



Educational Suitability Summary Report

Ann Richards School for Young Women Leaders – BLDG #028

Date: 8/8/2016 (REV1 – 11/3/2016 – CAC Comments)

Score 47% Unsatisfactory

Ann Richards School for Young Women Leaders (YWLA) serves a student population of approximately 800 students in southwest Austin. After speaking with the principal and select faculty members, the schools primary concerns are academic and co-curricular support, future ready student development, library/media center, technology, storage, and furniture, fixtures and equipment. Any discussion of master planning for Richards needs to include pro bono work performed by Fromberg Architects for the school property.

Survey Overview

A number of faculty and staff at the Ann Richards School completed the survey. Results found the school to be unsatisfactory when compared to other schools in central Texas. Some of the main issues highlighted were underserved performing and visual arts spaces, inadequate administration space, poor CTE classrooms and support spaces, and very unsatisfactory athletics locker room. As this campus has a growing enrollment, the survey responses frequently emphasize the need for additional space across the board. Lastly, there is a noticeable dissatisfaction for the physical condition and overall appearance of the facility, the flexibility of classroom spaces, and the condition of sports fields.

Interview Overview

When the interview team was asked what existing programs are currently held in unsuitable spaces, they focused on several spaces throughout campus.

The staff stated that the cafetorium is currently undersized and does not accommodate student capacity. While serving lines reportedly process students quickly and efficiently, the quantity and quality of seating makes the space ineffective for the number of students that the staff would like to sit. The interview team reports that the cafeteria furniture is old, breaking, and cumbersome to relocate. When folded, the tables are too tall to fit through the cafeteria doors. Faculty also request additional microwaves for student use and that vending machines be provided. The stage is undersized and only usable by small performing arts groups. The lighting system frequently fails and the audio hookup is isolated to a single connection at center stage. Additionally, there is no storage space to support programs in need of the stage.

Campus staff indicate the performing arts spaces are undersized and lack proper storage. The dance program shares space with the theater program while storage is reduced to hanging items from the exposed roof structure. There are no dressing rooms provided at the classroom space and the cafetorium stage. Staff states that the cafetorium is not adequate for a full theater program, and a performing arts complex is a highly desired element. Band and orchestra programs share a single class space and have a heavy portion of floor space dedicated to instrument storage. There is no dedicated

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auxiliary band space, percussion room, or ensemble practice room. Student, equipment, and instrument storage are all critical issues. 240 instrument storage lockers are provided at this time, while current enrollment in both programs are comprised of approximately 350 students. Staff reports, that many students either carry their instruments with them throughout the day, or ask another teacher to keep them in their classrooms. Uniforms, marching equipment, and miscellaneous items are either kept in a portable or locked to a fixed building element (fences, columns, etc.). The choir room is loses some of its flexibility, due to built-in risers. The choir department also desires a dedicated piano room. When possible, the cafeteria and corridors are used as breakout or classroom space as options are limited. Furniture for all aforementioned spaces are not ergonomically appropriate for the intended use.

The visual arts program utilizes a primary studio space as well as a secondary space which is a repurposed classroom. While storage capacities are acceptable, the spaces suffer from inadequate power and data supplies. A growing digital design program also requires more advanced computers to accommodate necessary software. As project based learning space is limited, a temporary maker space has been set up in the library.

The large gym is appropriately configured to ed specs, but does not have enough seating to accommodate heavily attended sports functions. During large crowd events, loose furniture is set up for spectators. It was noted that the existing bleachers are dated, poorly functional, and does not accommodate enough attendees. Artificial lighting is unreliable and frequently shuts off on its own (typically at a 5-10 minute intervals). Additionally, natural light causes glare that distracts the athletes. The auxiliary gym has been recently updated and does not suffer from the problems that the larger gym is subject to. Locker rooms are in very poor condition. Restrooms in the vicinity are also dated and in poor shape due to heavy use.

The sports fields are of additional concern. The staff indicated that the track is 'crumbling' and the fields are in poor condition. The soccer field doubles as a marching field. A band tower is desired. The condition of the fields requires the campus to host sporting events at remote locations. Tennis courts are also in poor condition. Lastly, the safety net for shotput and discus is in very poor condition.

The staff feels the library is undersized. This is due to the amount of use it receives throughout the day, and the multiple functions other than "library" that are held within the space. A makeshift computer lab and temporary maker space take up a good portion of open floor space. The availability of power and data hookups limit where computers can be placed and necessitate a dependence on power strips, extension cords, and an inadequate Wi-Fi service. The computers are also inadequate as they will not run CTE and other advanced softwares, newer computers are desired. ADA compliance issues are present in the restroom as well as the senior loft accessed by a single set of stairs. (The on campus staff has reallocated the storage loft to an informal gathering space; the loft meets ADA, if used as originally designed as storage.) Below the loft is a meeting space that staff uses as additional book storage. The space is regularly reserved and the texts are not available during meetings. In order to provide additional layout flexibility, the library suggests that all "low boy" storage units should be placed on casters. As the space needs additional square footage, the library staff additionally recommends that the cafetorium stage be absorbed by the library. Additionally, classrooms adjacent to the library on the second floor could be absorbed to create a dedicated computer lab loft, but this desire would reduce capacity for an already growing enrollment. Library furniture is made up of aged, mismatched pieces

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that are inflexible and in poor condition. A projector and screen are needed in the meeting room as well as the main space for large group functions. Security cameras have been installed by library staff, but are inadequate in covering the full space. In order to illustrate the amount of foot traffic the library experiences, the librarian states that over 27,000 students have passed through in the past year, not including scheduled class visits.

CTE programs are predominately housed out of portables that are undersized for the programs' demand. Computer equipment is mostly aged and doesn't fully support required software. A 3D printer, laser cutters, recording studio, various tools, and A/V technologies are among the requested pieces of equipment. Staff report that a radio station type space is desired in order to promote the school's podcast. Said podcast provides student produced book and performance reviews as well as other audio based products for student and community use. A higher, more professional quality product is needed to reach a wider audience. A dedicated podcast studio would help foster this program.

The current administration suite suffers from a general lack of meeting and conference space. Various foundations and community involvement programs use the school, but regularly kick students out of various spaces (i.e. library conference/book storage room) in order to hold meetings. There is also no dedicated, functional teacher work room or lounge. A large number of teachers utilize hotel offices located throughout the building. The Faculty has requested more staff restrooms. The existing staff restrooms are noted as being in inadequate condition and could use renovations. Power outlets are requested in these restrooms to support hair dryers and other accessories. It was also noted that student restrooms are also in poor condition.

Core classrooms are generally inflexible due to a lack of power outlets and dated furniture. Power outlets and extension cords are necessities in a majority of the spaces. Staff report that the dated televisions are not functional and should be removed. Tables on casters are requested along with stackable or nesting chairs. The number of classrooms is was noted as unsatisfactory as many language classes float rooms and occasionally use the cafeteria. This is problematic as the cafeteria is regularly overbooked. A collegiate style lecture hall is a desired alternative to standard classroom orientations. While a space that is flexible and multipurpose is ideal, a dedicated lecture room would also be of great benefit. Teacher and class storage is also limited. Remaining corridor lockers are used for textbook storage as students no longer utilize them.

Desired programs and improvements include the following: collaborative work space, dedicated maker space, collegiate style lecture hall, performing arts complex, and dedicated computer lab, additional display space for 3D student work, and dedicated CATE classrooms and labs.

The principal reports several safety and security concerns on campus. First, site lighting needs to be improved around the portables, the back of the school, the courtyard, and along street side parking areas (i.e. west side of the site). Additionally, security camera coverage should be improved at the cafeteria, library, and portables. Keycard access points are well accounted for and fully functional. The principal notes that a student ID card should be functional with the keycard readers for use during school hours. This is necessitated as portables and other buildings separate from the main facility do not have their own supporting functions (i.e. restrooms, labs, etc.). The main office does not have a secure vestibule and has limited visibility to the main entrance. Site security is a noted issue as dogs

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and unauthorized visitors have free access to the site. Community use is intended to start at 6pm, but there is no way to police this policy. The courtyard is fenced in, but the egress gate is chained shut. As a result, emergency egress traffic is limited to other exit points. This results in certain sidewalks being very congested, increasing egress times. Staff report continuing problems with rodents and bats in the band hall despite past attempts to remedy the situation. Additionally, raccoons frequently gain access to the plenum space and pollute the school. Roaches and ants also cause problems and have been known to nest in computer equipment.

If renovations or additions were to occur on campus, the principal reports that the courtyard trees and memorials are of particular importance. Various seals, wall plaques, memorial benches, and school memorabilia are also present throughout campus. The library is also a cherished element of campus and should be valued highly when discussing renovations.

In an effort to think forward to the next 20 years of teaching methods, the interview team believes that collaborative, project based teaching methods are key. Advanced technologies will also play a major role in future teaching methodologies.

The hottest issues facing the school are as follows: the aforementioned parking and site conditions, the general lack of support space, current enrollment numbers, the desire for new gym bleachers, and the need for a proper performing arts center.

Additional CAC comments indicate a desire to include the 2013 bond referendum items detailing the Fine Arts Addition, Athletics Outdoor and Indoor Facilities, and Library Renovation. The CAC also asked to include the need for sinks, plumbing, storage, and digital technology in the art rooms, as well as pest and moisture control throughout the building.

Assessment Findings

The Educational Suitability Assessment of the Ann Richards School earned a 47% overall score and places the campus within the category of “unsatisfactory.” The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Academic & Co-Curricular Support

The score is unsatisfactory.

The faculty feel limited in teaching styles given the lack of space and furniture quality.

Classroom storage capacity and type range from room to room, but predominately rely on built-in casework. Remaining corridor lockers are used as textbook storage. Science classrooms appear to have appropriate equipment, storage, and support space. Athletics support spaces are in poor condition and gym seating is a primary concern. The bleacher system is dated wood construction and provides limited seating capacity. Updated the bleachers would trigger ADA upgrades and reduced seating further. Performing arts programs are undersized, require a significant amount of additional storage, and generally lack support spaces. The cafeterium does not fully accommodate the required seating capacity at lunch and features a very limiting stage. Furniture is dated, broken, and generally inflexible. There is no dedicated computer lab

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and what equipment is available is not compatible with required software.

Future Ready Student Development

The score is unsatisfactory.

The classroom spaces are adequately sized, but lack appropriate storage space to accommodate project-based learning. Addressing the need for storage and more flexible furniture would greatly improve future ready student development potential. The number of classrooms will also need to be improved in order to account for the current growing enrollment of the school. Limiting furniture and space in classrooms only facilitates lecture based teaching, whereas collaborative methods are more ideal in the eyes of faculty. Aside from the main courtyard and library, the building offers little space for informal interaction. Additionally, the school struggles with dated visual communication tools that are partially functional and frequently broken (i.e. projectors, document readers, white boards, etc.).

Library/Media Center

The score is unsatisfactory.

The library is centrally located to the majority of classrooms and easily accessible to daily users. Nighttime function is less desirable as there is little ability to shut the remainder of the school off from visitor access. A mix of inflexible furniture types limit space for small group collaboration and independent study. As the library houses makeshift computer lab and maker space areas, space for book storage is reduced. A storage loft was converted by campus staff as a space for formal interaction, but is not ADA accessible and is only available to seniors. The space beneath the loft is used as a conference room, and also houses books. Library technologies are underserved as projection equipment is not available in the conference room or main space. A limited number of power and data outlets greatly limits the flexibility of the space. Wi-Fi service is also described as very poor.

Technology

The score is unsatisfactory.

The technology quality and quantity are inadequate. Whether it be projection equipment, core classroom and CTE computers, or other specialized tools, the majority of programs are poorly equipped in both quality and quantity. Much of the equipment is either at end of life or poorly functioning. The majority of spaces have inadequate coverage of power and data outlets which hinders flexibility and capacity of spaces.

Storage

The score is unsatisfactory.

Storage is generally inadequate in the majority of instances. Specialized spaces (performing arts, athletics, CATE, etc.) suffer from a lack of equipment and student storage (see additional information in above interview summary). Classroom storage spaces are predominately built-in cabinets. Teacher storage options are limited to their personal desk space. Existing lockers are used as textbook storage. Student storage is reportedly not an issue as lockers are no longer used by students.

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Furniture, Fixtures & Equipment

The score is unsatisfactory.

Current furniture is inadequate in condition and in some instances (i.e. band) inappropriate for the intended use. Staff request more flexible furniture types to better promote collaborative working environments.

Higher Scoring Categories:

Exterior

The score is average.

Bus and vehicle traffic streams are comingled. The signage is dated, but relatively adequate in directing visitors around the site. Outdoor learning space opportunities are present, but require supporting equipment and shading in order to properly facilitate outdoor teaching environments. A solar classroom is also present on the site, but is not frequently used due to unsafe, older furniture. The sports fields are inadequately lit, in poor condition, and heavily potholed. As a result, there are several safety and security issues.

General Building

The score is average.

Access for community functions is not ideal as the library does not have exterior access. The cafeteria and gym are located deeper in the building and do not have easy access to parking. The rest of the building is not readily secured and closed off from visitor access during afterhour's events. The general appearance of the school is poorly perceived by the community. Finally, corridors are adequate in width (+/- 10'-0") and well lit.

Security

The score is average.

The location of the administration office is unsatisfactory in configuration, but appropriately located. No visual connection, door buzzer system, or secure vestibule exists to allow faculty to filter visitor access. Key card access is well covered, but should be expanded to include student IDs as students need free access to the building for restrooms and other support uses. Site lighting and security coverage need to be improved in several areas (see additional information in interview summary above). Interior transparency is adequate as classrooms have limited views of most corridors.

Environmental Quality

The score is good.

The quality of artificial lighting is average for classroom functions. Acoustics are adequate with only slight sounds from the corridor and adjacent classroom spaces. A majority of the learning spaces in the building (core classrooms, library, gyms, etc.) have access to both natural light and quality exterior views. Several pest issues including raccoons, bats, rodents, ants, and roaches are present throughout campus. Poorly functioning artificial lights and heavy glare from windows result in poor lighting conditions in the main gym.

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Controllability of Systems

The score is average.

The classrooms have individual thermal controls and effective shades for controlling natural light. However, artificial lighting controls are predominately one on/off switch.



Austin ISD Educational Suitability Assessment Criteria

School	Ann Richards YWLA	BLDG - 028
Name	Kris Kunkel	
Date	8/8/2016	

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	62%
2 - General Building	53%
3 - Academic & Co-Curricular Support	38%
4 - Future Ready Student Development	40%
5 - Library/Media Center	45%
6 - Security	51%
7 - Technology	40%
8 - Storage	47%
9 - Furniture, Fixtures & Equipment	40%
10 - Environmental Quality	72%
11 - Controllability of Systems	60%

1 - Exterior		1	2	3	4	5	N/A			10.00	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2					Comments	1.00	2.00	
1) Bus , car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply.								Bus loop shares entrance/exit with parking. Parking number is insufficient and results in double parking, teachers parking on the curb, and use of graveled areas.			
1.2	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?				4			Comments	1.00	4.00	
1) Outdoor space exists is not developed 2)Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply.								Additional shading is needed to make some spaces functional. The solar classroom is nice, but seating is in poor condition. The Faculty report it results in safety concerns			
1.3	Are outdoor play spaces and playfields adequate in size and configuration?			3				Comments	1.00	3.00	
1) Outdoor play space exists, not developed 2)Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.								Track and field in poor condition (crumbling hardscape, etc.). The soccer field doubles as a band marching field, but doesn't have a tower. Poor field conditions mean matches must be held off site at all times. Tennis courts are in poor condition. Safety net for track and field events is in very poor condition.			
1.4	Is the building easily identified with appropriate signage and community wayfinding?				4			Comments	0.25	1.00	
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			4.00
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.										
2.2	Are community use areas arranged so that the school can allow night functions without full school access?	1						Comments	0.75	0.75
1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.		The library is close to a main entrance, but otherwise is it landlocked. The gym has exterior access, but if is farfrom the parking. The cafeteria is landlocked.								
2.3	Does the general appearance of the school evoke pride for the students and community?			3				Comments	0.25	0.75
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.										

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A			25.00
3.2	Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only)						N/A	Comments	0.00	0.00
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)						N/A	Comments	0.00	0.00
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?				4			Comments	1.00	4.00
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?		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, 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?		2					Comments	1.00	2.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								In the large gym, the bleachers are dated and undersized. Loose furniture is used for seating for all events. The important playoff level games must be hosted elsewhere. The artificial lights are old and fail frequently (5-10 minute intervals at the worst case scenario). Daylighting glare causes visual problems for athletes. The small gym has no obvious concerns.			
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?			3				Comments	1.00	3.00	
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The locker rooms and restrooms are in poor condition due to heavy use.			
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?	1						Comments	1.00	1.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The spaces are so undersized, most theater class functions happen in the cafetorium. The theater class doubles as a dance room. Band and orchestra share a space. The Choir room has built-in risers limiting the space. Spaces lack functional projector/screen equipment. The furniture is innaroprare for musical use.			
3.9	Are music, drama, or performance 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 water fountain, restroom, or dressing room in the theater. A portable is used for the practice room. There is no ensemble or percussion room. The band and orchestra have space for 240 instrument lockers where 350 are needed. Multiple instrument storage locker/racks types are needed. The marching equipment is strapped to a fence outdoors as no secure storage is available.			

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.		There are only two spaces, one being a repurposed classroom. The slat top tables are heavy and inflexible. The electrical service is not sufficient for demand.								
3.11	Are Visual Arts 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.		The storage is acceptable, but space requires computers to support the digital design program. No maker space is available, so the library is frequently used.								
3.12	Are computer lab spaces appropriately configured?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.		There is no dedicated computer lab available. The CATE programs have their own computers.								
3.13	Are computer lab support spaces appropriately configured?	1						Comments	1.00	1.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.		See 3.12								

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.14	Are Special Education spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.									
3.15	Are Special Education support spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.									
3.16	Are the student dining facilities appropriately configured?							Comments	1.00 0.00
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 stage is small and doesn't support the theater/band/orchestra functions. Choir is the only class small enough to utilize the space. There is no storage for stage function. Power outlets are scarce, so there's a dependence on power strips and extension chords. The lighting system is poor. The hookup for the A/V system is at the center of the stage. The cafeteria is used over the course of two periods, but needs a third to accommodate the student demand. Furniture is old, broken, and does not fold properly in many instances. When folded, tables are too tall to pass through doors. There is only one security camera.							

4 - Future Ready Student Development		1	2	3	4	5	N/A	20.00	
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.		The sizes and scheduling availability do not allow reliable use of specialized spaces. The equipment is also a hindrance.							
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.		The general classrooms are limited by the poor quality of the furniture and the lack of equipment flexibility.							
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.		The storage is so scarce that textbooks are stored in student lockers that are no longer being used by students.							
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?			3				Comments	1.00 3.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.		Staff have a "presentation of learning" directive to display student works in corridors. While flat display is available, there is very little space for 3-dimensional display.							

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.								There are very few spaces for collaboration.	
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)		2					Comments	1.00 2.00
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.		Majority of the CATE classes are being held in portables that do not properly simulate working environments.							
4.9	Do the career education spaces simulate real world or college environments? (High School Only)		2					Comments	1.00 2.00
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.		See 4.8.							
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.									

5 - Library/Media Center		1	2	3	4	5	N/A			12.50	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?					5		Comments	0.50	2.50	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is located adjacent to the main entrance and central to the majority of the classroom spaces.			
5.2	How well does the Library/Media Center support quiet study?	1						Comments	1.00	1.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Space is generally undersized resulting in less than conducive conditions for independent study.			
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.								Students have a loft dedicated to hang out and relax.			
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?		2					Comments	1.00	2.00	
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The limited amount of space provides limited opportunities.			

5 - Library/Media Center - Continued		1	2	3	4	5	N/A		
5.5	How well does the Library/Media Center support collaborative work in larger groups (10-25)?	1						Comments	1.00 1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Only one space intended as a conference room can accommodate large groups, but currently doubles as book storage. It is frequently overbooked and not accessible to a large portion of the student and faculty populations.	
5.6	How well does the Library/Media Center support technology?		2					Comments	1.00 2.00
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.								The Wi-Fi is not dependable and data/power outlets limit layout flexibility and number of computers available. The computers are dated and only run basic programming. CATE functions must rely on computers in their independent classroom spaces.	

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.		The back of the school, courtyard, back of gym, street side parking (particularly the west side), and portables are lacking in proper site lighting.								
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?		2					Comments	1.00	2.00
1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.		Visibility to the front door is not adequate from the front desk. Private offices and support spaces flank three sides of the administration space, blocking views.								
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.										

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.										
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.								Power and data outlets limit the majority of spaces.		

8 - Storage		1	2	3	4	5	N/A			7.00
8.1	Is there adequate general storage in the building?	1						Comments	1.00	1.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Storage limits the majority of special use spaces as well as classroom spaces.		
8.2	Is there adequate classroom storage?		2					Comments	1.00	2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										
8.3	Is there adequate student storage?				4			Comments	1.00	4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Students reportedly don't use the lockers provided and don't need additional personal storage (specialized spaces like band are excluded from this general comment).		

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A			5.50
9.1	What is the current condition of the furniture?		2					Comments	0.75	1.50
1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply.								There is a variety of aged, damaged, and ergonomically inappropriate furniture.		
9.2	How well does furniture accommodate rapid reconfiguration of a space?	1						Comments	1.00	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.								The furniture is heavy and not easily reconfigured.		
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00	3.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.										

10 - Environmental Quality		1	2	3	4	5	N/A			18.00
10.1	How are acoustics in classrooms in general?			3				Comments	1.00	3.00
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	1.00	4.00
1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply.										
10.3	Is there access to natural light in classrooms?					5		Comments	1.00	5.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.										

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

11 - Controllability of Systems		1	2	3	4	5	N/A		7.50
11.1	Does the classroom thermostat allow for individual control?					5		Comments	0.50 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?	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.									
								There are predominately single on/off switch scenarios.	



Photo 1. Accordion Partition between classes



Photo 2. Band Hall



Photo 3. Band Storage



Photo 4. Cafetorium



Photo 5. Chained site egress



Photo 6. Choir room



Photo 7. Corridor



Photo 8. Engineering Class



Photo 9. General Classroom



Photo 10.Gym Lobby