



Educational Suitability Summary Report

McCallum High School – BLDG 005

Date: 7/12/2016 (REV1 – Survey & CAC comments)

Score 71% Good

McCallum High School, serving a student population of approximately 1700 students in northern Austin, has an intensive fine arts academy at the school. The performing arts center on campus is an excellent facility for some of the programs associated with this academy; however, the large enrollment still exceeds the capacity of some of the other performing arts spaces at the campus. The faculty pinpointed a general lack of space campus-wide and the design of CTE spaces as the hottest issues for this campus.

CAC expanded comments are as follows:

McCallum High School serves over 1700 students in north-central Austin and is home to the districtwide Fine Arts Academy, which provides an intensive four-year curriculum for roughly 500 students from all AISD attendance zones. Because the McCallum community is committed to inclusion, the Academy operates with an open-door policy, resulting in a high percentage of the general student population also participating in Fine Arts classes. In the 2015-16 school year, over 1500 of McCallum's 1700 students were enrolled in at least one Fine Arts course. While the performing arts center provides an excellent performance facility for some programs, the Academy still lacks sufficient instructional facilities for Dance, Visual Arts, Band and other programs to safely accommodate McCallum's unusually high enrollment in these areas. The faculty pinpointed a general lack of space campus-wide, missing Fine Arts facilities and the design of CTE spaces as most urgent issues for this campus. Also please note that McCallum's current facilities are insufficient to accommodate McCallum's projected 46% growth in resident student enrollment by 2025 a figure does not appear to include the hundreds of students who transfer from other attendance zones to attend the districtwide Fine Arts Academy.

Survey Overview

Staff, parents and community members participated and completed the online survey. Results expressed that the campus is neutral/satisfied when compared to other schools in central Texas. Some of the main areas that were highlighted as unsatisfactory include the Career Tech Labs, the physical condition of the building, and the inadequate locker room spaces. The campus uses quite a few portables, and there were many responses concerning the number of portables onsite. The portables are reported as satisfactory in terms of how well they function. The survey indicated a need for direct instruction spaces, campus storage, and included a mixed response of vocational/ CTE and performance spaces. Lastly, the survey responses highlight a need to improve the overall physical condition of the facility, and the building image overall.

Interview Overview

The interview at McCallum High School was attended by Traci Hendrix, Principal Mike Garrison, and William Couthern. The programs reported as having unsuitable spaces included the CTE programs, A/V

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production lab, and all programs within the portables. *The CAC comments indicate that a dedicated Dance Studio is non-existent.* Additionally, the band hall, dance space, and cafeteria are reported as undersized for their enrollment. The faculty would like to see spaces at their campus such as an outdoor ceramics, sculpture, and welding area as well as a music rehearsal hall with practice spaces. They also desire updated seating for the athletic field, blackout shades for classrooms, and upgraded technology. *The CAC indicates through comments that an additional desire is providing Fine Arts facilities sufficient to meet the combined needs of general student population and the district wide Fine Arts Academy.*

Their safety concerns for the campus include inadequate video surveillance, inadequate site lighting, and no gates to secure parking lots.

The consensus among the faculty is that if any additions are made, they must be built vertically because there is no available site area. The courtyard spaces between wings and the hallway mosaic from 1969 are areas of the campus that must remain unchanged.

When considering the future of education in the next twenty years, the faculty believe the most important things to consider are incorporating the most current technology in schools, upgrading the technological and electrical infrastructure to support these devices, and increasing student cooperative workspaces indoors and outdoors.

At the conclusion of the meeting, the hottest issues pinpointed by those in attendance were adding space vertically to the overcrowded campus, eliminating the portables, and improving the configuration of CTE labs to be more in line with those currently at Austin High School.

Assessment Findings

The Educational Suitability Assessment of McCallum High School earned a 71% overall score and places the campus in a category of good. The lowest scoring categories still received an average score, speaking to the educational suitability of this campus. The assessment consists of 11 categories to determine areas that need more attention.

Lower Scoring Categories:

Storage

The score is average.

The general building storage is a low average score. While there are dedicated storage rooms for different wings of the building, these are not large spaces. The classroom storage is older and needs to be increased. The newer additions to the campus feature ample storage and cabinets in classroom spaces.

Security

The score is average.

The location of the central office does not create a secure vestibule; however it is located at the front entry of the building with views of the front doors. The principal expressed that there is

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difficulty securing the building due to the numerous building entries. The video camera coverage of the school needs to be increased both inside and outside of the building. Interior transparency is average for faculty supervision within the school. The site lighting is also limited near the portables, in front of the gym, and at the northeast side of the school.

Furniture, Fixtures & Equipment

The score is average.

The furniture is average in condition and size. There is a mix of furniture that is easily reconfigurable and furniture that does not allow for such flexibility. Some classrooms still have attached desk and chair combinations.

Controllability of Systems

The score is average.

The classrooms have individual thermal controls; however, the windows do not have effective natural light control. The teachers have resorted to making homemade black-out curtains in some classrooms to mitigate this issue when using projectors. The artificial lighting controls varied among spaces. The older classrooms feature only one light switch, while newer spaces have several controls including dimming capabilities.

Future Ready Student Development

The score is average.

The classroom spaces are not large enough or equipped with adequate storage space to accommodate project-based learning. The school lacks adequate meeting spaces for administration as well as tutoring or testing purposes. However, the facility features nice spaces outdoors for informal interactions. The CTE spaces could use some improvements in configuration for visibility between classroom and lab spaces. The visual communication tools were adequate. Some spaces have excellent projection and technological capabilities while others have average technology that will need upgrades within a few years.

Higher Scoring Categories:

Exterior

The score is good.

There is inadequate student parking on the campus, and the faculty parking is scattered throughout the campus. One parking area is located far away from the building. However, the outdoor learning spaces are nice and are reportedly used often for outdoor performances or outdoor dining. Signage could be more apparent on the campus, but it is present.

Environmental Quality

The score is excellent.

The quality of the artificial lighting is appropriate for classroom functions, while the acoustics are inadequate as HVAC makes noticeable sounds in the classrooms. The majority of classrooms have ample natural light and exterior views into courtyard spaces.

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Technology

The score is good.

The common facilities have instructional technology, but some classrooms have projection issues. The campus has laptops for the students, but they will all need upgrades soon. There are an average number of outlets in the classroom spaces. The gymnasium is reported to have a poorly functioning audio system.

Academic & Co-Curricular Support

The Score is good.

The science classrooms are a mix of older spaces and excellent, state-of-the-art lab spaces. The room for science support was appropriate for these classrooms. Athletic spaces are undergoing renovations at the time of this assessment. From limited observations, the gymnasium space was adequate, while the weight room was unsatisfactory. However, the updates include adding a weight room and renovating the girls' locker rooms, which are expected to greatly improve these spaces. The dedicated performing arts center is excellent. It features a large performance hall with an adjacent scene shop as well as visual arts classrooms. However, the band hall is undersized for the needs of the campus, and dance is using the original black box theater space. The special education spaces were very well-configured, although there are some exterior walkways on campus that pose some accessibility challenges. Additionally, the cafeteria is a large space but cannot accommodate the enrollment of the campus currently.

Library/Media Center

The score is excellent.

The library has natural light, adequate space, and flexibility for collaborative work of different group sizes. There is casual seating to support social interaction and separation for areas for individual study. The library has satisfactory technological support.

General Building

The score is excellent.

The access for community functions and the general appearance of the major assembly spaces are nice attributes. The arrangement of school spaces allow nighttime use of the school and the corridors are wide. The performing arts center is especially impressive and a point of pride for the campus.

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Additional Notes from CAC.

McCallum's top bond priorities are:

- 1. Dedicated dance studio and dressing rooms meeting AISD High School Educational Specifications and sufficient to accommodate McCallum's Fine Arts Academy dance majors, as well as its many general dance students. The dance studio is urgently needed to provide safe, sufficient facilities for students and instructors, and to alleviate pressure on facilities and scheduling for other departments (dance classes and rehearsals must currently share space with wrestling, drill team, and theater, as well as football during inclement weather).*
- 2. Covered main entrance and fully accessible sheltered waiting area to provide protection from the elements for students with disabilities in bus loading area.*
- 3. Air quality and climate control improvements including new exhaust fans for science classrooms, new HVAC system for the small gymnasium, and separate HVAC system for Media Technology room to maintain safe, efficient conditions for students, staff and equipment.*
- 4. Security cameras for interior and exterior of school.*
- 5. Renovate restrooms in Fine Arts Building for ADA compliance.*
- 6. Renovate Registrar/PEIMS/Data Processing area, including HVAC system, to provide secure adequate storage for student records, protect student privacy and improve overall efficiency.*
- 7. Renovate the gym foyer to include concession stand, trophy cases, and functioning HVAC in this area.*
- 8. Address serious drainage issue between Band Hall and Field House resulting in erosion and ongoing damage to tennis courts.*



DRAFT

PERKINS
+ WILL

Austin ISD Educational Suitability Assessment Criteria

School	McCallum High School	BLDG - 005
Name	Ellen Saathoff & Sam Shipp	
Date	7/12/2016 (REV1 - 12/13/2016 - SPED & CAC comments)	

Scoring Scale

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

Overall Educational Suitability Score

71%

1 - Exterior	68%
2 - General Building	87%
3 - Academic & Co-Curricular Support	77%
4 - Future Ready Student Development	64%
5 - Library/Media Center	87%
6 - Security	60%
7 - Technology	70%
8 - Storage	53%
9 - Furniture, Fixtures & Equipment	60%
10 - Environmental Quality	84%
11 - Controllability of Systems	44%

1 - Exterior		1	2	3	4	5	N/A	11.00	
1.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?			3				Comments	1.00 3.00
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.								There is insufficient student parking, and the faculty parking is scattered throughout campus. There is a moderately sized main loop in front of the building. <i>CAC comments: There is no covered area where special education buses load and unload students.</i>	
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 sufficient outdoor spaces that perform a variety of functions.	
1.3	Are outdoor play spaces and playfields adequate in size and configuration?			3				Comments	1.00 3.00
1) Outdoor play space exists, not developed 2) Outdoor play space exists but is not connected to gym or other athletic support areas or is too small. 3. Outdoor play spaces exist, are connected to other athletic areas, are the right size, but are not in good condition. 4. Outdoor play spaces need minor improvements to function well. 5. Outdoor play spaces are in excellent condition. N/A) Does not apply.								The outdoor spaces are mostly adequate. However, the playing fields are located extremely close to the school buildings. <i>CAC comments: Band practice field is substandard size.</i>	
1.4	Is the building easily identified with appropriate signage and community wayfinding?				4			Comments	0.25 1.00
1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply.								The signage could be more apparent.	

2 - General Building		1	2	3	4	5	N/A	6.50	
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.									
2.2	Are community use areas arranged so that the school can allow night functions without full school access?					5		Comments	0.75 3.75
1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply.									
2.3	Does the general appearance of the school evoke pride for the students and community?			3				Comments	0.25 0.75
1) General appearance is poor. 2) General appearance is aged but ok. 3) General appearance is good. 4) General appearance shows pride in campus and student works. 5) General appearance shows pride in campus and student works and is welcoming to the community. N/A) Does not apply.								The main building is a bit dated, but the newer assembly spaces such as the performance center are extremely nice and impressive.	

3 - Academic & Co-Curricular Support		1	2	3	4	5	N/A	50.00	
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 science classrooms in the school were a mix of outdated labs and state-of-the art science labs and classrooms.
3.5	Are Science Classrooms/Labs support areas appropriately configured per the ed spec?				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, 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 room for storage was adequate, but in some classrooms it could be increased.

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.6	Are Physical Education and Athletic spaces appropriately configured per the ed spec?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The physical education and athletic spaces were under construction at the point of the assessment. From observations in the field, these spaces were good.	
3.7	Are Physical Education and Athletic support spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								A new weight room is under construction and the girls' locker rooms are being renovated.	
3.8	Are music, drama, or performance spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								The dedicated performance theater is excellent, and is configured with an adjacent scene shop and visual arts classrooms. The faculty expressed the need for a larger band hall and dedicated dance space. Additionally, some music classes are in portables which is unsatisfactory.	
3.9	Are music, drama, or performance support spaces appropriately configured per the ed spec?			3				Comments	1.00 3.00
1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply.								The scene shop is appropriately configured; however, more practice rooms are needed for music rehearsal. Additionally, some music classes are in portables which is unsatisfactory for the necessary support space.	

3 - Academic & Co-Curricular Support - Continued		1	2	3	4	5	N/A		
3.10	Are Visual Arts spaces appropriately configured per the ed spec?				4			Comments	1.00 4.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The dedicated art classrooms in the performing arts center are excellent and exceed the ed spec. However, some classes are being taught in a portable which is unsatisfactory.	
3.11	Are Visual Arts support spaces appropriately configured per the ed spec?				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.							The dedicated art classrooms in the performing arts center have ample storage closets and cabinets. However, the portables are undersized for support space and storage.	
3.12	Are computer lab spaces appropriately configured?					5		Comments	1.00 5.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							CAC comment: Computer labs are primarily CTE classrooms. As such they spread across campus and typically are fit into old rooms without adequate technology support (drops, electricity, etc.)	
3.13	Are computer lab support spaces appropriately configured?					5		Comments	1.00 5.00
	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.							CAC comments: Computer labs that are classrooms have varied support spaces; some have no attached, just built in cabinets, some have have storage attached, most have no dedicated support space.	

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?					5		Comments	1.00 5.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								<i>CAC comment: There is no Special Education conference room for mandated ARD meetings.</i>	
3.15	Are Special Education support spaces appropriately configured per the ed spec?				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.								There are some accessibility issues reported across the campus. <i>SPED comments: Better access for SPED bus.</i>	
3.16	Are the student dining facilities appropriately configured?			3				Comments	1.00 3.00
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 dining facilities are in good condition, but the principal expressed concern about overcrowding at lunch. <i>CAC comment: Cafeteria is too small for enrollment.</i>	

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.								Some spaces have large layout space for project based learning, but many need updates. <i>CAC comment: No engineering lab (just computers; no maker space; Only shop spaces are visual arts, theatre, and kitchen; Classes and CTE do not have academic hands on space.</i>	
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.								The classrooms were small and lacked flexibility in the original section of the building. <i>CAC comment: the vast majority are at level 2.</i>	
4.3	Is there adequate storage and or support space to support project-based learning?			3				Comments	1.00 3.00
1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply.								The storage is adequate throughout the building; however, it could be improved in classrooms which still have the original building's built-in shelves. <i>CAC comments: adequate in science, undersized everywhere else in the main building.</i>	
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.								One classroom wall is wall-length windows, while the other walls are left for instruction or display. <i>CAC comment: No! No hallway space for academic displays. Teachers cover up lockers to display student work.</i>	

4 - Future Ready Student Development - Continued		1	2	3	4	5	N/A		
4.5	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?		2					Comments	1.00 2.00
1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply.							The principal desires additional meeting spaces. Currently, his conference room is being used for a variety of functions including testing and tutoring.		
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.							There is an outdoor shaded seating area as well as a small amphitheater. The small courtyards between the classroom wings have some seating, although they are not very accessible. Some solar panel creates a small shaded seating area as well.		
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.									

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				Comments	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.								The administration desires improvements for the configuration of CTE spaces. The faculty wants labs that have visibility between classroom and dedicated lab spaces. They named Austin High School as having the type of spaces they desire. <i>CAC comments: Varies quite a bit by pathway. Kitchen- adequate; A/V grossly undersized; Prefer shared studio spaces for AP/AV pathways and designated engineering lab space.</i>	
4.9	Do the career education spaces simulate real world or college environments? (High School Only)			3				Comments	1.00 3.00
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.								<i>CAC comments: No maker space/ shop space for engineering or project space. Limited studio space for Arts/AV.</i>	
4.10	Does the building have adequate visual communication tools?				4			Comments	1.00 4.00
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.								Some of the projection equipment is not functioning. <i>CAC comments: Not consistent in building</i>	

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	0.50 2.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The library is easily accessible having an exterior entrance that faces the front loop of the school. <i>CAC comment: This is not an entrance; that door is locker for security reasons. Only entrance is through school.</i>		
5.2	How well does the Library/Media Center support quiet study?					5		Comments	1.00 5.00
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.							Some of the seating for more informal interactions is outdated and needs replacing.		
5.4	How well does the Library/Media Center support collaborative work in small groups (4-8 students)?					5		Comments	1.00 5.00
1) Very unsatisfactory 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.								There are some tables available for larger groups.	
5.6	How well does the Library/Media Center support technology?					5		Comments	1.00 5.00
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	9.75	
6.1	Does the facility have key card access at all major entries?			3				Comments	0.25 0.75
	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.							The school has many exterior doors, making it difficult to secure.	
6.2	How adequate is site lighting and security for the campus overall?			3				Comments	1.00 3.00
	1) No exterior lighting, no secure perimeter 2) Lighting is limited to front entry only, parking lot lighting poor, security is minimal 3) Lighting at all night-use entries and parking lot, but poor condition. Security is moderate 4) Lighting at all night-use entries and parking lots, good condition, signage less visible. Perimeter is well secured, but needs updates. 5) Signage, parking lots, and entries are well lit, visible and easy to use. Perimeter is very secure. N/A) Does not apply.							The principal expressed concern about points on campus that lacked sufficient lighting including the front of the gym, performing arts area, and the northeast side of the school.	
6.3	Is the main office properly located and configured with a secure vestibule to the main corridor?			3				Comments	1.00 3.00
	1) Very unsatisfactory - No secure vestibule, office located far from main entry. Allows visitors access to school unsupervised. 2) Unsatisfactory - No secure vestibule, office located somewhat far from main entry, minimal supervision of visitors. 3) Average - Office close to entry, views of front door, but no secure vestibule 4) Good - Office is well-located with a secure vestibule, but needs updates 5) Very good - Office well-located with secure vestibule and all appropriate security features. N/A) Does not apply.								
6.4	Is there enough interior transparency for faculty to affectively supervise students who are not in classrooms?			3				Comments	1.00 3.00
	1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.							The interior courtyards and long hallways allow visibility by faculty.	

7 - Technology		1	2	3	4	5	N/A	7.00	
7.1	How well equipped are the facilities with instructional technology?				4			Comments	1.00 4.00
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.								The teachers expressed concern about overhead projectors in some spaces. But overall, the technology throughout the building was adequate.	
7.2	Is there an adequate number of power and data outlets in learning spaces?			3				Comments	1.00 3.00
1) Very unsatisfactory - none 2) Unsatisfactory - only for teacher 3) Average - for teacher and 1-2 students 4) Good - 2-3 outlets per wall 5) Very good - 3-4 per wall N/A) Does not apply.									

8 - Storage		1	2	3	4	5	N/A	8.00	
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.								Each wing of the building has a small dedicated teacher storage and office area. However, there is still a need for additional building storage.	
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.								Classrooms have some original built-in storage cabinets that are not adequately sized and need upgrades.	
8.3	Is there adequate student storage?			3				Comments	1.00 3.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply.								There were lockers present in every hallway.	

9 - Furniture, Fixtures & Equipment		1	2	3	4	5	N/A	8.25	
9.1	What is the current condition of the furniture?			3				Comments	0.75 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.								It was reported by the faculty hat the school was receiving furniture from the most recent bond, but that it was not sufficient for furniture needs at the campus.	
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.								Most of the desks have attached chairs; however, some spaces have newer, more flexible furniture.	
9.3	Is the furniture ergonomic and size appropriate for grade level?			3				Comments	1.00 3.00
1) Very unsatisfactory - desk with attached chair combinations too small for grade level 2) Unsatisfactory -desk with attached chair combinations 3) Average - mix of classrooms with tables/loose chairs and desks with fixed seats 4) Good - tables with loose chairs 5) Very good - tables with loose chairs that allow students to bounce in seat N/A) Does not apply.									

10 - Environmental Quality		1	2	3	4	5	N/A	21.00	
10.1	How are acoustics in classrooms in general?		2					Comments	1.00 2.00
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.								The HVAC made a noticeable noise in the classrooms. Teachers expressed that this is an on-going issue during instruction.	
10.2	Is the classroom artificial lighting adequate quality?					5		Comments	1.00 5.00
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.								The artificial lighting was sufficient. <i>CAC comments: Not adequate controls for using A/V equipment.</i>	
10.3	Is there access to natural light in classrooms?					5		Comments	1.00 5.00
1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply.								The classrooms windows faced interior courtyards and received ample natural light.	

10 - Environmental Quality - Continued		1	2	3	4	5	N/A		
10.4	Is there access to outside views from learning spaces?					5		Comments	1.00 5.00
1) No learning spaces have views 2) 1-25% of learning spaces have views or windows are too small to see out 3) 26-50% of learning spaces have views 4) 51-75% of learning spaces have views 5) 76-100% of learning spaces have views N/A) Does not apply.									
10.5	Does the building have odor or pest problems?				4			Comments	1.00 4.00
1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very Satisfactory N/A) Does not apply.								Some areas had a damp, musty smell. <i>CAC comments: School has ongoing intermittent rodent problem. Also back science hall has periodic sewage smell.</i>	

11 - Controllability of Systems		1	2	3	4	5	N/A	5.50		
11.1	Does the classroom thermostat allow for individual control?	1						Comments	0.50	0.50
1) No		CAC comment: Not all classes have thermostats. (Score revised)								
5) Yes										
11.2	Are shades provided to control natural light in learning spaces?		2					Comments	1.00	2.00
1) No, windows are covered with boards/paper							Automatic screens were present in a few classrooms. However, most classrooms have older blinds that do not adequately block natural light. Make-shift curtains and blackout shades have been homemade by some instructors.			
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?			3				Comments	1.00	3.00
1) Single switch only per room							Lighting controls varied between one switch and dimmable controls based on the age of the space. CAC comments: Level 2 is more typical in the main building.			
2) Alternating rows switch off										
3) Alternating lamps in single fixtures switch off										
4) Tri level switching										
5) Dimmable										
N/A) Does not apply.										





2.1 Corridor





3.6 Gym









3.16 Cafeteria



6.3 Main Entrance

DRAFT



8.1 Storage



10.3 Natural Light