



## Educational Suitability Summary Report

Brentwood Elementary School

Date: 8/8/2016

**Score 48% Unsatisfactory**

*REV 1 - 11/3/16 – Added CAC Comments*

Brentwood Elementary School serves a student population of approximately 600 students in north Austin. After speaking with the principal, the schools primary concerns are exterior, academic and co-curricular support, future ready student development, technology, and storage.

### Survey Overview

One administrator and a parent at Brentwood Elementary School completed the survey. Results found the school to be unsatisfactory when compared to other schools in central Texas. Some of the main issues highlighted by staff were a very unsatisfactory library, unsatisfactory gym and cafeteria spaces, and a lack of common spaces. The survey response emphasizes the need for multi-purpose functions spread throughout the building for common use. Lastly, there is a noticeable dissatisfaction for the physical condition of learning spaces, as well as the poor condition of restrooms.

### Interview Overview

When the principal was asked what existing programs are currently held in unsuitable spaces, she focused on several spaces throughout campus. The cafetorium is currently undersized and does not accommodate student capacity. In fact, she notes that lunch runs for three hours. The space is also not large enough to accommodate a full school assembly. A second serving line for healthier food options is requested. Acoustics are reportedly a problem in the space and should be addressed. Dated, inflexible furniture further limits the space. She suggests that tables and chairs that nest in a more compact manner would help free up open space. Availability of outlets and lighting quality are also noted issues within the space. The gym is also undersized and cannot accommodate two classes per period, which is needed to allow all students access to the physical education program. One class is currently held in a standard classroom. Natural light floods the space, but is not controlled with blinds. Old windows also offer little thermal value causing the space to frequently overheat. The only storage closet available was repurposed as an electrical closet. The doors around the gym are old and function poorly.

The library is inadequately sized for current enrollment. Otherwise the library provides space for independent study, small group collaboration, and large group activity. Technologies are all also well accommodated by the space. However, there is no dedicated computer lab. Storage opportunities are also limited.

General building storage is a reported issue throughout campus. What was originally intended as storage has been slowly repurposed as utility closets. Most classrooms rely on built-in casework original to the building. Capacity of these units is minimal. Student storage is adequate, but teacher storage is limited to personal desk space and any loose furniture that they themselves provide.

## Educational Suitability Summary Report

### Brentwood Elementary School

Parking space is located at the back of the building and insufficient for both staff and visitors. Handicapped parking spaces are also notably limited. Pickup and drop-off conditions result in traffic backing up the road in both directions. Students are frequently dropped off on the opposite side of the street and have to cross during heavy traffic situations. Bus, personal vehicle, bicycle, and pedestrian traffic streams are fully comingled. *CAC reports a desire for additional bike racks as well.*

Administration lacks a dedicated teacher workroom and lounge. A repurposed storage space is currently being used. A large meeting space is also requested. It is noted that restrooms in general are in very poor shape. Most are also not ADA compatible.

Music and art programs occur in adapted classrooms. The kiln is stored in a space that is only accessible by passing through a janitor's closet. The cafetorium stage is dominated by storage and does not accommodate theater functions. *The CAC reports that the stage needs appropriate lighting and head room.* Storage for performing and visual arts occurs in a portable building.

The core classroom spaces are adequately sized, but suffer from a lack of sufficient storage. Built-in casework does not function well and is very shallow. It is suggested that the casework be replaced with deeper versions. Additional casework is requested by all classroom sinks. Lighting conditions are poor as more light is produced than is ideal. Faculty request that light be filtered before entering the building in order to lessen solar heat gain. Asbestos has been reported to be present by the campus administration. Refer to the district asbestos assessments for further information. Not all classes are equipped with projectors. What projectors are present, function poorly. Some classrooms have had existing water fountains removed, but piping remains resulting in sharp tripping hazards sticking out of the wall. Toilet rooms are not ADA compatible and have several plumbing issues (leaks, clogs, etc.).

Desired programs and improvements include the following: a maker space, a dedicated science lab, a computer lab, a dedicated outdoor classroom with integral shade, additional administration support (work room, lounge, etc.), a multipurpose space, and more faculty restrooms. *The CAC also reports a desire for an addition of a water fountain and blacktop on the small playground.* There is also a desire to have common breakout spaces for groups of classrooms for more collaborative exercises. It is also requested that the existing incinerator building be demolished or repurposed as effective storage space. Lastly, faculty would like to enclose corridor ceilings to hide unsightly pipes, ductwork, and wiring.

The principal reports several safety and security concerns on campus. First, security camera coverage is requested to be increased to include the parking lot, playgrounds, and main corridor. Keycard readers are present at exterior entrances, but existing hardware often leaves doors ajar. This can be problematic, in that, the alarm system does not register these doors as open. Other hardware issues occur at classrooms where locks have functioning issues. The main office does not have a secure vestibule and there is no door buzzer system to allow visitors access. The principal stresses that the aforementioned pickup and drop-off scenario poses strong safety risks to students. She additionally requests more site fencing be installed with secure gates to allow staff to shut down the site from visitor access during school hours. Staff report continuing problems with odors of mold and mildew in numerous areas across the building. The campus has reoccurring problems with rodents. Their presence is especially evident in the basement. Roaches, mosquitos, and ants are also problematic.

## Educational Suitability Summary Report

### Brentwood Elementary School

If renovations or additions were to occur on campus, the principal reports that the mural at the back of the school as well as all garden spaces should be preserved.

In an effort to think forward to the next 20 years of teaching methods, the principal believes that advanced technologies, a maker space, and collaboration spaces are key. She also notes that larger classrooms will ultimately be a necessity. Providing equity within the facility as well as across the district as a whole is also a priority.

The hottest issues facing the school are as follows: addressing restroom quality and quantity deficiencies, providing a secure perimeter, remediating the aforementioned health concerns, addressing security issues, expanding the cafetorium and gym, and providing a common assembly space. Improving conditions at playgrounds is also noted as important.

Final notes provided by the principal are made in regards to replacing very old carpet in many of the classrooms. Pieces are missing, odors are present, and stains are very evident in what is thought to be at least fifteen year old carpet.

### Assessment Findings

The Educational Suitability Assessment of Brentwood Elementary School earned a 48% overall score and places the campus within the category of “unsatisfactory.” The assessment consists of 11 categories to determine areas that need more attention.

#### Lower Scoring Categories:

##### Technology

The score is very unsatisfactory.

Technology quality and quantity are inadequate in all areas of the building. Old or nonfunctional projectors, very limited availability to computers, and a lack of a computer lab limit student access to technologies. The majority of spaces have inadequate coverage of power and data outlets. As such there is a heavy reliance on power strips and extension cords.

##### Exterior

The score is very unsatisfactory.

Traffic circulation and congestion are primary concerns as they result in unsafe conditions for students. Outdoor learning spaces are unsatisfactory and need additional equipment (i.e. seating, shade, etc.) to better facilitate a teaching environment. Play spaces are inadequate in size and quality and additional playgrounds are needed to appropriately accommodate older age groups.

##### General Building

The score is unsatisfactory.

Parking is along the back of the building, while the cafeteria and library are along the front of the school. The general appearance of the school is adequately perceived by the community. Finally, corridors are appropriate in width (8'-0" to 10'-0"), but dimly lit.

## Educational Suitability Summary Report

Brentwood Elementary School

### Academic & Co-Curricular Support

The score is unsatisfactory.

The faculty feel limited in teaching styles given inflexible furniture options, minimal power and data supply, a shortage of storage space, and limited display space. Storage is located in built-in casework original to the building. Storage capacity is currently being supplemented with loose furniture and exterior storage. Classroom restrooms are in poor condition and are not fully ADA compliant. Special education classrooms are held in standard classroom spaces and share similar storage issues to core curriculum spaces. The science classroom is currently housed in a standard classroom. The gym requires nearly double the amount of space provided as well as appropriate storage space (see additional information in above interview summary). Art and music programs occur in standard classrooms and require additional storage. Support spaces (i.e. the Kiln) are remotely located and only accessible through another space. The cafetorium is undersized, poorly lit, and needs storage space for the stage. The campus has also requested more lighting and appropriate head room. Lighting and available furniture are also insufficient. There is no dedicated computer lab and technology is a top priority throughout the facility.

### Future Ready Student Development

The score is unsatisfactory.

The classroom spaces are adequately sized, but lack appropriate storage space to accommodate project-based learning. Addressing a dire need for storage would drastically improve future ready student development potential. Inflexible furniture types limit classroom flexibility and do not readily facilitate collaborative teaching methods. Aside from the library, the building offers little to no space for informal interaction. Additionally, the school struggles with a lack of functional projectors, screens, and ceiling mounts. Wall construction limits the opportunity to mount additional tools of visual communication (i.e. white boards, etc.).

### Storage

The score is unsatisfactory.

General building storage is inadequate and a primary concern of the faculty. Classroom storage spaces are predominately built-in cabinets that are very old and shallow. Loose furniture is being supplied by each teacher to supplement classroom storage and to provide individual teacher storage. Student storage appears accounted for. Staff also utilize outdoor storage spaces.

### Higher Scoring Categories:

#### Library/Media Center

The score is good.

The library is centrally located to most classrooms and easily accessible to daily users.

Nighttime function is less desirable as it does not have an exterior entrance close to the parking lot. Generally inflexible furniture options offer limited opportunities for collaboration and

## Educational Suitability Summary Report

### Brentwood Elementary School

independent study. The reading amphitheater accommodates larger groups. Library technologies are minimally served as there is very limited space for computer access. A dedicated computer lab is not present and mobile computer storage is limited.

#### **Security**

The score is average.

The location of the central office is satisfactory in configuration and proximity to main entrance, but no secure vestibule exists. Key card access is well accounted for, but dated door hardware often does not allow doors to fully shut. Improvements to site lighting and security coverage are required at a few areas (parking lot, playground, main corridor, etc.). Interior transparency is limited as teachers only have door lites available to allow monitoring of corridors from the classroom spaces.

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

The score is average.

Current furniture is aged and in poor condition, but appears appropriate for student age groups. A mix of flexible and inflexible furniture types are present throughout the school. Staff request more flexible options to better facilitate collaborative working environments.

#### **Environmental Quality**

The score is good.

The quality of the artificial lighting is inappropriate for classroom functions, as the amount of light provided is harsh. Some spaces utilize covered films and fabrics to improve lighting quality. Acoustics are adequate with only slight sounds from the corridor and adjacent classroom spaces. All learning spaces with the exception of the library, have access to both natural light and quality exterior views. Thermally inefficient windows allow solar heat gains to raise interior temperatures. Pests including rodents, roaches, and ants are present throughout the building (see additional information in the interview summary). Strong odors of mold and mildew emanate throughout.

#### **Controllability of Systems**

The score is average.

The classrooms have individual thermal controls, but have ineffective shades for controlling natural light. Artificial lighting levels are very high, but controls do allow zoned or alternating row switching.



## Austin ISD Educational Suitability Assessment Criteria

School	Brentwood Elementary	BLDG-107
Name	Kris Kunkel	
Date	8/8/2016	
	Rev 1 - 11/3/16 - CAC & AISD Construction Comments, Rev 2 - 12/13/16 - Sp Ed Comments	

### Scoring Scale

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

## Overall Educational Suitability Score

48%

1 - Exterior	35%
2 - General Building	50%
3 - Academic & Co-Curricular Support	37%
4 - Future Ready Student Development	38%
5 - Library/Media Center	67%
6 - Security	57%
7 - Technology	30%
8 - Storage	47%
9 - Furniture, Fixtures & Equipment	62%
10 - Environmental Quality	68%
11 - Controllability of Systems	60%

1 - Exterior		1	2	3	4	5	N/A	5.75	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?	1						Comments	1.00 1.00
	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.							Bus and vehicle traffic are comingled. There is only one parking lot at the back, and street side parking at the front. The number of parking spots are inadequate. The number of handicapped spots are inadequate. Staff rely on church parking. There are also pedestrian and bikes in the mix. <i>AISD Construct Dept Comment: There is very limited parking along Arroyo Seco, near the main entrance, for visitors. The school's parking lots are behind the school. If visitors use the school's parking lots, there isn't a defined path for them to get to the administration area.</i>	
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2					Comments	1.00 2.00
	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.							There are gardens on the site.	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					Comments	1.00 2.00
	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.							The existing playscapes are in poor condition. The low mulch and perimeter concrete cause tripping hazards and injuries. There is a general lack of shade.	
1.4	Is the building easily identified with appropriate signage and community wayfinding?			3				Comments	0.25 0.75
	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	3.75	
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.								The corridors are dimly lit.	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?	1						Comments	0.750.75
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.								Parking is at the back of the building whereas the main spaces are located at the front of the building.	
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.250.50
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.									



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)		2					Comments	1.00	2.00
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)		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.								Limited available space to hang or display visual communication tools.		
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 <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.								The athletic storage space is undersized. Staff requests two gyms to meet student current demand. A standard classroom is utilized as second gym.	
3.7	Are Physical Education and Athletic <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 only storage space was converted into a utility closet for electrical. Doors into the space do not function well.	
3.8	Are music, drama, or performance 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.								Performance spaces are housed in repurposed classrooms. There's no theater space and the stage is overwhelmed by storage.	
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 stage is dominated by storage currently.	

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?		2					Comments	1.00	2.00		
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Visual arts is housed in a repurposed classroom.				
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.								The kiln is housed in a room accessed through a janitor's closet.				
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.								Currently no computer lab is present.				
3.13	Are computer lab <b>support</b> 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.								see 3.12				

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?			3				Comments	1.00 <b>3.00</b>
							1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		
								<i>Special Ed Dept Comment: The majority of the special ed spaces are in the portables.</i>	
3.15	Are Special Education <b>support</b> spaces appropriately configured per the ed spec?			3				Comments	1.00 <b>3.00</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.		
								<i>Special Ed Dept Comment: All SPED programs in portables have access to restrooms. Restrooms are not wheelchair accessible.</i>	
3.16	Are the student dining facilities appropriately configured?		2					Comments	1.00 <b>2.00</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.		
								The stage is not ADA compliant. There are no stairs present at the front of stage, the primary access is only through the back of the stage via the corridor. There's no stage lighting system. The projector and screen used for assembly was made by a faculty member. The cafeteria line processes slowly and doesn't accommodate enough seating. Disposable plates used as a dishwasher can't handle the demand. A full assembly isn't possible. The lighting conditions are poor. The furniture is old and not flexible.	

4 - Future Ready Student Development		1	2	3	4	5	N/A	15.00	
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.								No maker space is available and the the undersized spaces are not accommodating.	
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?	1						Comments	1.00 1.00
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.								The compact rooms and inflexible furniture limit potential.	
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.								Minimal built-in casework that is very shallow.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?		2					Comments	1.00 2.00
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.								Majority of the spaces are block and do not easily allow mounting.	

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	1.002.00
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.								The library and one outdoor space allow limited collaboration.	
4.6	Does the building provide opportunities for informal interaction?		2					Comments	1.002.00
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?		2					Comments	1.002.00
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.								The library is best suited for this use.	

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.							The projectors are poorly functioning or nonexistent in the majority of spaces.								

5 - Library/Media Center		1	2	3	4	5	N/A	18.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?			3				Comments	0.501.50
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is centrally located to the classrooms, but far from the parking lot.	
5.2	How well does the Library/Media Center support quiet study?			3				Comments	1.003.00
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?			3				Comments	1.003.00
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)?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A grouping of furniture presents limited opportunities for this use.	



1	2	3	4	5	N/A
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5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?				4			Comments	1.00	<b>4.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A reading amphitheater is present for large group activities.		
5.6	How well does the Library/Media Center support technology?			3				Comments	1.00	<b>3.00</b>
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	9.25	
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.								The coverage is good, but improperly functioning door hardware keeps door ajar.	
6.2	How adequate is site lighting and security for the campus overall?			3				Comments	1.00 3.00
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.								The perimeter fence is not currently solid, and functions well. Lighting is not identified as a problem.	
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.								The administration suite is adjacent to the main entrance with strong visual ties, but a secure vestibule is not present. No door buzzer system is present for the front door.	
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.								The views to corridors are limited to door lites.	

7 - Technology		1	2	3	4	5	N/A	3.00	
7.1	How well equipped are the facilities with instructional technology?	1						Comments	1.001.00
<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>							Technology is a top priority for the school. Projectors are few in number and in poor condition.		
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.002.00
<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>							The number of outlets severely limits layout potential. Power strips and extension chords are in heavy use.		



9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	8.50	
9.1	What is the current condition of the furniture?		2					Comments	0.751.50
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?			3				Comments	1.003.00
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?				4			Comments	1.004.00
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	17.00	
10.1	How are acoustics in classrooms in general?			3				Comments	1.003.00
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?			3				Comments	1.003.00
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.								Most spaces receive too much light.	
10.3	Is there access to natural light in classrooms?					5		Comments	1.005.00
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		Comments1.005.00
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?	1						Comments1.001.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.							Rodents are active, especially in the basement. Snakes are also regular occurrences. Molds and mildews are present throughout the entire building. The principal reports that staff and students are frequently ill as a result.

11 - Controllability of Systems		1	2	3	4	5	N/A		7.50
11.1	Does the classroom thermostat allow for individual control?					5		Comments	0.502.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?			3				Comments	1.003.00
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.								The gym is lacking blinds altogether.	
11.3	What is the quality of lighting controls in the classrooms?		2					Comments	1.002.00
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.								Typically, classrooms are zoned.	





Cafetorium





Playground





Gym





Library Furniture





Library





Mural