



Educational Suitability Summary Report

Crockett High School – BLDG # 008

Date: 08/08/2016 (REV1 – 12/13/2016 – SPED and CAC comments)

Score 57% Average

Crockett High School serves a student population of approximately 1500 students in southwest Austin. After meeting with the school principal, it is clear that the primary focuses for the school should be to address an increasingly larger student body in an already overcrowded facility, remedy a series of security concerns, and to improve the environmental conditions of the facility.

Survey Overview

Survey results from several teachers and administrators resulted in an unsatisfactory level of educational suitability for most major spaces. While the library received a mix of reviews ranging from “neutral” to “satisfied,” the athletics spaces, cafeteria, science labs, general classrooms, and arts spaces more consistently scored poorly. Many of the survey responders including a teacher at the school, consider the overall physical condition and appearance of the facility to be satisfactory, while sports fields and other areas on the school grounds are less ideal. Campus security is also identified as problematic in many of the responses. A primary complaint is that keycard access points and ADA push buttons are not functioning properly or are altogether nonexistent in many of the frequently used access points. Additionally, the functionality of doors and locks across campus are brought into question as many do not open and close, or lock and unlock properly. Finally, many of the teachers on campus are not equipped with the numerous keys that are needed to access the different areas of the school.

Interview Overview

In talking with the principal and staff members, a few of the current programs are being held in unsuitable spaces. Performing arts spaces are generally in poor shape and suffer from a lack of storage space and a limited number of practice rooms. The cafeteria needs more space and additional seating to accommodate the current student population. There is also a desire for additional serving line space to increase student processing speed and to provide alternative food options. Computer technology is currently housed in a standard classroom and a growing entrepreneurship program is creating an ever increasing demand for additional classroom space. General building storage is a problem across the campus. Most notably, the textbook storage room (#269) is perceived as woefully insufficient. Additional concerns focused on the need for additional administration offices and conference spaces. The most alarming need in the eyes of the faculty is for upgrades to the life skills classroom. The primary entrance to the space is an uncovered, exterior door. The accessible lift doesn't work and the space suffers from a number of other ADA compliance issues (restrooms, necessary equipment, etc.). Additional space is also needed to accommodate the growing needs of the program.

Programs that are desired include a true, dedicated maker space, dedicated storage space for performing arts programs, general building storage, and additional classrooms for expanding programs (i.e. Entrepreneurship). *CAC comment is that the construction technology program has inadequate equipment and more is needed.*

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A primary concern of the campus is safety and security. With poor site lighting coverage, inadequate camera coverage, and spotty card reader coverage, the school is subjected to many security risks from external sources. Additionally, there are doors that do not open properly, have locking mechanisms that do not function, and/or do not allow free egress from interior areas of the school (see all doors leading to interior courtyards). Door hardware also seems to conflict with ADA compliance as ADA pushbuttons either do not function, or override locks after hours resulting in security risks.

The only elements of the existing campus that are important to the school to keep are monuments and memorials spread throughout the courtyards.

In future planning, the school staff would expect development to focus on integrating advanced technologies, prioritizing a true makerspace, and creating collaborative spaces for student interaction.

Final comments focused on the most critical issue that should be addressed promptly, which is the need to address additional class space for the growing entrepreneurship program.

Assessment Findings

The Educational Suitability Assessment of Crockett High School earned a 57% 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:

Academic & Co-Curricular Support

The score is unsatisfactory.

The science classroom size and quality vary across departments. While chemistry labs are appropriately sized, configured, and equipped, the biology classrooms are quite the opposite. They also have several reported leak and rodent issues. The athletic spaces utilize aged equipment and are insufficient in size to accommodate the student body. Support spaces (i.e. locker rooms) are undersized, aged, and pose numerous ADA compliance issues. Typical of high schools built during this time period, the locker rooms are compartmentalized and separated by 6” curbs to help isolate “dry” spaces from “wet” spaces. Training equipment and space is undersized given the program’s enrollment size. It is worth noting however, that the weight room and gym spaces are currently receiving cosmetic renovations.

The performing arts spaces score at the bottom of the rankings in both main class space (band halls, choir, etc.) and to storage and practice room spaces. Acoustics, lighting, insufficient storage, aged equipment, and only having a minimal number of practice spaces are among the primary concerns. Visual arts spaces are undersized and served by aged equipment and insufficient storage space. A computer technology class is currently being housed in a standard classroom space, while the intended computer lab space is being used as a makeshift maker space. As a result, both spaces suffer from sparsely spaced power outlets, aged or inappropriate equipment, and an inadequate amount of space. While the cafeteria features a variety of seating types, the overall capacity of the seating space and serving lines are

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inadequate when handling the necessary volume of students. Lastly, the special education space is adequately sized, but needs cosmetic and functional upgrades. The main entrance to the space is accessed from the exterior of the building and provides an uncovered entrance for students with mobility impairments. Equipment (kitchen, lifts, changing tables, etc.) are past their end life and either functioning poorly or not at all.

Security

The score is unsatisfactory.

The key card access is sparse throughout the campus and does not cover all major entry points. Additional safety concerns result as the interior courtyard doors do not allow occupants free egress access back into the building in the event of an emergency. Several areas around campus, particularly around the parking lots and the autotech yard, are poorly lit and at high risk to vandalism. The principal reports that many of the high traffic paths around campus are either very poorly lit or not lit at all. The administration space is adjacent to the intended main entrance of the school, but it has very little ability to monitor access points peppered throughout campus. No secure vestibule is present to help filter visitors through the main office area. Interior transparency is limited due to the “pod” type orientation of classrooms. As a result, interior courtyards are monitored less than is ideal.

Technology

The score is unsatisfactory.

Projector age and quality varies throughout the campus. The classrooms are typically served by a couple of computers that are dated or near the end of life. The number of data and power outlets serving a standard classroom is adequate given the low demand. However, more specialized spaces (i.e. computer labs, CTE spaces, etc.) that demand a power and data are entirely underserved by existing utilities.

Storage

The score is unsatisfactory.

The principal reports that the need for additional storage is high across campus. Many programs utilize supplementary storage (i.e. connex boxes, portables, etc.) to meet basic storage needs. Textbook storage (room 269) is identified as having the most dire need for more space. Classroom storage is a mix of casework and closet storage depending on the department and location in the building. More often than not, minimal storage needs are not met. Fixed student storage is accommodated by existing locker counts. However, overpopulated classrooms offer very little space for student belongings while in class.

Higher Scoring Categories:

Controllability of Systems

The score is average.

While classrooms have individual controls for thermal comfort, most spaces are either using shades in poor condition or curtains installed by the teachers. Artificial lighting controls vary across campus, but are predominately limited to only one on/off switch. Some spaces do have either alternating rows or lighting zones for slightly improved conditions.

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Environmental Quality

The score is average.

The quality of the artificial lighting varies depending on classroom function. Several classrooms have employed colored films and coverings to reduce or filter existing lighting in order to create more comfortable lighting levels and color rendering indexes. Acoustics also vary across campus as some classrooms are more susceptible to corridor and adjacent room noises than others. Most spaces have natural light, although very minimal in many cases. These small windows offer very little in terms of exterior views. The principal reports consistent issues with rodents (especially in the science wing), ants, roaches, mosquitos, and bees (predominately in courtyard spaces).

Future Ready Student Development

The score is average.

A mix of adequately and inadequately sized classroom spaces are spread throughout campus. In general, classroom spaces lack appropriate storage space to accommodate project-based learning. The school has ample display space for student work and a mix of inadequate (aged projectors) and appropriate visual communication tools (whiteboards, etc.) within classrooms. A variety of exterior spaces, meeting rooms, and student lounge areas offer multiple opportunities for collaboration in various group sizes. Additional space is needed however to accommodate the increased need for this function. The aforementioned spaces also allow for opportunities of informal social interaction and independent study. House bill 5 is accommodated by existing spaces and equipment; however, an increasing demand generated by growing programs necessitates additional space and higher quality equipment.

Exterior

The score is good.

Traffic circulation for vehicular, bus, and pedestrian traffic is not clearly noted. The bus drop-off loop shares both an entrance and an exit with two parking areas. Student parking stretches far from the main building. Sports field parking is undersized and often located far from the fields themselves. Additionally, building signage and wayfinding is present, but not conveniently located for optimal use. Outdoor learning space opportunities are present in several courtyards throughout campus that offer pleasant shade. Minor improvements in maintenance and the addition of classroom conducive features (seating, elements of learning, etc.) would further improve the usability of these spaces. The fields are adequate in size, but could be more appropriately located in relation to the gym and parking.

General Building

The score is good.

The general appearance of the school is aged, but adequately maintained. The arrangement of school spaces allow convenient nighttime use of the school and the corridors are average in width.

Furniture, Fixtures & Equipment

The score is good.

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The furniture appears satisfactory in condition and size, and should allow easy reconfiguration of the space for different learning groups. The principal expresses concern for the quantity and quality of furniture. Although it has all been recently acquired, it does not meet the program needs of a growing student body.

Library/Media Center

The score is excellent.

The library offers space and flexibility for collaborative work of different group sizes. A variety of furniture types and groupings support social interaction and separation for areas of individual study. Additionally, the library has adequate technological support. The only issue facing the library is how to increase space and equipment capacity to accommodate a growing student population.



Austin ISD Educational Suitability Assessment Criteria

School	Crockett High School	BLDG - 008
Name	Kris Kunkel	
Date	July 25th, 2016 (Rev 1- 12/13/16 - SPED Dept Comments)	

Scoring Scale

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

Overall Educational Suitability Score	57%
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1 - Exterior	66%
2 - General Building	73%
3 - Academic & Co-Curricular Support	40%
4 - Future Ready Student Development	64%
5 - Library/Media Center	87%
6 - Security	40%
7 - Technology	40%
8 - Storage	47%
9 - Furniture, Fixtures & Equipment	80%
10 - Environmental Quality	52%
11 - Controllability of Systems	60%

1 - Exterior		1	2	3	4	5	N/A	10.75	
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.							The bus loop drop-off shares an entrance and exit with two parking areas. The student parking is undersized and spreads far from the building. The sport fields are underserved by parking, as the majority of parking takes place at the front of the school.	
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.							The school has several courtyard spaces that offer pleasant shade and opportunities for outdoor learning spaces. With minor improvements to help facilitate the use as an outdoor classroom (seating, learning gardens, etc.) these existing spaces would function well for this purpose.	
								See Image 1	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?				4			Comments	1.00 4.00
	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.								
1.4	Is the building easily identified with appropriate signage and community wayfinding?			3				Comments	0.25 0.75
	1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.							There is signage present, but is not easily found or interpreted.	

2 - General Building		1	2	3	4	5	N/A	5.50	
2.1	Are interior circulation routes wide enough to safely and effectively accommodate student movement?				4			Comments	0.50 2.00
1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply.								Primary circulation is appropriately sized and well lit.	See Image 2
2.2	Are community use areas arranged so that the school can allow night functions without full school access?				4			Comments	0.75 3.00
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 large gym and cafeteria share a primary entrance and can be easily shut off from the rest of the facility. The library is served by an entirely separate exterior entrance. While the library is only accessible from the main courtyard, the school's open air corridors make shutting off full areas of the school difficult. While visitors may not be able to access interior spaces, they have full reign of the courtyard and its various related corridors.	
2.3	Does the general appearance of the school evoke pride for the students and community?		2					Comments	0.25 0.50
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.									

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	26.00	
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)									There are a mix of lab spaces with varying qualities. Chemistry labs are reportedly appropriate in size, configuration, and quality of equipment. The biology labs, however, are reportedly dated, have dated, inflexible furniture, and are subject to various leaks and rodent problems.
									See Image 3
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)									All labs in general would benefit from additional storage. The quality of lab equipment varies between chemistry and biology labs.

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The principal reports that the gyms are currently being renovated. The bleachers are in good shape, the gym equipment appears aged, but adequate, and the student capacity is undersized when compared to the current population.	See Image 4
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?		2					Comments	1.00 2.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The locker rooms are aged and pose several ADA compliance issues (i.e. raised tile lips compartmentalizing showers from restrooms and from locker areas, etc.). Additionally, toilets and showers are not fully compliant. The capacity of the locker rooms is undersized given the program's current student enrollment. The training room is reportedly "very undersized" when compared against this population. Equipment quantity and condition is a concern for all training equipment. The weight room is currently being renovated.	See image 5
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 band halls are aged, in poor condition, and undersized given the current program enrollment. Everything from acoustic performance to artificial lighting levels are problematic in these areas.	See Image 6
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.								The storage space appears minimal as instruments, student items, and general equipment are stored in everything from offices to practice rooms. The number of practice rooms, including those currently doubling as storage, are few in number. The band is currently using a connex box to supplement the additional storage requirements. The lighting around the band area is poor for nighttime function.	

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.										The art spaces are currently undersized given enrollment.							
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?		2							Comments		1.00	2.00				
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										Storage and equipment are generally insufficient given that the spaces do not meet the demands of an overpopulated space.							
3.12	Are computer lab spaces appropriately configured?		2							Comments		1.00	2.00				
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.										Computer tech is currently housed in standard classrooms. A computer lab is being repurposed as a makeshift maker space, so an additional computer lab is required. Current computer labs suffer from too few power outlets. Computer equipment varies across the campus, but appears to be adequate in most cases. The principal reports many computers not being new enough to run required programs for CTE curriculum.							
See Image 7																	
3.13	Are computer lab support spaces appropriately configured?		2							Comments		1.00	2.00				
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.										The computer labs across campus have very little secure storage, if any at all. A growing entrepreneurship program requires additional computer lab space and more up to date computer equipment.							

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.						While the special education space is adequately sized, it is very aged and requires cosmetic maintenance. It is located far from the main office and school entrance. Additionally, the space has a primary entrance that is accessed from the exterior of the building, without cover. <i>SPED Dept Comment: Far from the entry is not an issue. The campus needs another classroom for SCORES (2 units - 21 kids - currently share) Resource classrooms are adequate. One LS room has lost floorspace due to wheelchair ramp.</i>				
						Score has been lowered from 4 to 3 to reflect condition						See Image 8				
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.						Special education support spaces are adequate in size and located appropriately within the main special education room. However, all equipment is incredibly dated and reportedly functions poorly (i.e. kitchen equipment, changing tables, lifts, etc.). <i>SPED Dept Comment: Bell for fire drills is near Life Skills classroom and is excessively loud. Edgenuity lab does not have functional computers or networking/wiring capabilities, poor ventilation.Mold suspected in Room 13. Kitchen in 164 needs to be completely remodeled - appliances don't work. Missing kitchen stations. In Life Skills - Issues in the kitchen - sink and cabinetry are both in disrepair and leak and rot through constantly-water damage.SPED office is not adequate for LSSP MHS, SPED/ARD meetings. No ventilation in some work spaces. Huge rodent problem-drops from ceiling.</i>				
						Score has been lowered from 3 to 2 to reflect condition										
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 cafeteria is currently undersized given the student population. While seating types vary, the number of seats are too few to satisfy student demand. Additional serving lines are necessary to handle the volume of students being processed during lunch and to offer new, more healthy food options.				
												See Image 9				

4 - Future Ready Student Development		1	2	3	4	5	N/A	32.00	
4.1	Does the facility provide specialized space and opportunities for hands-on project-based learning?			3				Comments	1.00 3.00
1) Very unsatisfactory - No project space 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - Limited dedicated spaces of moderate size and layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply.								A portion of library support space is currently being repurposed as a makeshift maker space. A true, dedicated maker space, with appropriate equipment, is desired by the faculty.	
4.2	Are general classrooms large enough to support project-based learning and multiple teaching modalities?			3				Comments	1.00 3.00
1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply.								General classroom spaces vary throughout the school. A mix of appropriately sized and undersized spaces are present.	
								See Image 10	
4.3	Is there adequate storage and or support space to support project-based learning?		2					Comments	1.00 2.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.								There is a general need for more storage in all classroom types across campus. While a mix of casework and closet storage spaces exist and serve a number of classrooms, they do not have the capacity necessary to meet the needs of the current student population and facilitate project-based learning.	
4.4	Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)?				4			Comments	1.00 4.00
1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply.								Many surfaces in the classrooms and corridors are utilized for the display of teaching tools and evidence of learning.	

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?			3				Comments	1.00 3.00
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.								See image 11	
4.6	Does the building provide opportunities for informal interaction?				4			Comments	1.00 4.00
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?			3				Comments	1.00 3.00
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.								While the school presents several opportunities for large or medium sized groups of students to collaborate, independent study space is limited. The best space suited for this type of learning appears to be the library, which also facilitates group studies.	

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)			3					1.00 3.00
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.								While there are several spaces for CTE programs (health science lab, mechanics shop, computer tech, construction trades, etc.), a higher quality of equipment is desired as current equipment is aged and/or in rough shape. A developing entrepreneurship program is quickly developing and gaining momentum, necessitating several new CTE class and lab spaces.	See Image 12
4.9	Do the career education spaces simulate real world or college environments? (High School Only)				4			Comments	1.00 4.00
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.								Developing programs (i.e. entrepreneurship) are in need of collegiate type environments and furniture, while established programs (i.e. mechanics shop) already have a real world ready environment.	
4.10	Does the building have adequate visual communication tools?			3				Comments	1.00 3.00
1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply.								There is a mix of projector qualities across campus. The majority of classrooms spaces have appropriate marker boards and other communication tools necessary for learning.	

5 - Library/Media Center		1	2	3	4	5	N/A	24.00	
5.1	Is the Library/Media Center easily accessible for the occupants and visitors to the school?				4			Comments	0.502.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The library is immediately accessible from a primary exterior entrance. However, due to the irregularity of the building and a lack of appropriate signage, it is not the easiest space to find depending on which side of the building you're entering from.	
5.2	How well does the Library/Media Center support quiet study?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								A mix of furniture types across the large space allows multiple areas for quiet study.	
5.3	How well does the Library/Media Center support social interaction?				4			Comments	1.004.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Couches, coffee tables, and lounge chairs spread throughout the space allow for informal interaction.	
								See Image 13	
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?					5		Comments	1.005.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are several tables that support groups of four that can easily be pushed together for various group sizes.	

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)?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There are multiple computer labs accessed from the library that allow for large group interaction. Flexible furniture within the main space also allows for quick reconfiguration for a large group scenario.	
5.6	How well does the Library/Media Center support technology?				4			Comments	1.00 4.00
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 library supports multiple computer labs while offering adequate Wi-Fi connection and numerous outlet locations. However, given the large student population, the program demand exceeds the space's ability.	

6 - Security		1	2	3	4	5	N/A	6.50	
6.1	Does the facility have key card access at all major entries?		2					Comments	0.25 0.50
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.								Card reader coverage is spotty throughout the building. The interior courtyard currently locks from the inside and does not allow free egress back into the building for emergency egress purposes.	
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.								here are several areas that are poorly lit. Parking areas, the attach yard, the band area, the weight room, and a seeming majority of high trafficked areas throughout campus are not illuminated, resulting in safety and security concerns. The principal reports thefts and unauthorized visitors occurring in the autotech yard as a result.	
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.								The administration space is adjacent to the intended main entrances of the school. It has very poor visibility of the numerous secondary entrances that are more often used by visitors, pickup and drop-off, and event parking. There is no secure vestibule and no means otherwise to require visitors to check-in at the main office.	
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?		2					Comments	1.00 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								Views from the majority of classrooms into corridors and the main courtyard are minimal given the pod orientation of classrooms.	

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
<div>1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology</div> <div>2) Unsatisfactory- few computers/devices. Some outdated technology</div> <div>3) Average- A few computers/devices. A mix of new and outdated technology</div> <div>4) Good - multiple computers or devices per room. Mostly new technology.</div> <div>5) Very good - multiple computers and devices and new technology.</div> <div>N/A) Does not apply.</div>								Classrooms are typically served by only a couple of computers that are generally dated and near the end of life. Projector age and quality vary across campus.	
7.2	Is there an adequate number of power and data outlets in learning spaces?		2					Comments	1.00 2.00
<div>1) Very unsatisfactory - none</div> <div>2) Unsatisfactory - only for teacher</div> <div>3) Average - for teacher and 1-2 students</div> <div>4) Good - 2-3 outlets per wall</div> <div>5) Very good - 3-4 per wall</div> <div>N/A) Does not apply.</div>								The number and spread of outlets in learning spaces varies across campus. The majority of spaces are well served and offer flexibility of the space, but spaces with high plug load demand are poorly served.	

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.								The principal reports that there is a high need for storage across the building, citing many programs utilizing connex boxes, portables, and repurposed spaces (office, practice rooms, etc.) to accommodate storage requirements. Room 269 (textbook storage) is identified as being the most underserved storage need.	
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.								While there is a variety of casework and closet storage throughout campus, the capacity does not meet the demands of the high student population.	
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.								The frequency and level of desired use for student storage is accommodated by the existing locker count. Storage in classrooms vary, but are generally inadequate given the large number of students per classroom.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	11.00	
9.1	What is the current condition of the furniture?				4			Comments	0.75 3.00
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 appears to be a mix of furniture throughout the school, but the principal reports that is has been recently required and does meet program needs.	
9.2	How well does furniture accommodate rapid reconfiguration of a space?				4			Comments	1.00 4.00
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 majority of furniture allows for multiple teach types and group sizes.	
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	13.00	
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.								Some classes are subjected to more corridor noise than others. These appear to be spaces that were divided or retrofitted after the initial construction. As such, required remediation to improve acoustics may be minimal.	
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.								Lighting levels vary depending on the space. Some teachers have applied films or papers to some lights to make lighting colors and levels more appropriate.	
10.3	Is there access to natural light in classrooms?				4			Comments	1.00 4.00
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.								Most of the spaces have natural light, although very minimal amounts in many cases.	

10 - Environmental Quality - Continued							1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?		2					Comments					1.00	2.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.							The small windows do not allow views from many learning spaces.							
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.							The principal reports a very concerning problems with rodents, particularly in the science wing. Ants and roaches are also a problem throughout the building. Mosquitos and bees also pose a nuisance in the majority of courtyard spaces around 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?			3				Comments	1.00 3.00
1) No, windows are covered with boards/paper 2) No, windows have no light control 3) Yes, but poor condition blinds 4) Yes, blinds 5) Blackout shades N/A) Does not apply.							Learning spaces with natural light are provided; however the blinds are very aged and/or there are teacher installed curtains.		
11.3	What is the quality of lighting controls in the classrooms?		2					Comments	1.00 2.00
1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply.							Lighting control options vary throughout, but are mostly limited to single switches or alternating rows or zones.		



Photo 1. Courtyard garden.



Photo 2. Corridor



Photo 3. Science lab



Photo 4. Gym



Photo 5. Locker room shower



Photo 6. Band Hall



Photo 7. Computer lab



Photo 8. Special Education Classroom



Photo 9. Cafeteria



Photo 10. Classroom



Photo 11. Student lounge



Photo 12. CTE- Health Science Room



Photo 13. Library