Educational Suitability Summary Report

Williams Elementary School

Date: 08/03/2016 **Score 47% Unsatisfactory**
(REV1 – 11/14/16 Added Survey Results and New Principal Feedback)

The text in italics indicates new information from Principal Cisneros that is added from the November follow-up interview.

Williams Elementary School, serving a student population of approximately 500 students in south Austin, is a school with an open floorplan design. This configuration creates security and acoustic issues reported by the administration. From conversations with the principal, her primary concerns are increasing security, *improving the design to better serve their larger population of special education students*, and improving the visual communication tools throughout the campus.

Survey Overview

A number of faculty and staff participated and completed the online ESA survey. Results found the school to be unsatisfactory when compared to other schools in central Texas. The survey indicated that the campus felt unsafe for students and parents. Some of the main areas of the campus that were highlighted as unsatisfactory include the athletic fields, playgrounds, gym, cafeteria, science and art rooms, and common spaces. The survey indicated a need for additional storage, quiet study and hands-on spaces. The survey responses highlight a need to improve the overall appearance of the facility, the physical conditions of the learning spaces, and the physical conditions of the grounds for sports opportunities. Technological improvements leaned toward devices such as laptops and tablets as a way to improve learning spaces. Lastly, the survey showed a general dissatisfaction for the temperature control and indoor air quality, as well as a need for better signage and the need for longer cueing of cars to reduce neighborhood traffic.

Interview Overview

The interview at Williams Elementary was attended by the new principal, Mary Cisneros. The interview was conducted during an in-depth walk of the school. From this walk, she identified several areas that need improvement. The casework and cabinets are missing doors which creates cluttered, unsecured storage. There are some leaking faucets in the art room, and the kiln is combined with the general art room storage which is a safety hazard. The computer lab is a converted open classroom with no support space. The life skills classroom is a long narrow space with no natural light, outdated technology, and no ADA accessible restroom or laundry facilities which is unsatisfactory. The restrooms throughout the building are small and outdated. The blinds are in poor condition and the visual communication tools are very limited. The building has an open floor plan which creates an acoustic issue between classrooms. The cafeteria is undersized and the partition between it and the gym is difficult to operate. The stage is not ADA accessible. The library has a musty odor with no natural light and limited technology. The portables on the campus have science labs, PPCD, and Pre-K classes. These portable spaces are inadequate in terms of classroom space and support space.

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The playground area is located somewhat far from the classroom space which makes supervision more challenging. There is no secure vestibule to the school which is a safety concern for the faculty. The multiple exits to the building from the classroom spaces is also a concern for students leaving the facility unsupervised. The principal is also concerned with the lack of security by the portables housing the pre-k classes. The open plan design of the facility makes a lock-down situation very challenging.

The principal is new to the facility and is not sure of any important campus features to remain. She expressed that there are some campus murals that she could consider important to maintain. When considering the future of education, the principal expressed that technology will be the most important feature to consider. The most important priorities for the administration at this facility are improving the safety and security concerns and upgrading the visual communication tools.

Follow-Up Interview Input

Because Principal Cisneros was new to the facility at the time of the first interview and had additional feedback to share, a follow-up interview was conducted in November. This interview was attended by Principal Cisneros and Project Manager Deborah James.

Principal Cisneros expressed several new items of concern for her campus. The critical issue expressed in this interview is that the school is not adequately configured for Special Education programs in the school. The open plan floorplan creates acoustic connections between classrooms, which is especially disruptive to the learning environment when children have meltdowns. The open plan floorplan also allows student elopers to run from classroom to classroom and hide. This, in conjunction with poor indoor camera coverage, prevents staff from keeping visibility of these students.

Additionally, the principal expressed that the fence has gaps near the playground area and does not adequately create an enclosed perimeter for the campus. As expressed previously, the open floorplan makes a lockdown scenario extremely challenging and the building does not create a secure entry vestibule into the school. The principal adds that she is very concerned how easily an intruder could access the learning spaces due to these issues. During a lockdown, students have to leave open classrooms, cross hallways, and hide in the classroom storage closets. The principal also reports a safety concern associated with students being dropped off in the morning by the PPCD portables.

An additional safety concern is that instructors are placing their bookshelves in the openings between classrooms in the POD, which creates a hazard in the event that they fall over or exiting is blocked. The teacher planning areas are nonexistent. The principal expressed that the newer wing of the facility is designed for Pre-K and kindergarten students; however, they use this area for fourth and fifth grade students to help these students focus. As mentioned in the previous interview, visual tools are inadequate on the campus. Some classrooms lack any chalkboards or whiteboards, and the boards available are often randomly placed.

Principal Cisneros expressed that this elementary school has more special education units than most schools in Austin ISD. As previously noted, the open concept floorplan is not appropriate to serve these students due to acoustics and safety concerns. The open floorplan creates scenarios where one

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student meltdown can affect over 60 other students. In addition to the inclusion special education programs, the campus also has two life skills units and two PPCD units. Student in these classrooms do not have the appropriate changing and toileting facilities available. The changing area for life skills is occurring in restrooms frequented by other students, which is inappropriate and demoralizing. The current life skills units are using rooms that were formally offices. The current SBS classroom is in a converted space adjacent to the principal's office which creates disruptions for the principal when having meetings with parents and teachers.

The principal expressed that the only special feature that should remain unchanged is the garden. As expressed in the previous interview, there is still a need for technology in all classrooms. There is a mix of old and new technology, both mac and pc, and some computers no longer work. Additionally, she expressed the need for technology to serve special education students including technology such as Istation, CoWriter, Snap, and Read, as well as an updated literacy library. The state of the current literacy library is reported as having yellowed books from the 1960s. The principal also reports that the portables also house an adapted PE program, adapted Art, and adapted Music in addition to those mentioned before. She also asserts that the PPCD and Pre-k classrooms are in portables with materials such as blocks, puzzles, manipulatives, board books, and big books that are old and inadequate.

AISD Project Manager Deborah James asserted in this interview that open plan schools in Austin ISD should be a top priority for replacement. She expressed that she believes that trying to update open plan schools is cost prohibitive due to code compliance issues. Instead, she advocates that these schools to be replaced. She feels this is especially true for Williams Elementary, because of their high population of special needs students who are particularly underserved by this type of classroom layout.

Assessment Findings

The Educational Suitability Assessment of Williams Elementary School earned a 47% overall score and places the campus in a category of unsatisfactory. The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories: Very Unsatisfactory and Unsatisfactory Categories

Storage
The score is very unsatisfactory.
The general building storage is limited. The classrooms feature small built-in cabinets that are dated. They are supplementing the lack of storage with outdated cabinets and shelves. *Some of the storage and shelving furniture pieces are being placed to create walls and/or block extra entry/exits into other classrooms in the PODs. This is a safety hazard.* Student storage in the school is limited to wall hooks and some limited desk storage.

Controllability of Systems
The score is unsatisfactory.
The classrooms do not have reliable individual thermal controls, and the windows have some blinds in poor condition. There is inadequate artificial lighting control for the classrooms.

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Future Ready Student Development
The score is unsatisfactory.
The campus classrooms have an average amount of space to accommodate hands-on project-based learning, but the classroom support space is inadequate. The campus common space is limited in the original portion of the building, but there is one common "pod" area that allows for group collaborations in the newer wing. The facility lacks consistent visual communication tools across the classrooms. There are some projectors and innovation stations, but some of this technology is quite outdated. *Some classrooms lack visual tools and those that have chalkboards or tack boards often have them randomly placed.*

Environmental Quality
The score is unsatisfactory.
The quality of the artificial lighting is average for classroom functions. The classrooms on the edge of the building have small windows that bring in limited natural light and limited exterior views. There are some classrooms that receive no natural light at all. The acoustics are inadequate, as sounds are heard between adjacent classrooms due to the open floorplan. *Students with special needs have sensory and emotional issues that cause them to have meltdowns and volatile behavior. Because students are included in the general education classroom as often as possible, this behavior not only disrupts the educational environment of the other students in that classroom, but also disrupts the learning environment of other students in that particular classroom. One meltdown can affect over 60 students.*

Academic & Co-Curricular Support
The score is unsatisfactory.
The Pre-K and PPCD spaces are in portables which are undersized for classroom and support space. The athletic spaces are average but the support space is limited. The cafeteria is undersized, and the stage needs to have ADA access. The art room is moderately sized, but the kiln is combined with the art storage which is a safety hazard. The computer lab space is open to the other spaces acoustically and needs better instructional space. The special education spaces are insufficient in classroom space and equipment. The life skills room is missing natural light, updated technology, an ADA restroom, and a washer and dryer. *The open plan floorplan is not appropriate for the higher number of special education students on this campus, and the special education classrooms are inadequate. Refer to Interview Overview for detailed descriptions.*

Technology
The score is unsatisfactory.
There is a mix of older and newer technology in the form of some older projectors and some newer computers for classroom use. The innovation stations available are reported as becoming outdated and non-functional. There are still only chalkboards and tack boards in some classroom spaces. There is an adequate number of power outlets and data ports in learning spaces; however, *the principal reports that many outlets present are non-functioning and that using one outlet causes others to be tripped.*

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Higher Scoring Categories: Average and Good Categories

Security
The score is average.
The location of the central office does not create a secure vestibule for the campus; however, it is located at the front entry for supervision of those entering the school. Key card access is at major entries, and the interior transparency is good for faculty supervision within the school. The principal reports concern about the open floor plan in the event of a lock-down scenario. She also is concerned with the small gate near the Pre-K area to the parking lot. *The fence currently has openings; there is not a continuous fenced perimeter around the campus. The principal provided new feedback that interior camera coverage is extremely limited and creates a surveillance concern for elopers.*

Exterior
The score is average.
The vehicular circulation is separated effectively on the campus. They need additional covering for students in the event of poor weather. There is an adequate amount of space for the playgrounds, but these areas are far from the building and could use some more shade. The building needs increased signage.

Furniture, Fixtures & Equipment
The score is average.
The campus has a mix of outdated and newer furniture. The furniture is generally size appropriate, but not consistent throughout the classrooms.

General Building
The score is average.
The configuration of the cafeteria and gymnasium allows these spaces to be secured from the rest of the classroom spaces for community events. The library is less accessible for community events. The hallways are moderately wide, and the general school appearance is aged but adequate. The restrooms are undersized and outdated.

Library/Media Center
The score is average.
The library has space and flexibility for collaborative work of small group sizes, and there is limited space for larger group collaborations. There is a learning stair for social interactions, but limited space for quiet study. There is a moderate amount of available technology that will need updates in the coming years.

Austin ISD Educational Suitability Assessment Criteria

School	**Williams Elementary School**	**BLDG - 166**
Name	**Ellen Saathoff and Sakshi Gandhi - REV 1 - Added Principal Comments**	
Date	**8/3/2016 REV 1 - 11/14/2016**	

Scoring Scale

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

Overall Educational Suitability Score — 47%

1 - Exterior	52%
2 - General Building	63%
3 - Academic & Co-Curricular Support	43%
4 - Future Ready Student Development	40%
5 - Library/Media Center	65%
6 - Security	51%
7 - Technology	40%
8 - Storage	33%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	44%
11 - Controllability of Systems	36%

DRAFT

1 - Exterior		1	2	3	4	5	N/A			8.50
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?				4			Comments	1.00	4.00

1) Bus , car and pedestrian all happen at the same location.

2) Cars and buses mix, pedestrians are separated.

3) Buses, cars, and pedestrians are separate but stack space is small.

 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria.

5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination.

N/A) Does not apply.

1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		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.

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 playground area is located far from the facility.

See Photo 1

1.4	Is the building easily identified with appropriate signage and community wayfinding?		2					Comments	0.25	0.50

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.

Navigating classrooms is difficult with the open plan layout with no signage. The exterior campus signage is clear.

DRAFT

2 - General Building	1	2	3	4	5	N/A			4.75
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.

	1	2	3	4	5	N/A			
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 cafetorium/gymnasium is located to the east of the classroom and administration portion of the building. The hallways leading to the open classrooms have doors that allow them to be closed off. *Principal commented that she does not feel this is able to be used in this way.*

	1	2	3	4	5	N/A			
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.

DRAFT

3 - Academic & Co-Curricular Support	1	2	3	4	5	N/A		28.00
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.

Comments: The Pre-K classes are currently in portables which are undersized. There are security concerns with the small gate to the parking lot next to the portables.

See Photo 2

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.

3.4 Are Science Classrooms/Labs appropriately configured per the ed spec?						n/a	Comments	0.00 **0.00**

1) Very unsatisfactory
2) Unsatisfactory
3) Neutral
4) Satisfactory
5) Very Satisfactory
N/A) Does not apply. (Elementary schools)

3.5 Are Science Classrooms/Labs **support** areas appropriately configured per the ed spec?						n/a	Comments	0.00 **0.00**

1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs
2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs
3) Average - Connected, moderate size, but need some renovations or updates
4) Good - Connected, good size, meets needs, functions well
5) Very good - connected, generous size, nice condition, functions appropriately
N/A) Does not apply. (Elementary schools)

DRAFT

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							The gym is moderately sized, and in average condition.		
	2) Unsatisfactory									
	3) Average									
	4) Good									
	5) Very good									
	N/A) Does not apply.								See Photo 3	
3.7	Are Physical Education and Athletic **support** spaces appropriately configured per the ed spec?		2					Comments	1.00	**2.00**
	1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs									
	2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs									
	3) Average - Connected, moderate size, but need some renovations or updates to function well									
	4) Good - Connected, good size/layout, meets needs/functions well									
	5) Very good - connected, generous size, nice condition, functions appropriately									
	N/A) Does not apply.									
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?			3				Comments	1.00	**3.00**
	1) Very unsatisfactory									
	2) Unsatisfactory									
	3) Average									
	4) Good									
	5) Very good									
	N/A) Does not apply.								See Photo 4	
3.9	Are music, drama, or performance **support** spaces appropriately configured per the ed spec?			3				Comments	1.00	**3.00**
	1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs									
	2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs									
	3) Average - Connected, moderate size, but need some renovations or updates to function well									
	4) Good - Connected, good size/layout, meets needs/functions well									
	5) Very good - connected, generous size, nice condition, functions appropriately									
	N/A) Does not apply.									

DRAFT

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.   See Photo 5

	1	2	3	4	5	N/A			
3.11 Are Visual Arts **support** spaces appropriately configured per the ed spec?		2					Comments	1.00	**2.00**

1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs

2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs

3) Average - Connected, moderate size, but need some renovations or updates to function well

4) Good - Connected, good size/layout, meets needs/functions well
5) Very good - connected, generous size, nice condition, functions appropriately
N/A) Does not apply.

	1	2	3	4	5	N/A			
3.12 Are computer lab spaces appropriately configured?		2					Comments	1.00	**2.00**

1) Very unsatisfactory

2) Unsatisfactory

3) Average

4) Good

5) Very good

N/A) Does not apply.

The computer lab is one converted open classroom.

	1	2	3	4	5	N/A			
3.13 Are computer lab **support** 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.

There is no dedicated storage space off of the computer lab area.

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 **1.00**

1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.	The classroom is long and narrow and lacks any natural light. It has outdated visual communication tools. *Principal Comments: The open plan floorplan is not appropriate for the higher number of special education students on this campus. Principal explained that they have converted office space to be the life skills and the SBS classroom. The SBS classroom is adjacent to the principal's office which creates acoustic issues for meetings. Score has been lowered from a 2 to a 1 to reflect new information.* See Photo 6

3.15 Are Special Education **support** 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.	There is no ADA accessible restroom for the life skills classroom. They are also lacking appropriate laundry facilities. *Principal Comments: The campus also has two life skills units and two PPCD units. Students in these classrooms do not have adequate bathroom facilities for changing or teaching toileting.*

3.16 Are the student dining facilities appropriately configured?		2					Comments	1.00 **2.00**

1) Very unsatisfactory - Too small, poor circulation, inflexible seating in poor condition 2) Unsatisfactory - Too small or inadequate circulation, seating in poor condition 3) Average - moderate size, with adequate circulation, seating in okay condition 4) Good - good size, adequate circulation, seating in good condition 5) Very good - good size, adequate circulation, seating in good condition, with more than one option for eating space (ex: connection to outdoor eating space) N/A) Does not apply.	The cafeteria is undersized for the number of students. See Photo 7

DRAFT

4 - Future Ready Student Development		1	2	3	4	5	N/A			16.00
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.

4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?			3				Comments	1.00	3.00

1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility
2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility
3) Neutral - have flexibility and space for hands on or project based learning
4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning
5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms
N/A) Does not apply.

4.3	Is there adequate storage and or support space to support project-based learning?	1						Comments	1.00	1.00

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)?		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.

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.

4.6	Does the building provide opportunities for informal interaction?		2					Comments	1.00	**2.00**

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	1.00	**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.

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.							*Principal Comments: Some classrooms do not have adequate visual tools such as chalkboards or whiteboards. Those that are in the classrooms are randomly placed and unappealing. Score adjusted from a 3 to a 2.*		

5 - Library/Media Center	1	2	3	4	5	N/A		18.00
5.1 Is the Library/Media Center easily accessible for the occupants and visitors to the school?		2					Comments	0.50 **1.00**
1) Very unsatisfactory							The library has a musty odor.	
2) Unsatisfactory								
3) Average								
4) Good								
5) Very good								
N/A) Does not apply.								
5.2 How well does the Library/Media Center support quiet study?			3				Comments	1.00 **3.00**
1) Very unsatisfactory							There is limited space for quiet study.	
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	1.00 **3.00**
1) Very unsatisfactory							There is a learning stair that could be used for social interactions.	
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)?					5		Comments	1.00 **5.00**
1) Very unsatisfactory							The furniture works well for small group collaborations.	
2) Unsatisfactory								
3) Average								
4) Good								
5) Very good								
N/A) Does not apply.								See Photo 8

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)?			3				Comments	1.00	**3.00**

	1) Very unsatisfactory					There are tables that can be reconfigured for larger groups, but there is limited space for these type of collaborations.
	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	**3.00**

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.

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6 - Security	1	2	3	4	5	N/A			8.25

	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?		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.

Principal Comments: The fence currently has openings; there is not a continuous fenced perimeter around the campus. Principal provided new feedback that interior camera coverage is extremely limited and creates a surveillance concern for elopers. Score has been lowered from a 3 to a 2 due to new information.

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.

Principal Comments: Reported concern that once inside, intruder would have access to learning areas due to the lack of a secure entry vestibule in combination with the open plan classrooms.

See Photo 9

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 open plan creates transparency, but also creates security concerns for a lock-down scenario.

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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.	*Principal Comments: Technology does not meet the need of special education or general ed students. They need computers that are compatible with Co:Writer, Snap and Read, Istation, MyOn to provide students equitable access to general education curriculum. New telephones are not mounted to the walls and there is no flexibility for replacement. Telephone wires are taped to the floor to prevent tripping.*

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.	*Principal Comments: Reported that several of the outlets present are not functioning, and that using one particular outlet causes others to be tripped. Score lowered from 3 to 2 due to new information.*

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8 - Storage	1	2	3	4	5	N/A		5.00
8.1 Is there adequate general storage in the building?	1						Comments	1.00 **1.00**

1) Very unsatisfactory	There is very little general building storage.
2) Unsatisfactory	
3) Average	
4) Good	
5) Very good	
N/A) Does not apply.	

8.2 Is there adequate classroom storage?		2					Comments	1.00 **2.00**

1) Very unsatisfactory	The classrooms have very little storage space. The casework and cabinets are all open
2) Unsatisfactory	and they are undersized. *Principal Comments: Some of the storage and shelving*
3) Average	*furniture pieces are being placed to create walls and/or block extra entry/exits into*
4) Good	*other classrooms in the PODs. This is a safety hazard.*
5) Very good	
N/A) Does not apply.	

8.3 Is there adequate student storage?		2					Comments	1.00 **2.00**

1) Very unsatisfactory	The student storage is accommodated by wall hooks and some of the newer furniture.
2) Unsatisfactory	
3) Average	
4) Good	
5) Very good	
N/A) Does not apply.	

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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		2.25
									0.75	

There is a mix of older and newer furniture.

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		3.00
									1.00	

1) Very Unsatisfactory - Furniture is fixed or very heavy
2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups
3) Average - Mix of furniture that can reconfigure and that cannot
4) Good - Furniture is flexible for multiple configurations of space

5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack

N/A) Does not apply.

9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments		3.00
									1.00	

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
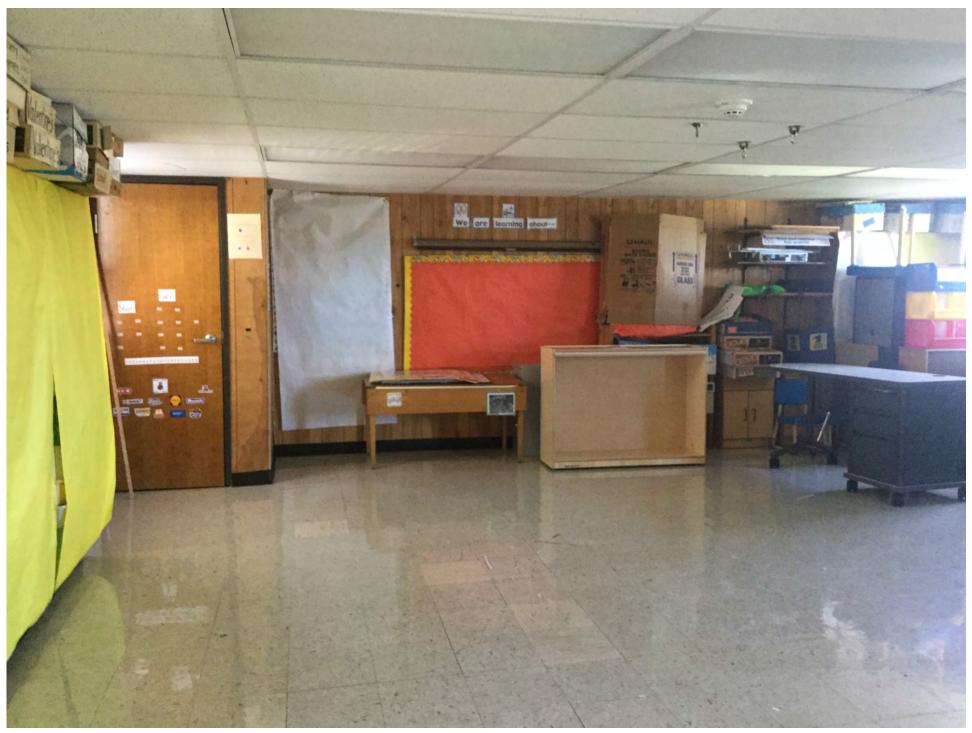
N/A) Does not apply.

10 - Environmental Quality	1	2	3	4	5	N/A			11.00
10.1 How are acoustics in classrooms in general?	1						Comments	1.00	1.00

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.	*Principal Comments: Students with special needs have sensory and emotional issues that cause them to have meltdowns and volatile behavior. Because students are included in the general education classroom as often as possible, this behavior not only disrupts the educational environment of the other students in that classroom, but also disrupts the learning environment of other students in that particular classroom. One meltdown can affect over 60 students.*

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?		2					Comments	1.00	2.00
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?		2					Comments	1.00	**2.00**

1) No learning spaces have views

2) 1-25% of learning spaces have views or windows are too small to see out

3) 26-50% of learning spaces have views

4) 51-75% of learning spaces have views

5) 76-100% of learning spaces have views

N/A) Does not apply.

10.5 Does the building have odor or pest problems?			3				Comments	1.00	**3.00**

The library has a musty odor.

1) Very unsatisfactory

2) Unsatisfactory

3) Average

4) Good

5) Very Satisfactory

N/A) Does not apply.

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11 - Controllability of Systems	1	2	3	4	5	N/A		4.50
11.1 Does the classroom thermostat allow for individual control?	1						Comments	0.50 **0.50**
1) No								
5) Yes								
11.2 Are shades provided to control natural light in learning spaces?			3				Comments	1.00 **3.00**
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?	1						Comments	1.00 **1.00**
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 Exterior Play Space

3.2 Classroom

3.6 Gymnasium

3.8 Music

3.10 Art Classroom

3.14 Special Education

3.16 Cafeteria

4.2 Classroom

5.4 Library

6.3 Entry Security