



## Educational Suitability Summary Report

Becker Elementary School – BLDG #104

Date: 8/17/2016 – (Rev 1 - 11/4/16 – Added Survey Responses)

**Score 41% Unsatisfactory**

Becker Elementary School serves a student population of approximately 435 students in south central Austin. After speaking with the principal and faculty members, the school's primary concerns include, but are not limited to, the following: storage, exterior space, the library, and academic and co-curricular support.

### Survey Overview

Parents, staff and community members participated and completed the online ESA survey. Results expressed that the campus was satisfactory when compared to other schools in central Texas. Indoor air quality and temperature control is reported to be satisfactory. Some of the main areas that were highlighted as unsatisfactory include the common spaces, administrative offices, athletic fields, and play structures. The survey indicated a need for better signage, theatre space, hands on project space, assembly areas and storage. The survey indicated that the campus felt safe for students and parents. Technological improvements leaned towards devices such as tablets and laptops.

### Interview Overview

When the interview team (principal, librarian, and a few faculty members) was asked what existing programs are currently held in unsuitable spaces, they focused on several spaces throughout campus. The cafeteria is undersized and currently uses dated equipment (seating, unrefrigerated milk cart, partially functioning kitchen equipment, etc.). It is also notable that no stage is present as required by ed specs. Seating and serving line capacity need to increase to handle the current volume of students. The principal suggests "café style" seating would be a more conducive environment for student social development. Acoustics are reportedly a problem in the space and should be addressed. The gym is appropriately sized, but poorly equipped. Proper ventilation, a lack of natural light, and poor air conditioning further depress the space. The gym also suffers from major leaks resulting in mold issues. This is most evident at the enclosed alcove intended for portable stage storage. Both music and art programs occur in converted standard classrooms with insufficient support space. For instance, the music room lacks proper storage and acoustical treatment while the kiln is located far from the art room.

The library is reportedly one of the smallest in the district and inadequately sized for current enrollment. Book shelves and storage rooms are at maximum capacity. A room originally intended for archive storage and conference room space is currently being used as a multipurpose room. Its primary functions include A/V storage, conference room, counseling space, maker space, and literacy classroom. The librarian reports several events of flooding occurring in the library which has irreparably damaged both literature and media equipment. The library, as well as the dedicated computer lab, are both in need of power and data receptacles. Currently, the spaces are limited in flexibility and equipment capacity. Technologies utilized is at an end of life period.

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General building storage is a reported issue throughout campus. As example, the existing textbook room is at maximum capacity, so new text books received this year must be stored in each classroom. This is problematic as storage in these spaces is also at a premium. Most classrooms are served by built-in casework that is original to the building and is insufficient. Student storage is relegated to corridor placed coat hooks. The principal reports problems of theft, as this area is not readily monitored.

Parking space is limited to street side parking only. Street side pickup and drop-off conditions result in congested traffic conditions and safety concerns. Space for students to wait for pickup is limited. Foot traffic frequently interferes with vehicle traffic. During drop-off many students cross the road to reach school grounds, which further comingles traffic types.

Administration needs additional offices and conference room space. The principal's current office is being converted into a special education classroom intended to serve a teacher, two assistants, and an average of three to four students at one time. As the room is undersized as an office, this space will be extremely restrictive. The only conference room available has to be passed through to get to several office spaces. There is no secure file storage and very little space provided for a public service counter. Staff note that the nurse's office is so small that she often has trouble having more than one patient at a time. The principal requests updated software for visitors to be able to check themselves in if they have previously been approved for access. Additional equipment needs include a new laminator and poster maker with safety guards, appropriate ventilation for said equipment, and a 2<sup>nd</sup> copier to handle teacher demand.

ADA compliance is also a primary issue. The school does not have elevator access to the second floor for transport of wheelchairs and bulky equipment. The number of faculty restrooms is less than sufficient and the quality of restroom spaces in general are inadequate. The majority of restrooms are not ADA compliant. Staff also speculate that many of the existing doors may not be wide enough for wheelchair access.

Core curriculum spaces are inequitable across campus. While the annex building spaces are large, the original building classrooms are undersized. Additional deficiencies are as follows: limited number of power and data outlets, dated chalkboards, nonexistent or partially functioning technologies, inflexible and bulky furniture, no restrooms or sinks per ed spec, and limited storage capacity.

Desired programs and improvements include the following: collaborative work space, a common multipurpose space for larger group work, a dedicated maker space, extended learning spaces for multiple classroom use (i.e. communal pods), a built-in stage to support assembly and theater programs, dance classroom, and dedicated science classroom.

The principal reports several safety and security concerns on campus. First, site lighting needs to be improved around the front entrances, dumpster area, and cafeteria entrance. Also noteworthy, the dumpsters are street side, unsecured, and frequently subject to vagrancy and unauthorized use. Additionally, security camera coverage should be increased to cover the annex entrance and other unmonitored areas around the site. Keycard access is well accounted, but needed at the gym. The administration suite does not have a secure vestibule and lacks a door buzzer for the visitor entrance. Administration has limited visibility to the main entrance.

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Several safety issues result from site concerns. The principal stresses that the aforementioned pickup and drop-off scenario poses strong safety risks to students. She additionally requests that the existing site fencing be provided secure gates to prohibit exterior access during school hours. Fire alarm and PA systems on the exterior of the building are inaudible and the school corridors are altogether missing PA speakers. Staff report several issues with pests and odors. There are continuing problems with odors emanating from the gym and library spaces (see aforementioned notes on mold/mildew concerns). The principal also states that there is a gas smell outside the building that is frequently reported by parents. The campus has reoccurring pests in the form of rodents, squirrels, raccoons, roaches, ants, spiders, and geckos.

If renovations or additions were to occur on campus, the principal reports that the trees and murals on campus should be preserved. She additionally notes that the community is heavily invested in the green classroom across the street as well as the historical nature of the original building. The school's character should be respected should any work occur.

In an effort to think forward to the next 20 years of teaching methods, the principal believes that facilitating collaborative spaces while incorporating advanced technologies is paramount. She also stresses the importance of a maker space with adequate storage in allowing project based learning to occur.

The hottest issues facing the school are as follows: the aforementioned parking and traffic safety issues, providing more administration and special education spaces, addressing concerns in the library, and creating a multipurpose, flexible space.

### Assessment Findings

The Educational Suitability Assessment of Becker Elementary School earned a 41% overall score and places the campus firmly within the category of "unsatisfactory." The assessment consists of 11 categories to determine areas that need more attention.

#### Lower Scoring Categories:

##### Exterior

Score is very unsatisfactory.

Traffic circulation and congestion are primary concerns as they result in unsafe conditions for students. Due to restrictive site constraints, additional signage is the most readily available improvement. The only outdoor learning space on school grounds is underutilized, overgrown, and lacks necessary furniture and equipment to promote learning. A garden, classroom building, and secondary playscape exist across the street. The classroom building is aged and does not satisfy current program requirements. Both primary and secondary play spaces are in need of minor improvements (mulching, etc.) to improve safety conditions. The track is hindered by potholes and the fact that a portable sits on nearly a quarter of its full length. An old furnace structure adjacent the covered basketball court poses safety concerns for the students. Staff suggest fencing it off or getting rid of it altogether. Lastly, flooding is a concern for both the main and secondary school grounds.

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### Academic & Co-Curricular Support

Score is unsatisfactory.

The faculty feel limited in teaching styles given the size and furniture options of general classroom spaces. While the annex building houses classes more in line with the ed spec, the original building classrooms are undersized, do not have sinks and restrooms directly adjacent, and suffer from a limited number of power and data access points. Classroom storage capacity ranges from room to room, but is ultimately inadequate. Visual elements of learning (i.e. marker boards and chalk boards) are dated, in poor condition, and are limited to existing mounts due to the presence of asbestos. Special education is being held in an office space. The science classroom was converted into core curriculum space due to demand for an additional class. Athletics program suffers predominately from equipment quality and environmental conditions (see additional information in interview summary above). The cafeteria is at peak capacity, requires new, more functional furniture and equipment, and has no dedicated stage per ed spec. The computer lab and library are both inadequate in quantity of space and quality of equipment. Music and art programs occur in standard classrooms and either have inadequate support spaces or are located far from their support spaces (i.e. the kiln is adjacent to the gym).

### Future Ready Student Development

Score is unsatisfactory.

The classroom spaces are inadequately sized and lack appropriate storage space to accommodate project-based learning. Addressing a dire need for storage would drastically improve future ready student development potential. Inflexible and bulky furniture types limit classrooms' potential for collaborative methods. Aside from the library, the building offers little to no space for informal interaction. Additionally, the school struggles with dated projectors that frequently break, assuming classrooms have projection systems at all. Smart board technologies are more ideal, but the presence of asbestos limits the faculty's ability to hang additional learning tools or improve existing teaching surfaces.

### Library/Media Center

Score is unsatisfactory.

The library is not centrally located to core classrooms, it does not have direct exterior access, and it is not easily accessible to nighttime users. The school lacks the ability to shut down the rest of the school from functions in this area of the building. Mismatched, inflexible furniture limits the potential for collaboration and also does not facilitate independent study. The library lacks a reading amphitheater common to most other AISD schools, hindering the space's ability to accommodate larger groups. Library technologies are dated, lack the proper adapters for cross platform use, and do not have appropriate support elements (i.e. ceiling hangers for projectors, adequate plug accessibility for power and data, etc.). There are several concerns regarding storage and environmental quality (see additional information in related sections below). Lastly, the library has inadequate artificial lighting and neither access to daylighting nor quality exterior views.

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### Security

Score is unsatisfactory.

The location of the administration office is unsatisfactory in configuration and proximity to the intended main entrance. Additional signage is required to direct visitors to enter a secondary entrance closer to administration. There is also no secure vestibule or door buzzer system associated with this secondary entrance. Key card access is well covered with only a few exceptions at the gym's exterior entrances. Improvements to site lighting and security camera coverage are required as the front entrance, side entrance by the cafeteria, dumpster area, and annex entrance are either poorly lit or not camera covered. Staff request the secure perimeter be lockable during hours of operation to prohibit unauthorized access. Several doors on campus (gym double door entrance, library storage exterior access, etc.) suffer from poorly functioning hardware which results in doors either not locking or not shutting properly.

### Technology

Score is unsatisfactory.

Technology quality and quantity are inadequate in core classes, the computer lab, and the library. The majority of spaces have inadequate coverage of power and data outlets which limits flexibility of spaces.

### Storage

Score is very unsatisfactory.

General building storage is inadequate and a primary concern of the faculty. Classroom storage spaces are predominately built-in cabinets that are inadequate in capacity and original to the building. Student storage is relegated to student desks and corridor side coat hooks. Teacher storage options are also minimal. The library has insufficient storage for both books and digital media. Supply storage, especially in the teacher lounge, is also at a premium. Administration does not have any secure storage for required files.

### Controllability of Systems

Score is unsatisfactory.

The classrooms do not 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 one on/off switch.

### Higher Scoring Categories:

#### General Building

Score is average.

Access for community functions is adequate as the library, cafeteria, and gym are all located on the same side of the building in close proximity to a secondary building entrance. However, the school has no ability to shut off the remainder of the school during nighttime events. The

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general appearance of the school is positively perceived by the community who values the building's historic character. However, faculty express concern to building upkeep as elements continue to degrade and become more difficult to maintain. Finally, corridors are appropriate in width (8'-0" to 10'-0") and well lit.

#### **Furniture, Fixtures & Equipment**

Score is average.

The building utilizes a mix of dated, mismatched furniture and newer furniture types. While most appear in adequate condition some instances appear inappropriate for the intended student age group. For example, staff report that the newer, trapezoid shaped desks are oversized, top heavy, and frequently topple over on students. An uneven floor in the original building may contribute to this issue. Additionally, heavy wooden furniture with mismatched plastic chairs limit flexibility in the library. Cafeteria tables and chairs are dated and in poor condition (i.e. seats cracked, broken, or missing altogether).

#### **Environmental Quality**

Score is average.

The quality of the artificial lighting is appropriate for classroom functions, but there exists a general inadequacy of acoustics in a majority of spaces. In particular, staff complain about the cafeteria, gym, and core classrooms. All learning spaces with the exception of the library and gym have access to both natural light and quality exterior views. The most pressing pest issues throughout campus include rodents and ants (see additional concerns in the interview summary). Strong smells emanate from restrooms adjacent to the gym and there are continuing reports of gas odors outdoors. The gym also suffers from considerable mold and mildew damage, particularly in an abandoned storage nook where a portable stage once existed.



### Austin ISD Educational Suitability Assessment Criteria

<b>School</b>	Becker ES	BLDG - 104
<b>Name</b>	Kris Kunkel & Sam Shipp	
<b>Date</b>	8/17/2016	

#### Scoring Scale

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

### Overall Educational Suitability Score **41%**

1 - Exterior	29%
2 - General Building	53%
3 - Academic & Co-Curricular Support	37%
4 - Future Ready Student Development	45%
5 - Library/Media Center	38%
6 - Security	43%
7 - Technology	40%
8 - Storage	27%
9 - Furniture, Fixtures & Equipment	53%
10 - Environmental Quality	56%
11 - Controllability of Systems	44%

1 - Exterior		1	2	3	4	5	N/A	4.75		
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						Comments	1.00	1.00
	<p>1) Bus , car and pedestrian all happen at the same location.</p> <p>2) Cars and buses mix, pedestrians are separated.</p> <p>3) Buses, cars, and pedestrians are separate but stack space is small.</p> <p>4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria.</p> <p>5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination.</p> <p>N/A) Does not apply.</p>							School was limited to one city block, therefore vehicle circulation was limited to one driving loop at the front of the school. There is no dedicated parking lot, only street parking. Very little space for students to congregate for pickup scenario.		
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?	1						Comments	1.00	1.00
	<p>1) Outdoor space exists is not developed</p> <p>2)Outdoor space for learning exists but not connected to classroom learning areas.</p> <p>3. Outdoor learning spaces exist and are accessible but not in good condition.</p> <p>4. Outdoor learning spaces need minor improvements to function well.</p> <p>5. Outdoor learning spaces are in excellent condition.</p> <p>N/A) Does not apply.</p>							There is one outdoor garden on school grounds that is underutilized, overgrown, and regularly floods. A garden and "green" classroom exists across the street. The classroom building is aged and does not fully support program desires.		
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					Comments	1.00	2.00
	<p>1) Outdoor play space exists, not developed</p> <p>2)Outdoor play space exists but is not connected to gym or other athletic support areas or is too small.</p> <p>3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition.</p> <p>4. Outdoor play spaces need minor improvements to function well.</p> <p>5. Outdoor play spaces are in excellent condition.</p> <p>N/A) Does not apply.</p>							Outdoor equipment is adequate, however space is small and limited to the confined grounds of the school. The track is potholed, frequently floods, and is partially covered by a portable. Mulching at playscapes needs to be refilled.		
1.4	Is the building easily identified with appropriate signage and community wayfinding?			3				Comments	0.25	0.75
	<p>1) Campus has no signage and no striping.</p> <p>2) Signage is faded/hidden.</p> <p>3) Signage &amp; striping visible but not apparent.</p> <p>4) Signage is visible but not good condition.</p> <p>5. Signage and wayfinding is visible and easy to use.</p> <p>N/A) Does not apply.</p>							Additional signage is required to signify the desired main entrance (different than the building's intended main entrance due to administration proximity) as well as traffic circulation. Limited ability to affect the latter due to a landlocked site and no dedicated drop off loop or parking.		

2 - General Building		1	2	3	4	5	N/A			4.00
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?				4			Comments	0.50	2.00
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?		2					Comments	0.75	1.50
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.		A secondary entrance is located in close proximity to all three major areas community spaces, however, there is little ability for the school to shut down the remainder of the building during events.								
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.25	0.50
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.		School is older and would benefit from cosmetic improvements, but the community is well invested in the school and very attached to its historic aesthetic.								

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	24.00		
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)	1						Comments	1.00	1.00
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.		Pre- kindergarten and kindergarten rooms are undersized and do not comply with the education specification.								
3.3	Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only)		2					Comments	1.00	2.00
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.		Rooms and support spaces were outdated.								
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)		Dedicated science lab was converted into standard classroom to accommodate growing population.								
3.5	Are Science Classrooms/Labs <b>support</b> 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.									Size is adequate, but the condition of space is fully inadequate. Low ceilings, dated equipment, severe mold/mildew issues, several areas of water leaks, odor issues, etc.		
3.7	Are Physical Education and Athletic <b>support</b> 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.									Storage is lacking.		
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?	1							Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									The school has no dedicated stage area. There is also no performance or drama classroom space. They are currently utilizing a standard classroom.		
3.9	Are music, drama, or performance <b>support</b> spaces appropriately configured per the ed spec?	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.									The school has no dedicated support spaces for a stage or performance class.		

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.								Art is housed in a standard classroom. The kiln is located in the gym and there's not enough room for project based learning.		
3.11	Are Visual Arts <b>support</b> spaces appropriately configured per the ed spec?	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.								Storage capabilities are extremely limited and the kiln is located in the gym.		
3.12	Are computer lab spaces appropriately configured?			3				Comments	1.00	3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The computer lab is small and technology is at end of life.		
3.13	Are computer lab <b>support</b> spaces appropriately configured?		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.								Classrooms need more storage.		

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?	1						Comments	1.00 <b>1.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Special education inclusion is being held in the principal's old office (too small to be an office). The space needs to accommodate a teacher, two assistants, and approximately 3-4 students at one time.	
3.15	Are Special Education <b>support</b> spaces appropriately configured per the ed spec?	1						Comments	1.00 <b>1.00</b>
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.								There are no connected support spaces, storage or otherwise.	
3.16	Are the student dining facilities appropriately configured?			3				Comments	1.00 <b>3.00</b>
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.								Cafeteria is undersized for the growing population. Space does not have a built-in stage as do other AISD schools. They currently use a portable stage that is only partially functional. Kitchen equipment is limiting (dishwasher operates poorly and forces use of Styrofoam trays, milk cart isn't refrigerated, seating is old and breaking) and there are reports of poor acoustics and poor air conditioning.	

4 - Future Ready Student Development		1	2	3	4	5	N/A	18.00		
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					Comments	1.00	2.00
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.				Hands on spaces are wholly undersized and lack proper support spaces (i.e. storage)						
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?		2					Comments	1.00	2.00
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.				Class flexibility is limited by small classroom sizes.						
4.3	Is there adequate storage and or support space to support project-based learning?		2					Comments	1.00	2.00
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.				One whole wall in each classroom is dedicated to built in storage. This does not support the full needs of the classroom and limits space flexibility.						
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?			3				Comments	1.00	3.00
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.				Walls were well covered with student works, but teachers report a lack of instructional space due to mounting limitations. This is caused by a presence of asbestos in the walls.						

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?		2					Comments	1.00	2.00
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.								Teacher/student collaboration is limited to the classroom configuration.		
4.6	Does the building provide opportunities for informal interaction?			3				Comments	1.00	3.00
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.								There is a garden outside that could provide opportunities for informal interacting.		
4.7	Does the building provide adequate opportunities for students to work independently?		2					Comments	1.00	2.00
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.								Space for this function is limited to the small library space		

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?		2					Comments	1.00 2.00
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.		Classrooms were lacking in overhead projectors as well as innovation stations. The only visual communication tools that were present were whiteboards and chalkboards, the latter of which need to be fully replaced.							

5 - Library/Media Center		1	2	3	4	5	N/A			10.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?			3				Comments	0.50	1.50	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								No direct exterior access. Bookshelves and storage at max capacity. A single space intended for library archives and library storage has been repurposed as a multifunctional space (1 on 1 counseling, conference, storage, etc.). None of these functions are appropriately suited for this space. Evidence of frequent flooding and mold/mildew damage at shelves, carpet, and ceiling. Mismatched, inflexible furniture. Low ceilings.			
5.2	How well does the Library/Media Center support quiet study?		2					Comments	1.00	2.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Furniture more conducive to group interaction. Very limited space for secluded study			
5.3	How well does the Library/Media Center support social interaction?		2					Comments	1.00	2.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Limited furniture use and cramped spaces do not support social interaction.			
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.								Furniture is most appropriate for this use, but lacks flexibility. Furniture is mismatched between the chairs and tables.			

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)?	1						Comments	1.00 1.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		The space does not have a reading amphitheater as most schools do. As such, there is no space for large group collaboration.								
5.6	How well does the Library/Media Center support technology?	1						Comments	1.00 1.00	
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.		Technology quantities and qualities are inadequate. A mix of computer brands and types creates compatibility issues between equipment types. Librarian reports needing a certain type and aged computer in order to operate the projection equipment. The projection equipment is plugged in and sits on the checkout desk as there's no ceiling mount or space otherwise.								

6 - Security		1	2	3	4	5	N/A			7.00
6.1	Does the facility have key card access at all major entries?				4			Comments	0.25	1.00
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.		Keycard access is at most entrances, but needed at gym entrances. A door buzzer is also needed at the desired main entry point for visitors (different than the building's intended main entrance) with camera coverage to the main administration desk.								
6.2	How adequate is site lighting and security for the campus overall?		2					Comments	1.00	2.00
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.		Lighting at the front entrance is dark. The dumpster area also needs to be lit and enclosed to prevent vagrancy and unauthorized use. Additional lighting is needed by the cafeteria entrances.								
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?		2					Comments	1.00	2.00
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.		Views to the intended main entrance are very limited from the administration office. No secure vestibule is present and there is no existing door buzzer and camera coverage for visitor access.								
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		Visibility is lacking as views from classrooms are limited to a small amount of door glazing.								

7 - Technology		1	2	3	4	5	N/A			4.00
7.1	How well equipped are the facilities with instructional technology?		2					Comments	1.00	2.00
1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply.								Most classrooms lacked instructional technology. Computer classroom was equipped with dated computers.		
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00	2.00
1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply.								The majority of classrooms have a very limited number of power and data outlets.		

8 - Storage		1	2	3	4	5	N/A	Comments	1.00	4.00
8.1	Is there adequate general storage in the building?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								General building storage is a primary problem. For instance, the textbook room is at maximum capacity and new textbooks are to be received for the upcoming school year. There's currently nowhere for them to be stored, so teachers will have to accommodate storage in classrooms (also a problem. see 8.2)		
8.2	Is there adequate classroom storage?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Classrooms has original storage closets along one wall which reduces space for display and teaching surfaces. Limits the ability for project-based learning.		
8.3	Is there adequate student storage?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Student storage is limited to their individual desks and coat hooks in the corridors. Staff report thefts as a result of student storage being unsupervised in the corridors.		

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A			7.25
9.1	What is the current condition of the furniture?			3				Comments	0.75	2.25
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.		There's a mix of furniture types of various condition. Tables and loose chairs are most desired by staff. Newer furniture with faux marble surfaces are top-heavy and easily set off balance.								
9.2	How well does furniture accommodate rapid reconfiguration of a space?			3				Comments	1.00	3.00
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?		2					Comments	1.00	2.00
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	14.00		
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.												A general dominance of hard surfaces (i.e. wood flooring, drywall, etc.) results in poor acoustics in the majority of spaces.			
10.2	Is the classroom artificial lighting adequate quality?			3									Comments	1.00	3.00
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?				4								Comments	1.00	4.00
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.												The majority of spaces (excludes the gym and library) have access to natural light			

10 - Environmental Quality - Continued		1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?				4			Comments	1.00 <b>4.00</b>
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.								Most classrooms look out onto outdoor space.	
10.5	Does the building have odor or pest problems?	1						Comments	1.00 <b>1.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.								Staff report numerous issues with pests, especially in the gym. Several spaces in the school (particularly in the library) have evidence of water damage resulting in mold/mildew issues.	

<b>11 - Controllability of Systems</b>		1	2	3	4	5	N/A			<b>5.50</b>
11.1	Does the classroom thermostat allow for individual control?	1						Comments	0.50	<b>0.50</b>
1) No 5) Yes										
11.2	Are shades provided to control natural light in learning spaces?				4			Comments	1.00	<b>4.00</b>
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?	1						Comments	1.00	<b>1.00</b>
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.										



Photo 1. Outdoor Space



Photo 2. Track



Photo 3. Gym



Photo 4. Cafeteria



Photo 5. classroom



Photo 6. Computer Lab



Photo 7. Furniture