



## Educational Suitability Summary Report

Kiker Elementary School – BLDG # 180

Date: 8/1/2016 (REV1 – 12/12/2016 – Survey, CAC & Principal comments)

**Score 61% Average**

Kiker Elementary School serves a student population of approximately 1000 students in southwest Austin. *The campus has stated that the campus was originally design for 740 students. After speaking with the principal, the schools primary concerns are future ready student development, technology, storage, and furniture, fixtures, and equipment. The campus focus is current enrollment, and how portables play a factor in the use and safety of the school.*

### Survey Overview

*Parents and Administrators replied to the Educational Suitability Survey. Many of the respondents would like to see improvements at the playgrounds, the gym, and other common spaces. The library and typical classrooms had satisfactory indicators. The new types of spaces that are desired include hands on project spaces, small group learning, and computer labs. The most common issue for all respondents was the high enrollment currently at the campus. Items listed as unsatisfied or very unsatisfied include outdoor playgrounds, security, and the physical condition of the grounds. The responses tended to be satisfied with the way finding of the school, the building image overall, and the ability of the facility to server the educational purpose overall. The number of portables and their condition is an issue that is reiterated in the survey in multiple places.*

Alma Chapa Moore is an administrator at Kiker Elementary and found that the school was relatively comparable to other schools in central Texas. Some of the main issues highlighted are inadequate administrative offices, cafeteria, science rooms, and playgrounds. Also expressed is a general dissatisfaction with the security and physical condition of the school grounds. Site circulation is also a concern as there are not enough crosswalks. Also, pedestrian and vehicle traffic are heavily comingled.

### Interview Overview

When the principal was asked what existing programs are currently held in unsuitable spaces, she focused on several spaces throughout campus. The majority of the concerns are results of the facility housing 143% of the intended population.

The cafeteria is undersized and requires multiple lunch shifts starting at 10:30 a.m. and running until 1:00 p.m. Seating capacity and the number of serving lines will need to increase if the student body maintains or grows in size. Similar issues occur in the other common spaces (i.e. gym, library, etc.).

General classroom space depends heavily on portables that are very old. Many of these buildings have functional and operational difficulties that negatively affect the students' learning environments. Currently two full grade levels are held in portables. Special education spaces are also a concern as over a hundred and fifty dyslexia students operate out-of-class functions in a single portable.

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Additionally, twenty one special education faculty are officed in a half portable. The principal feels that the Pre-K classrooms are also undersized and poorly accommodate activity requirements.

Parking is insufficient for the number of staff, faculty, and visitors. Pickup and drop-off scenarios are hindered by the lack of a dedicated space. Vehicle, bus, and pedestrian traffic volumes are heavy and comingled throughout the site. Service areas further complicate this scenario as it is difficult to prohibit unauthorized access during this time. It is also a concern that service area access and staff parking are located adjacent to play areas.

Desired programs and improvements include the following: a meeting space for approximately fourteen to sixteen staff, smaller spaces for parent meetings, a sufficiently sized nurse's station large enough for multiple patients, additional office space in a centralized location for multiple faculty members (administrators, counselors, executive staff, etc.), dedicated science labs, and additional general building storage. With new faculty members, the need for additional parking is even more urgent. Additionally, due to the presence of numerous portables, play space is at a premium, especially for older students. Lastly, overpopulation stresses the ability of the library to operate and introduce more innovative activities. For instance, a maker space is highly desired by faculty, but ultimately impossible given the current spatial challenges. *Added Principal note includes a desire for learning spaces for: a. future ready learning development; b. technology; c. common areas. The notes from the principal also include a desired programs and improvements section. This section included safety measures, learning spaces, newer portables, meeting spaces for ARD, 504, CST, Team meetings that accommodate 14-16 people, and sufficiently sizes nurse's station. Play space is limited due to our size, especially for k-5 students. There are often 250 students outside one time.*

The principal reports several safety and security concerns on campus. First, aforementioned pickup and drop-off conditions and service area conflicts result in very unsafe conditions for students. Secondly, site lighting needs to be improved across the campus, especially at the portables. Also, unprotected pathways between the portables and main building allow students to wander or be subjected to unauthorized visitors. It is also notable that the PA system is often inaudible and hinders the ability of administration to warn or update the campus during emergency events. The main office has a remote vestibule, but limited visibility and control of visitors once access through the vestibule is granted. Staff report continuing problems with rodent and roach infestations and the occasional snake sighting. Lastly, the principal notes that skate boarders frequently gain access to the roof. *Added note from principal states that 'SAFETY is out number one concern. There are multiple access points to the school. Multiple students are exposed while walking from portables to main school building and playing on the main playground.' Clarifications that the principal made are as follows: multiple access points to campus and students walking to and from portables. Stranger danger access to student on play area and to portables. Pick up/drop off conditions.*

If renovations or additions were to occur on campus, the principal reports that the human sundial, student labyrinths, covered lunch deck, butterfly and key hole gardens, cafeteria mural, and Faulkner Hall should all be preserved.

In an effort to think forward to the next 20 years of teaching methods, the principal believes that SBLC (Strength based learning cohort) "blended" learning and transformative technologies should be key

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focuses. There are currently three successful classrooms on campus that are being operated with blended age groups and team based learning schemes. In order to better facilitate this method, a central grouping area for interaction with adjacent smaller spaces for collaboration are necessary. *SBLC – 3 grade levels work with 3 teachers from 2<sup>nd</sup>-4<sup>th</sup> grade.*

The hottest issues facing the school are as follows: the aforementioned school ground safety issues (i.e. service areas, parking, pickup/drop-off, etc.), the poor condition of portables, and the lack of office and meeting room spaces.

Other information shared by the principal includes the following: two additional portables are being added which will further worsen site conditions, the art room will be relocated to a portable, and the STAR program room will be split to house additional kindergarten and special education classes. The principal also notes that the average classroom size is twenty-two students. While she finds the size of main building classrooms to be adequate, portables are found to be undersized. Lastly, she mentions that redistricting to reduce student population would solve the majority of problems. *Principal also added a note that modernization of learning spaces is important.*

*The principal provided additional notes from a CAC and principal letter dated November 18, 2016. The primary concerns are safety, learning spaces, storage and space, outdated furniture, lack of uniform technology available in the classrooms, and lack of common area/meeting spaces. Another item that was added was the need for administrative offices.*

### Assessment Findings

The Educational Suitability Assessment of Kiker Elementary School earned a 61% overall score and places the campus just within the category of “average.” The assessment consists of 11 categories to determine areas that need more attention.

#### Lower Scoring Categories:

##### Future Ready Student Development

The score is average.

The classroom spaces are adequately sized with appropriate storage space, but they struggle to accommodate the current student population. Addressing the high number of students on campus would resolve any deficiencies resulting from the spaces themselves. A range of furniture types allow a certain level of classroom flexibility to facilitate lecture based and collaborative teaching styles. Aside from the library and exterior spaces, the building offers little to no space for informal interaction. A mix of adequate and dated visual communication tools are present across campus. The majority of future ready student development deficiencies occur in existing portables.

##### Technology

The score is average.

Technology quality and quantity vary across campus. Again, the majority of insufficiencies occur in portables. The majority of spaces have adequate coverage of power and data outlets

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which facilitates flexibility of spaces. The exception to this is that the computer lab is currently housed in a converted classroom space. Additional outlets would increase equipment capacity and spatial flexibility. *Principal added note: There are many areas on campus that we have difficulty getting technology access. "black holes."*

#### Storage

The score is average.

General building storage is inadequate and a primary concern of the faculty. This is largely due to storage spaces being converted into makeshift offices for the large number of staff.

Classroom storage spaces are a mix of built-in cabinets and closet spaces. Teacher and student storage options are adequate and generally not a complaint of the users.

#### Furniture, Fixtures & Equipment

The score is average.

The current furniture is dated, but is in adequate condition. A majority of furniture appears appropriate for student age groups, but offers little in terms of flexibility. Again, the majority of shortcomings are evident in portable classrooms.

#### Exterior

The score is average.

Traffic circulation and congestion are primary concerns as they result in unsafe conditions for students. Overpopulation is a primary contributor to these issues (see additional information in the interview summary). Outdoor learning spaces are unsatisfactory and need additional equipment (i.e. seating, shade, etc.) to better facilitate outdoor learning environments. Play spaces are adequate in quality, but ultimately fall short of accommodating the heavy student population. Lastly, the presence of numerous portables limit site potential for play and learning.

#### Academic & Co-Curricular Support

The score is average.

The flexibility for different teaching styles varies across campus. While building classrooms are adequate in size and furniture options of general classroom spaces, faculty find portable buildings woefully inadequate. Kinder and pre-k spaces are laid out per ed spec, and have a mix of built-in casework and closet storage. Classroom restrooms are in adequate condition, but are not fully ADA compliant. Special education classrooms are held in *portable* classroom spaces (Principal revision indicates they are in portables). A heavy population of dyslexic students requires additional space to adequately teach these special requirements. There is currently no dedicated science classroom *or technology classrooms*. Athletics, art, and music programs are housed in adequate spaces, but are ultimately undersized due to overpopulation. The cafetorium cannot accommodate peak capacity and frequently receives complaints regarding acoustic quality. *The campus has removed the dedicated computer lab.* Storage is insufficient.

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#### Security

The score is average.

The location of the central office is satisfactory in configuration and proximity to the main entrance, but is disconnected from the secure vestibule. As such, the ability for administration to filter or control visitor access once they are through the vestibule is limited. Key card access is well covered across campus. Site lighting is insufficient at several locations around the site. Security coverage is also insufficient due to the presence of several portable buildings. Interior transparency is adequate from classrooms to corridors, but is limited to door glazing.

#### Higher Scoring Categories:

##### Library/Media Center

The score is good.

The library is centrally located to classrooms and easily accessible to daily users. Nighttime function is less desirable as its location is well within the heart of the building. Flexible furniture types offer different areas for collaboration and independent study. The reading amphitheater accommodates larger groups, but is reportedly utilized rarely (see additional information in the interview summary). Library technologies are adequate in quantity and quality. The space is ultimately undersized due to a high student population.

##### General Building

The score is good.

Access for community functions is not ideal as the library, cafeteria, and gym are all located deep within the building with limited or no exterior access. The ability for faculty to securely shut off the remainder of the building during nighttime functions is minimal. The general appearance of the school is adequately perceived by the community. Finally, corridors are appropriate in width (8'-0" to 10'-0") and well lit.

##### Environmental Quality

The score is good.

The quality of the artificial lighting is appropriate for classroom functions. Acoustics are also adequate with only slight sounds from the corridor and adjacent classroom spaces. The majority of learning spaces have access to both natural light and quality exterior views. Pest issues are limited to rodents, roaches, and snakes (see additional information in the interview summary).

##### Controllability of Systems

The score is good.

The classrooms have individual thermal controls and effective shades for controlling natural light. However, artificial lighting controls vary from one on/off switch to zoned or alternating row switches.



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## Austin ISD Educational Suitability Assessment Criteria

School	Kiker Elementary	BLDG - 180
Name	Peter Baird & Sam Shipp	
Date	8/1/2016 (REV1 - 12/12/2016 - CAC and SPED comments)	

### Scoring Scale

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

## Overall Educational Suitability Score

61%

1 - Exterior	51%
2 - General Building	80%
3 - Academic & Co-Curricular Support	60%
4 - Future Ready Student Development	53%
5 - Library/Media Center	67%
6 - Security	63%
7 - Technology	60%
8 - Storage	53%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	68%
11 - Controllability of Systems	68%

1 - Exterior		1	2	3	4	5	N/A	8.25	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?			3				Comments	1.00 <b>3.00</b>
	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.							The majority of traffic interactions are a result of overpopulation and not necessarily a result of a poorly laid out site. <i>CAC comment: Cars, pedestrians and buses do mix in the back parking lot. CAC comment: Recommend a score of 2. The notes describe the play space and playground as severely limited</i>	
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2					Comments	1.00 <b>2.00</b>
	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.							The only outdoor space that exists is an outdoor porch which serves as a secondary eating space more so than a designated outdoor learning area. <i>This score was revised from a 1 to a 2, as there is some opportunity for outdoor learning. Principal comment: Ther are access concerns.</i>	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?		2					Comments	1.00 <b>2.00</b>
	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.							Due to the lack of space within the building, and lack of open space on the surrounding the campus, portables have been placed near the playgrounds and play spaces. This limits the play space and playgrounds for the kids. <i>CAC comments: CAC recommends a score of 2, that reflects the original comments above. The score for this section has been adjusted to a 2.</i>	
1.4	Is the building easily identified with appropriate signage and community wayfinding?					5		Comments	0.25 <b>1.25</b>
	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	6.00	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?					5		Comments	0.50 2.50
	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.							Principal comments: Not at heavy traffic times due to parent participation, or school wide transistion such as AM/PM.	
2.2	Are community use areas arranged so that the school can allow night functions without full school access?			3				Comments	0.75 2.25
	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.							The cafeteria and gym are accessible to parking with a separate entrance. The library is located on the interior of the building. CAC comment: Visitors are still able to access the kinder and PPCD hallways from the gym/cafeteria. Principal comment: Access to entire building-these spaces are not secured from the rest of the building. Even if doors to part of building are shut our most vulnerable spaces: office (confidential info), Kinder and PPCD are not secure.	
2.3	Does the general appearance of the school evoke pride for the students and community?					5		Comments	0.25 1.25
	1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.							Principal comments were to raise score to a 5. Kiker art teachers display art constantly throughout the building. Teachers post SS work campus beautification has partnered w the community to create visually stimulating and welcoming spaces. Additionally outher outside learning spaces are visible. Marquee constantly updated. Human Sundial, Labyrinth, PTA create walkway, xeroscape. Around school you will find butterfly garden, recycling water feature, boy scout hosted keyhold gardens, dedicated trees.	



3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	39.00	
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)				4			Comments	1.00 4.00
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.								Principal notes: PK has had to be relocated to regular classroom size for 1st graders due to number of Kinder teachers/classrooms.	
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?				4		
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.						Comments The gym is adequately sized. Carpet in the gym is not ideal for gym activities or cleaning purposes. <i>CAC comment: Due to space limitations and staffing constraints, sometimes 1.5 to 2 classes must use the gym at a time. Principal notes: only supports classes . The 2 other PE teachers either use blacktop or portable.</i>
3.7	Are Physical Education and Athletic <b>support</b> spaces appropriately configured per the ed spec?		2				
	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.						Comments <i>Principal note: see above.</i>
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?				4		
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.						Comments Performance space can be small during morning assemblies when the space has to accommodate faculty, students, and parents.
3.9	Are music, drama, or performance <b>support</b> spaces appropriately configured per the ed spec?			3			
	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.						Comments 

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?				4			Comments	1.00 4.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								
3.11	Are Visual Arts <b>support</b> spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
	1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.							Casework is present in the visual arts space. More storage would always be helpful to help accommodate a variety of different art projects.	
3.12	Are computer lab spaces appropriately configured?				4			Comments	1.00 4.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							CAC comment: No longer able to use the computer lab due to cost effectiveness to upgrade all the technology. Principal comment: We don't have the room for a computer lab due to need for classroom/learning spaces.	
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.							The storage in the computer lab is a small storage closet and is not sufficient. Principal comment: none. See above.	

3 - Academic & Co-Curricular Support - Continued							
	1	2	3	4	5	N/A	
3.14 Are Special Education spaces appropriately configured per the ed spec?		2					Comments 1.00 <b>2.00</b>
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							Special ed space is one classroom that has been subdivided into three separate classrooms. <i>SPED comment: No restrooms in PPCD classroom. Principal comment: One special ed sensory lab for 26 students is a classroom that has been subdivided into three separate classrooms in the building. All other are in portables to make room for learning.</i>
3.15 Are Special Education <b>support</b> spaces appropriately configured per the ed spec?		2					Comments 1.00 <b>2.00</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>Principal comments: see above.</i>
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.							Dining facilities are adequately sized, however, due to the school being over populated the school struggles to hold schoolwide assemblies. Lunch goes from 10:30 am until 1:00 pm. <i>CAC comment: The cafeteria is not adequately sized for the current student population, as reflected by Kiker's lunchtime operating from 10:30am to 1:00pm (which is roughly 40% of school day).</i>

4 - Future Ready Student Development		1	2	3	4	5	N/A	21.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?			3				Comments	1.00 3.00
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.								The sizing of classrooms needs to be expanded to accommodate the number of students. Many classrooms are in portables which are unsuitable not only for project-based learning but learning in general. <i>Principal Comment: one common areas.</i>	
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.								There is not much flexibility available in classrooms due to the number of students per classroom.	
4.3	Is there adequate storage and or support space to support project-based learning?			3				Comments	1.00 3.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.									
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?				4			Comments	1.00 4.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.									

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?	1						Comments	1.00 <b>1.00</b>
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.							Meeting space is severely lacking on campus.		
4.6	Does the building provide opportunities for informal interaction?		2					Comments	1.00 <b>2.00</b>
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?			3				Comments	1.00 <b>3.00</b>
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 one of the only areas where students can work independently. Counseling rooms are converted closets. Sacrificing storage for break out individual learning spaces is common throughout the building.		

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?			3				Comments	1.00 3.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.									

5 - Library/Media Center		1	2	3	4	5	N/A	18.50	
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.								The library is not located to a main entrance. A visitor would be well within the building before they reached the entry to the library.	
5.2	How well does the Library/Media Center support quiet study?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The Library is undersized for student population. Limiting the spaces potential for a maker space.	
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Principal comment: There is little room for social interaction as it is typically used by students.	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									



5 - Library/Media Center - Continued		1	2	3	4	5	N/A		
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?				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.									
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	10.25	
6.1	Does the facility have key card access at all major entries?					5		Comments	0.25 1.25
	1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply.								
6.2	How adequate is site lighting and security for the campus overall?			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.							It was noted that lighting could be improved across campus.	
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 front entry lacks a secure vestibule.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				Comments	1.00 3.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The windows in doors looking out onto the hallways were average.	

7 - Technology		1	2	3	4	5	N/A	6.00	
7.1	How well equipped are the facilities with instructional technology?			3				Comments	1.00 3.00
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.									
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				Comments	1.00 3.00
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.									Computer lab is currently in a converted classroom.

8 - Storage		1	2	3	4	5	N/A	8.00	
8.1	Is there adequate general storage in the building?		2					Comments	1.00 2.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The storage is constantly being converted into learning space. <i>CAC comment: Storage Space is not converted for additional classroom purposes, but for accommodating the counselors', assistant principals' and support staff offices that have also increased commensurate with Kiker's population.</i>	
8.2	Is there adequate classroom storage?			3				Comments	1.00 3.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							Moderate casework is present in most classrooms. Portable storage is non-existent.	
8.3	Is there adequate student storage?			3				Comments	1.00 3.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A		8.25
9.1	What is the current condition of the furniture?			3				Comments	0.75 <b>2.25</b>
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.								Furniture is in good condition but it is not new.	
9.2	How well does furniture accommodate rapid reconfiguration of a space?			3				Comments	1.00 <b>3.00</b>
1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply.									
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 <b>3.00</b>
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?				4			Comments	1.004.00
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	1.004.00
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?				4			
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.							Comments 1.00 <b>4.00</b>
10.5 Does the building have odor or pest problems?		2					
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.							Comments 1.00 <b>2.00</b> Pests are present throughout campus, although they are most prevalent in the portables.

11 - Controllability of Systems		1	2	3	4	5	N/A	8.50	
11.1	Does the classroom thermostat allow for individual control?					5		Comments	0.50 2.50
1) No 5) Yes									
11.2	Are shades provided to control natural light in learning spaces?				4			Comments	1.00 4.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.									
11.3	What is the quality of lighting controls in the classrooms?		2					Comments	1.00 2.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.									





1.3 Playground





3.6 Gym











4.10 Visual Communication





5.1 Library