



Educational Suitability Summary Report

Austin High School – BLDG 002

Date: 06/23/2016 (Rev 1 – 11/4/16 – Survey Response)

Score 60% Average

Austin High School is considered the flagship high school for Austin ISD. It serves a student population of over 2,000 students in Central Austin with unique programs such as the Academy for Global Studies and Project Lead the Way. Austin High looks to reinvent itself by adding to the academy model of creating four small communities: Science Innovation, High-Tech, Classical Studies and Global Studies. In order to create such academies and innovative instruction, the school needs to address multiple issues with campus planning and adjacencies throughout the campus. The main spaces to be considered very unsuitable are the special education spaces and must be adjusted immediately. The building has been characterized as “Mid-Century, but not modern”.

Survey Overview

Students, staff and community members participated and completed the online ESA survey. The results showed that there was a general satisfaction with education suitability of the educational spaces, although there were many that were unsatisfied with the campus spaces compared to other schools in central Texas. The survey indicated the campus felt safe for students and parents. The survey indicated a need to improve artificial lighting, small group learning spaces, hands-on project spaces and the athletic fields. Technological improvements leaned towards devices such as laptops and tablets.

Interview Overview

Interview conversations with the principal and the staff state that the overall educational suitability of the campus is lacking in a comprehensive flow and layout that supports modern education modalities. The organizational strategy has odd logic with the main office on the second floor. The main entry on the East allows visitors to roam into the corridors freely with minimal supervision before going upstairs to check in with the main office. To compensate for the poor planning, the campus currently has two small reception desks at each main door. These stations allow badging and check in but also greatly narrows the entry flow for students and visitors. The west entry leads visitors to the social behavioral skills room which is undesirable for visitors and is a security concern. Many of the general classrooms are undesirable learning spaces. Of particular concern is the special education spaces that have no natural lighting and very small sizes.

The general location of the campus has become an issue with the increased traffic congestion along Cesar Chavez and Mopac. It is nearly impossible to drive, be picked up or dropped off for school due to the larger traffic issues in Austin. The congestion around the site is increasingly difficult for buses leaving to get to sports games on time during events such as Austin City Limits. The campus only has one way in and one way out. Part of the campus congestion is because the public is using the adjacent lake trails, rowing center and the school's track. It was noted that approximately 1,000 people per day are using the school's track and it “is in shambles”. Due to the heavy use of the track, it now needs to be completely replaced.

PERKINS + WILL

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The library is dated and lacks adequate technology. Athletic support spaces are disjointed with locker rooms being downstairs from the gymnasiums. The weight room as well as the “Maroon Room” (tape watching space) is dated and in poor condition. They both lack in proper equipment and adequate size. The Preas Theater (black box theater) has no restrooms and needs a classroom. Part of the preliminary planning that the campus has started is to reallocate some existing spaces of the adjacent Orchestra spaces into support spaces for the theater and accommodate a classroom and restrooms.

The elevators are constantly malfunctioning and pose a problem not only for student and staff use but for visitors, as many elderly alumni visit the campus on a consistent basis.

Austin High School looks to further develop their academy model. This will require a reorganization of spaces and additional modifications to the curriculum. The basis for this model begins with incoming freshman who will determine in 8th grade which of the four core academies to join: Science Innovation, High-Tech, Classical Studies or Global Studies.

The principal has preliminary floor plans illustrating how the school should be generally be reorganized. Some key movements are the CATE wing moving into the current athletic wing and the Special Education spaces moving into the CATE wing. This would be possible only with the addition of a new structure to relocate the entire athletics wing. The principal highlighted a parking garage structure with other programs such as the athletics and weight room that would be funded in part by the school, Austin Stone (the church that holds service inside the school) and private donors. The new athletics wing would be considered a wellness center. The wellness center programming would include a lap pool and a green roof. The parking structure would help alleviate some of the parking issues currently on site. There are so many over-arching issues with the site and campus organization that a new high school building on another site is desired.

Not only is the heavy traffic a safety concern, but the security surveillance system has blind spots throughout the campus. The existing cameras have to be manually rotated and often do not catch the full extent of incidents. The location of the main office is very unsatisfactory and is an issue for visitors checking in. The site lighting is considered to be “moderate at best.”

Austin High School’s campus needs some updating and will require some modifications to meet the needs of its students and staff. The noted items that should be preserved should any changes occur on campus are the Hall of Honor, a dedication to distinguished alumni, and the archives in the library that house artifacts to provide a glimpse of the school’s history. These are of the utmost importance of preserving to the school and community as it is a significant part of the city’s history and legacy.

In summation, the Academy model is a crucial component for how students learn and become more specialized for the future, and on-line learning will be extremely important on how the students gain their information. The other major issue for the campus is the reorganization of spaces - especially the special education wing that is deemed very unsatisfactory needs to be addressed immediately.

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Assessment Findings

The Educational Suitability Assessment of Austin High School earned a 60% overall score and places the campus in a category of average. The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

General Building

Score is unsatisfactory.

There is a lack of access to community spaces due to second floor locations. The general appearance of the school is not welcoming. The dual main entries are confusing. All visitors have to be led from small desk at each first floor entry point to the main office on the second floor. The arrangement of school spaces is not ideal with critical functions split across multiple floors like the separation of the athletic support spaces and the gyms. The overall layout needs to be reconfigured.

Security

Score is unsatisfactory.

The location of the central office is very unsatisfactory in configuration for creating a secure entry to the school. There are no secure vestibules. There is a need for new security cameras and better lighting on the west side of campus.

Higher Scoring Categories:

Environmental Quality

Score is average.

The quality of the artificial lighting is appropriate for classroom functions, while the acoustics are inadequate as sounds are easily heard from the corridor and adjacent classroom spaces. Most of the classroom walls are thin metal partitions with no acoustic properties. Many of the classrooms no windows, thus no natural light, including the special education spaces.

Academic & Co-Curricular Support

Score is average.

There are some classrooms that are newer than other classrooms. In particular, the new science classrooms are excellent yet other science classrooms such as the biomed room is small and inadequate for the functional needs. A large number of classrooms lack windows and natural light. The athletic spaces are disjointed having locker rooms on different floor from the gymnasiums and no ability to supervise movement between the spaces. The blackbox theater has no restrooms or drama classroom. The dining area does have adequate room for interaction with various types of seating.

Library/Media Center

Score is average.

The library has a lack of space and flexibility for collaborative work of different group sizes.

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There is a need for other casual seating to support social interaction and separation for areas for individual study. In addition, the library has unsatisfactory technological support.

Technology

Score is average.

Common facilities lack instructional technology, but classrooms have computers. Power outlet locations are poorly spaces and there is a high degree of extension cord use.

Storage

Score is average.

General building storage is inconsistent due to inconsistent classroom sizes. Additionally, classroom storage spaces are equipped with only minimal built-in cabinets.

Exterior

Score is average.

The site has appropriate signage for wayfinding. The campus does provide multiple outside spaces for learning with outdoor rooftop patio areas including nature views and views of downtown. The one way in and one way out are a big problem for site circulation, emergency access, and general traffic congestion. The track is in very poor condition.

Future Ready Student Development

Score is good.

The campus has multiple common areas within large open areas and various types of seating. The spaces encourage opportunities for collaboration outside of classroom setting and appropriate for informal interaction as well as independently. Seating areas do not all have transparency from learning spaces for supervision. The campus currently has well equipped designated career prep rooms.

Furniture, Fixtures & Equipment

Score is good.

Most of the furniture is satisfactory in condition and size, and does allow for easy reconfiguration of the space for different learning groups within most classrooms.

Controllability of Systems

Score is good.

The classrooms have individual thermostat controls. Classrooms with windows have effective shades for controlling natural light. Artificial lighting controls are inconsistent with single and very few with multiple switches.



Austin ISD Educational Suitability Assessment Criteria

| | | |
|---------------|---|-----------------|
| School | Austin High School | BLDG-002 |
| Name | Anacleto Rojas and John Eldred | |
| Date | 6/23/2016 (REV1 - 11/22/2016 SPED Department Comments) | |

Scoring Scale

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

Overall Educational Suitability Score **60%**

| | |
|--------------------------------------|-----|
| 1 - Exterior | 55% |
| 2 - General Building | 47% |
| 3 - Academic & Co-Curricular Support | 58% |
| 4 - Future Ready Student Development | 66% |
| 5 - Library/Media Center | 62% |
| 6 - Security | 45% |
| 7 - Technology | 60% |
| 8 - Storage | 60% |
| 9 - Furniture, Fixtures & Equipment | 67% |
| 10 - Environmental Quality | 64% |
| 11 - Controllability of Systems | 68% |

| 1 - Exterior | | 1 | 2 | 3 | 4 | 5 | N/A | 9.00 |
|--------------|--|--|---|---|---|---|-----|------------------|
| 1.1 | Does the site permit desirable separation of vehicular, bus and pedestrian traffic? | 1 | | | | | | 1.00 1.00 |
| | 1) Bus, car and pedestrian all happen at the same location. 2) Cars and buses mix, pedestrians are separated. 3) Buses, cars, and pedestrians are separate but stack space is small. 4) Buses, cars, and pedestrians are separate but drop off does not have a canopy or a holding place like a commons or cafeteria. 5) Buses, cars, and pedestrians are separate and drop off area has a canopy and destination. N/A) Does not apply. | Comments There are clear separate traffic paths, but parents do not obey the signage. The campus has only one way in and out and is located in high traffic area for the city. This poses safety concerns for emergency access. It also is a concern for overall student circulation. | | | | | | |
| 1.2 | Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)? | | | | 4 | | | 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. | Comments There are many opportunities for outside learning throughout school. More furniture is needed outside to support the activities. | | | | | | |
| 1.3 | Are outdoor play spaces and playfields adequate in size and configuration? | | | 3 | | | | 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. | Comments The track is in very poor condition. | | | | | | |
| 1.4 | Is the building easily identified with appropriate signage and community wayfinding? | | | | 4 | | | 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. | Comments | | | | | | |

| 2 - General Building | | 1 | 2 | 3 | 4 | 5 | N/A | 3.50 | |
|---|---|---|---|---|---|---|-----|------|-------------|
| 2.1 | Are interior circulation routes wide enough to safely and effectively accommodate student movement? | | | 3 | | | | 0.50 | 1.50 |
| 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. | | Comments | | | | | | | |
| 2.2 | Are community use areas arranged so that the school can allow night functions without full school access? | | 2 | | | | | 0.75 | 1.50 |
| 1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply. | | The gym and library are on the second floor without separate public access. | | | | | | | |
| 2.3 | Does the general appearance of the school evoke pride for the students and community? | | 2 | | | | | 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. | | Comments | | | | | | | |

| 3 - Academic & Co-Curricular Support | | 1 | 2 | 3 | 4 | 5 | N/A | | 38.00 | |
|--|--|---|---|---|---|---|-----|----------|-------|------|
| 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? | | | 3 | | | | Comments | 1.00 | 3.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools) | | The new science wing is very satisfactory but the older science classrooms and the biomedical center are very poor. | | | | | | | | |
| 3.5 | Are Science Classrooms/Labs support areas 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, 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) | | The older science classrooms do not have the ed spec required support spaces. | | | | | | | | |

| 3 - Academic & Co-Curricular Support - Continued | | 1 | 2 | 3 | 4 | 5 | N/A | Comments | 1.00 | 2.00 |
|---|---|---|---|---|---|---|-----|--|------|------|
| 3.6 | Are Physical Education and Athletic spaces appropriately configured per the ed spec? | | 2 | | | | | | | |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | Locker room and gyms are disconnected on different floors of the building. They are connected with a small communicating stair that is enclosed so it is impossible to monitor students moving from the locker to the gym areas. | | |
| 3.7 | Are Physical Education and Athletic support spaces appropriately configured per the ed spec? | | 2 | | | | | | | |
| 1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. | | | | | | | | | | |
| 3.8 | Are music, drama, or performance spaces appropriately configured per the ed spec? | | | | 4 | | | | | |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | | |
| 3.9 | Are music, drama, or performance support spaces appropriately configured per the ed spec? | | | 3 | | | | | | |
| 1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. | | | | | | | | Classroom space is needed for the black box theater. | | |

| 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. | | | | | | | | | |
| 3.11 | Are Visual Arts 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. | | | | | | | | | |
| 3.12 | Are computer lab spaces appropriately configured? | | | | 4 | | | Comments | 1.00 4.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |
| 3.13 | Are computer lab support spaces appropriately configured? | | | | 4 | | | Comments | 1.00 4.00 |
| 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 - 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 special education classrooms are poorly organized and lack natural daylight. <i>SPED department Comments: Elevator working for 3 levels.</i> | | |
| 3.15 | Are Special Education 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. | | | | | | | | The special education support spaces do not meet the education specification. <i>SPED department Notes: Restroom is close proximity (Life Skills). Scores separate classrooms. All Life skills classrooms have shower, kitchen, w/D, restrooms big enough for changing table.</i> | | |
| 3.16 | Are the student dining facilities appropriately configured? | | | | 4 | | | Comments | 1.00 | 4.00 |
| 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. | | | | | | | | There is a very large dining room with various opportunities for interaction however there is no outdoor seating. | | |

| 4 - Future Ready Student Development | | 1 | 2 | 3 | 4 | 5 | N/A | 33.00 | |
|--|---|---|---|---|---|---|-----|----------|------|
| 4.1 | Does the facility provide specialized space and opportunities for hands-on project-based learning? | | | 3 | | | | 1.00 | 3.00 |
| 1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply. | | | | | | | | Comments | |
| 4.2 | Are general classrooms large enough to support project-based learning and multiple teaching modalities? | | 2 | | | | | 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. | | | | | | | | Comments | |
| 4.3 | Is there adequate storage and/or support space to support project-based learning? | | | 3 | | | | 1.00 | 3.00 |
| 1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply. | | | | | | | | Comments | |
| 4.4 | Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)? | | | 3 | | | | 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. | | | | | | | | Comments | |

| 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? | | | | 4 | | | | | |
| 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. | | | | | | | | Comments | 1.00 | 4.00 |
| 4.6 | Does the building provide opportunities for informal interaction? | | | | 4 | | | | | |
| 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. | | | | | | | | Comments | 1.00 | 4.00 |
| There is plenty of casual seating in the interior hallways but most are not directly visible from a learning space. | | | | | | | | | | |
| 4.7 | Does the building provide adequate opportunities for students to work independently? | | | | 4 | | | | | |
| 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. | | | | | | | | Comments | 1.00 | 4.00 |

| 4 - Future Ready Student Development - Continued | | 1 | 2 | 3 | 4 | 5 | N/A | Comments | 1.00 | 4.00 |
|---|--|---|---|---|---|---|-----|--|------|------|
| 4.8 | Does the building support career education per house bill 5? (High School only) | | | | 4 | | | | | |
| 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. | | | | | | | | The Career Prep and the Engineering room are well outfitted. | | |
| 4.9 | Do the career education spaces simulate real world or college environments? (High School Only) | | | 3 | | | | | | |
| 1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply. | | | | | | | | | | |
| 4.10 | Does the building have adequate visual communication tools? | | | 3 | | | | | | |
| 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 | 17.00 | |
|--|---|---|---|---|---|---|-----|--|------------------|
| 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 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The Library is on the second floor and lacks clear signage. The second floor location does not allow use of the space while still securing the rest of the campus. | |
| 5.2 | How well does the Library/Media Center support quiet study? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |
| 5.3 | How well does the Library/Media Center support social interaction? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |
| 5.4 | How well does the Library/Media Center support collaborative work in small groups (4-8 students)? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |

| 5 - Library/Media Center - Continued | | 1 | 2 | 3 | 4 | 5 | N/A | | |
|---|---|---|---|---|---|---|-----|----------|------------------|
| 5.5 | How well does the Library/Media Center support collaborative work in larger groups (10-25)? | | | | 4 | | | Comments | 1.00 4.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |
| 5.6 | How well does the Library/Media Center support technology? | | | 3 | | | | Comments | 1.00 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. | | | | | | | | | |

| 6 - Security | | 1 | 2 | 3 | 4 | 5 | N/A | 7.25 | |
|--|--|---|---|---|---|---|-----|----------|---|
| 6.1 | Does the facility have key card access at all major entries? | | | | | 5 | | 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. | | | | | | | | Comments | |
| 6.2 | How adequate is site lighting and security for the campus overall? | | | 3 | | | | 1.00 | 3.00 |
| 1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply. | | | | | | | | Comments | |
| 6.3 | Is the main office properly located and configured with a secure vestibule to the main corridor? | 1 | | | | | | 1.00 | 1.00 |
| 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. | | | | | | | | Comments | The main office check-in is located on the 2nd floor far away from the main entrance. This problem is being solved by stationing campus police at each entry. There is no secure vestibule at either main campus entry. |
| 6.4 | Is there enough interior transparency for faculty to effectively supervise students who are not in classrooms? | | 2 | | | | | 1.00 | 2.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | Comments | |

| 7 - Technology | | 1 | 2 | 3 | 4 | 5 | N/A | 6.00 |
|---|---|---|---|---|---|---|-----|------|
| 7.1 | How well equipped are the facilities with instructional technology? | | | 3 | | | | 3.00 |
| 1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply. | | | | | | | | 1.00 |
| 7.2 | Is there an adequate number of power and data outlets in learning spaces? | | | 3 | | | | 3.00 |
| 1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply. | | | | | | | | |

| 8 - Storage | | 1 | 2 | 3 | 4 | 5 | N/A | | | 9.00 |
|--|--|--|---|---|---|---|-----|----------|------|------|
| 8.1 | Is there adequate general storage in the building? | | | 3 | | | | Comments | 1.00 | 3.00 |
| 1) Very unsatisfactory 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 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. | | There are plenty of lockers throughout the campus. | | | | | | | | |

| 9 - Furniture, Fixtures & Equipment | | 1 | 2 | 3 | 4 | 5 | N/A | 9.25 | | |
|---|---|---|---|---|---|---|-----|----------|------|------|
| 9.1 | What is the current condition of the furniture? | | | 3 | | | | Comments | 0.75 | 2.25 |
| 1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply. | | | | | | | | | | |
| 9.2 | How well does furniture accommodate rapid reconfiguration of a space? | | | 3 | | | | Comments | 1.00 | 3.00 |
| 1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply. | | | | | | | | | | |
| 9.3 | Is the furniture ergonomic and size appropriate for grade level? | | | | 4 | | | Comments | 1.00 | 4.00 |
| 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 | | | 16.00 |
|---|--|---|---|---|---|---|-----|----------|------|-------|
| 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? | | | 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? | | | 3 | | | | Comments | 1.00 | 3.00 |
| 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? | | | 3 | | | | | | | | | Comments | 1.00 | 3.00 |
| 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? | | | | 4 | | | | | | | | Comments | 1.00 | 4.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply. | | | | | | | | | | | | | | | |

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

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Photo 1.
2.1 Circulation

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Photo 2.
3.1 Standard Classroom

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Photo 3.
3.7 Weight Room

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Photo 4.
3.8 Performing Arts Space

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Photo 5.
3.10 Visual Arts Space

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Photo 6.
3.12 Computer Lab

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Photo 7.
3.14 Special Education Spaces



Photo 8.
4.5 Collaborative Spaves

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Photo 9.
4.8 Career Prep Room



Photo 10.
8.2 Storage