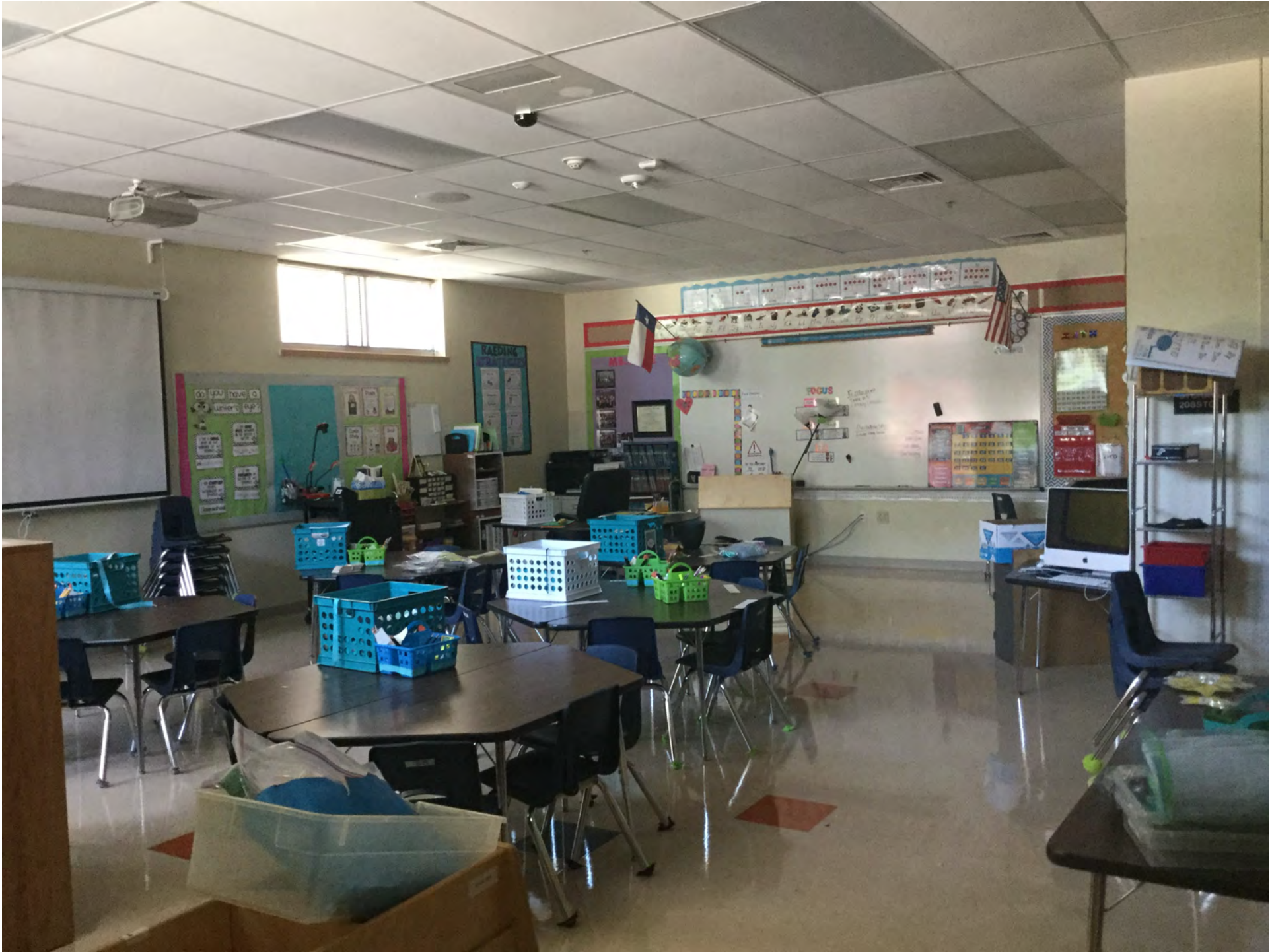
5.6 Library Technology



6.3 Non-Secure
Entry Vestibule



8.2 Classroom Storage



9.2 Flexible Furniture