



Educational Suitability Summary Report

Bailey Middle School

Date: 08/08/2016 (REV 11/4/16 – Survey Results)

Score 62% Average

Bailey Middle School, serving a student population of approximately 900 students in southwest Austin, is a campus with nationally recognized programs including performing arts. There are some facilities that are highly desired by the faculty to further promote their elective programs and increase their marketability to parents. The most important priorities expressed by the faculty during the in-person interview are updating technology across the campus, creating adequate space and support space for elective programs, and increasing funding to bring AVID to this campus.

Survey Overview

Students, staff and community members participated and completed the online ESA. Survey results show a generally satisfactory level of educational suitability for most major spaces, including the library, gym, classrooms, common spaces, administrative offices, locker rooms and athletic fields. The most needed spaces stated are quiet study areas, small group learning spaces, and increased technology spaces. Technological improvements leaned toward devices such as a laptops and tablets. This survey also mentioned that the restrooms need to be improved and that the A/C units need updates so that they are not loud. The survey indicated that the campus felt safe for teachers and parents.

Interview Overview

The in-person interview was attended by the principal, John Rocha, and two other faculty members at the campus. From this conversation, they pinpointed some spaces that are inadequate for their current programs. The band program at the school is large, and they are in need of a larger band hall to accommodate their program. There are currently three areas for band, the band hall, a smaller band space originally intended for choir, and a portable. These areas are lacking the necessary class space as well as the storage space. Choir and dance are also housed in portables which is unsatisfactory for the specialized space needs of these programs. The stage in the cafeteria is old and undersized and cannot accommodate the band either. The meeting space is limited across the campus as well. The furniture on campus is outdated and in need of updates particularly in the library. The campus would prefer furniture that encourages group learning rather than conventional rows facing the front of the classrooms. The campus circulation experiences back-ups due to there only being one lane for visitors, parents, and teachers. However, the faculty expressed that parking is adequate. There are some acoustic concerns associated with the gym, cafeteria, and corridors. These areas would benefit from additional acoustic panels. There are also reported sound transfer issues with the life skills classrooms which needs acoustic upgrades.

The outdoor spaces need some improvements. The track was recently resurfaced, but it was done poorly and needs to be redone. There is a paved recess area that needs additional shade in the form of shade sails. The athletic facilities on campus are nice, but there is one locker-room off of the athletics

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corridor that is not configured appropriately to block views from this corridor directly into the changing area. The visual communication tools such as the chalkboards and tack boards are outdated, and there is some older technology in the form of old television screens in the some classrooms.

The faculty assert that the campus is in competition for students with the increasingly popular charter schools, so increasing spaces for the elective programs is extremely important. They list large CTE classrooms with adjacent lab spaces are a top desire for programs such as robotics. Additionally a fine arts performance space is a big need on the campus. The PAC is too far for their students and families to travel to go to performances. Dance needs a dedicated space and the gym and cafeteria need additional acoustic panels to improve acoustics for assemblies and performances.

The campus is relatively safe, but the faculty expressed some concerns with the camera coverage and site lighting. The cameras need increasing to cover the interior spaces of the campus rather than just the exterior doors. The site lighting also needs increasing especially along the northern and western sides of the building. It is reported that it is extremely dark at the campus after hours. The alarm zones in the facility are also in need of adjusting. The teachers who come early to make copies can set off the administration area's alarm without entering that space. Finally, the keys to the facility need to be standardized. The faculty expressed that they believe there are over 20 keys in use at the campus which creates a large inconvenience and inefficiency.

The most important things to maintain on the campus are their award banners, the large bear murals on the cafeteria and gym walls, and the landscaping and press box at the back of the campus. The faculty predict that in the next twenty years, education will become increasingly flexible and based on real-world environments. Technology will have to remain up-to-date in schools and teachers will need additional training to learn how to aid student learning alongside technology.

The most important priorities for the campus faculty at Bailey Middle School are updating technology across the campus, creating adequate space and support space for elective programs, and increasing funding to bring AVID to this campus. The faculty assert that these specialized elective programs are critical to marketability to parents, and that over 300 students would benefit from adding an AVID program to the campus.

Assessment Findings

The Educational Suitability Assessment of Bailey Middle School earned a 62% 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: Very Unsatisfactory, Unsatisfactory, and Average Categories

Storage

The score is very unsatisfactory.

The general building storage is extremely limited. The classrooms do not have adequate storage. They are using outdated cabinets and shelves to accommodate storage needs. The student storage in the school is limited to some of the classroom furniture.

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Future Ready Student Development

The score is unsatisfactory.

The campus classrooms and support spaces are inadequate to accommodate hands-on project-based learning. The campus has one CTE workshop area, but otherwise lacks any common project spaces. The facility lacks consistent visual communication tools across the classrooms. There are some projectors but some of this technology is quite outdated. There are classrooms with outdated chalkboards as well.

Technology

The score is unsatisfactory.

There is a mix of older and newer technology in the form of some older projectors, old television screens, innovation stations, and some newer shared use computers. There are still outdated chalkboards in some classroom spaces. There is an adequate number of power outlets and data ports in learning spaces.

Controllability of Systems

The score is average.

The classrooms have thermal controls in the classrooms with their individual A/C units. The windows have blinds from controlling natural light, but they are in worn condition. The artificial lighting control in learning spaces is mainly limited to one on/off switch.

Furniture, Fixtures & Equipment

The score is average.

The campus has outdated furniture that shows some wear. The furniture is inconsistent throughout the classrooms and is a mix of styles that are easily reconfigurable for different group sizes and some that are not. The campus faculty would like the furniture to be updated to encourage different group configurations rather than typical rows facing the front of the classroom.

Security

The score is average.

The location of the central office does not create a secure vestibule for the campus; however it is located at the front entry for supervision of those entering the school. Key card access is at all major entries, and the interior transparency is average. The site lighting and the video surveillance needs increasing on campus. The key system also needs streamlining to reduce the number of different keys necessary for this facility.

Academic & Co-Curricular Support

The score is average.

The campus restrooms are dated and need updates. The science classrooms are appropriately configured per the educational specification, although some sinks need repair. There are a few science labs that need increased storage and prep space. The athletic spaces are in great condition and feature large support areas. There is one locker-room dressing area that needs

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improvements to block visibility of students changing from the corridor. The acoustics need improving in the gymnasium and cafeteria spaces. The band and orchestra are very successful programs at Bailey Middle School but they have inadequate space. Band is being taught in three separate spaces, one of them being a portable. These spaces are undersized and lack the appropriate storage and support space needed. The art room is an adequate size with sinks and natural light. However, the casework and sinks need updating to function appropriately. The technology on the campus needs increasing. The special education classrooms such as life skills are adequate with appropriate support spaces. The equipment could use updates and the life skills classroom needs acoustic upgrades.

Higher Scoring Categories: Good and Excellent Categories

Library/Media Center

The score is good.

The library is located somewhat far from the main entry, but central to the classrooms for convenient student access. The library has some space and flexibility for collaborative work of different group sizes. There is a generous portion of the library dedicated to technology that will need updates in the coming years. The furniture in the library needs some updates.

Exterior

The score is good.

The vehicular circulation is separated, but the traffic backs up due to there being only one lane for incoming traffic. The faculty report that there is adequate parking. There are some nice outdoor spaces can be further developed into outdoor learning areas. The playfield and track is an adequate size, but the track needs resurfacing due to a recent poor resurfacing job. There is paved area being used for recess that needs some additional shade.

General Building

The score is good.

The configuration of the cafeteria and gymnasium allows these spaces to be secured from the rest of the classrooms and accessed for community events. The main hallways are over 12'-0" wide and have adequate lighting. The general school appearance is in great condition and shows campus pride in student works.

Environmental Quality

The score is excellent.

The quality of the artificial lighting is appropriate for classroom functions, and acoustics are adequate. The classrooms all feature natural light and access to exterior views. There were no serious pest issue identified, only occasional bees out at the bleachers near the track.



Austin ISD Educational Suitability Assessment Criteria

| | | |
|--------|----------------------|----------|
| School | Bailey Middle School | BLDG-059 |
| Name | Ellen Saathoff | |
| Date | 8/8/2016 | |

Scoring Scale

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

| | |
|---------------------------------------|-----|
| Overall Educational Suitability Score | 62% |
|---------------------------------------|-----|

| | |
|--------------------------------------|-----|
| 1 - Exterior | 74% |
| 2 - General Building | 80% |
| 3 - Academic & Co-Curricular Support | 65% |
| 4 - Future Ready Student Development | 45% |
| 5 - Library/Media Center | 73% |
| 6 - Security | 57% |
| 7 - Technology | 50% |
| 8 - Storage | 33% |
| 9 - Furniture, Fixtures & Equipment | 60% |
| 10 - Environmental Quality | 88% |
| 11 - Controllability of Systems | 52% |

| 1 - Exterior | | 1 | 2 | 3 | 4 | 5 | N/A | 12.00 | |
|--------------|---|---|---|---|---|---|-----|--|-----------|
| 1.1 | Does the site permit desirable separation of vehicular, bus and pedestrian traffic? | | | | | 5 | | Comments | 1.00 5.00 |
| | 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 site traffic is separated, but it backs up at pick-up and drop-off. There is only one lane for incoming traffic. The campus has a clear destination for drop off and pick up, and the faculty report that parking is adequate. | |
| 1.2 | Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)? | | 2 | | | | | Comments | 1.00 2.00 |
| | 1) Outdoor space exists is not developed 2) Outdoor space for learning exists but not connected to classroom learning areas. 3. Outdoor learning spaces exist and are accessible but not in good condition. 4. Outdoor learning spaces need minor improvements to function well. 5. Outdoor learning spaces are in excellent condition. N/A) Does not apply. | | | | | | | There are some nice outdoor spaces that would be good with further development. | |
| 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. | | | | | | | The track space is nice, but it needs refinishing. The surface is beginning to deteriorate despite being recently resurfaced. | |
| 1.4 | Is the building easily identified with appropriate signage and community wayfinding? | | | | 4 | | | Comments | 0.25 1.00 |
| | 1) Campus has no signage and no striping. 2) Signage is faded/hidden. 3) Signage & striping visible but not apparent. 4) Signage is visible but not good condition. 5. Signage and wayfinding is visible and easy to use. N/A) Does not apply. | | | | | | | | |

| 2 - General Building | | 1 | 2 | 3 | 4 | 5 | N/A | 6.00 | |
|----------------------|---|---|---|---|---|---|-----|--|-----------|
| 2.1 | Are interior circulation routes wide enough to safely and effectively accommodate student movement? | | | | | 5 | | Comments | 0.50 2.50 |
| | 1) Primary circulation is 5'-0" to 6'-0" wide. 2) Primary circulation is 6'-0" to 7'-0" wide 3) Primary circulation is 7'-0" to 8'-0" wide 4) Primary circulation is 8'-0"-10'-0" wide 5) Primary circulation is 10'-0"+ wide N/A) Does not apply. | | | | | | | | |
| 2.2 | Are community use areas arranged so that the school can allow night functions without full school access? | | | 3 | | | | Comments | 0.75 2.25 |
| | 1) Cafeteria, gym, and library cannot be accessed from parking area or secured from the rest of campus. 2) Only one of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 3) Only two of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building. 4) All of the public spaces (Cafeteria, Gym and Library) can be accessed from parking and secured from the rest of the building but do not have individual entrances. 5) Cafeteria, gym, and library can be accessed from parking and locked off from rest of campus for night/evening use with their own entrance. N/A) Does not apply. | | | | | | | The gym and cafeteria can be secured from the classroom wings. | |
| 2.3 | Does the general appearance of the school evoke pride for the students and community? | | | | | 5 | | Comments | 0.25 1.25 |
| | 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 | 42.00 | |
|--|--|---|---|---|---|---|-----|--|-----------|
| 3.2 | Are Pre-K and Kinder classrooms appropriately configured per the ed spec? (elementary school only) | | | | | | N/A | Comments | 0.00 0.00 |
| 1) Very unsatisfactory - Too small, awkward layout, does not meet needs 2) Unsatisfactory - Too small, only one area for all teaching methods, limited flexibility 3) Neutral - Moderate size, two areas for different teaching methods, some flexibility, access to student storage/casework 4) Satisfactory - Good size, at least two zones for different teaching methods, flexibility and student storage, not new 5) Very Satisfactory - Good size, two zones for different teaching methods, flexibility and student storage/casework, adequate display area and visual teaching tools N/A) Does not apply. | | | | | | | | | |
| 3.3 | Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? (elementary only) | | | | | | N/A | Comments | 0.00 0.00 |
| 1) Very unsatisfactory - No storage, casework, or restrooms 2) Unsatisfactory - unsatisfactory size or condition of storage, casework, or restrooms 3) Neutral - Moderate size or moderate condition storage, casework, and restrooms 4) Satisfactory - Satisfies ed spec for storage, casework, and restrooms 5) Very Satisfactory - exceeds ed spec for storage, casework, and restrooms N/A) Does not apply. | | | | | | | | | |
| 3.4 | Are Science Classrooms/Labs appropriately configured per the ed spec? | | | | 4 | | | Comments | 1.00 4.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Neutral 4) Satisfactory 5) Very Satisfactory N/A) Does not apply. (Elementary schools) | | | | | | | | The science classrooms are good spaces with the appropriate solid surface tables and sinks. | |
| 3.5 | Are Science Classrooms/Labs support areas appropriately configured per the ed spec? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, do not meet needs 3) Average - Connected, moderate size, but need some renovations or updates 4) Good - Connected, good size, meets needs, functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. (Elementary schools) | | | | | | | | There are a few science rooms that lack adequate storage and prep space. The eye wash stations need to be tested to be certain they are functioning appropriately. | |

| 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? | | | | | 5 | | Comments | 1.005.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The athletic spaces are excellent. The large gym just needs acoustic panels added to help with issues for assemblies. | |
| 3.7 | Are Physical Education and Athletic support spaces appropriately configured per the ed spec? | | | | 4 | | | Comments | 1.004.00 |
| 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 support spaces are nice, with the exception of one locker room that opens directly to the corridor without any measures to maintain privacy for the changing areas. | |
| 3.8 | Are music, drama, or performance spaces appropriately configured per the ed spec? | | 2 | | | | | Comments | 1.002.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The band spaces are over capacity at the campus. They are having to split the band up into undersized spaces. The storage needs increasing. The theater and prop room needs to be larger. | |
| 3.9 | Are music, drama, or performance support spaces appropriately configured per the ed spec? | | 2 | | | | | Comments | 1.002.00 |
| 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 stage needs ADA access and it needs to be larger as well. | |

| 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 art room is an adequate size, with natural light. | |
| 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. | | | | | | | | The casework in the art room needs updating. | |
| 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. | | | | | | | | Technology spaces need increasing on the campus. | |
| 3.13 | Are computer lab support spaces appropriately configured? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory - Support spaces are disconnected from served spaces, too small, do not meet needs 2) Unsatisfactory - Support spaces are connected, but too small, inadequate for needs 3) Average - Connected, moderate size, but need some renovations or updates to function well 4) Good - Connected, good size/layout, meets needs/functions well 5) Very good - connected, generous size, nice condition, functions appropriately N/A) Does not apply. | | | | | | | | | |

| 3 - Academic & Co-Curricular Support - Continued | | | | | | | 1 | 2 | 3 | 4 | 5 | N/A | | | |
|--|---|--|--|--|--|--|---|---|---|---|---|--|----------|------|------|
| 3.14 | Are Special Education 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 special education spaces are adequate with appropriate kitchen spaces and laundry for life skills. The equipment is somewhat dated but the configuration is appropriate. Acoustic issues are reported in Room 120. | | | |
| 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. | | | | | | | | | | | | The restroom area is generous and has a shower and changing area as required. However, this space is somewhat dated. | | | |
| 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. | | | | | | | | | | | | | | | |

| 4 - Future Ready Student Development | | 1 | 2 | 3 | 4 | 5 | N/A | 18.00 | |
|--|---|---|---|---|---|---|-----|---|-----------|
| 4.1 | Does the facility provide specialized space and opportunities for hands-on project-based learning? | | | | 4 | | | Comments | 1.00 4.00 |
| 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. | | | | | | | | There is a large CTE workshop undergoing updates at the time of the assessment. From observing the floorplan and discussions with the principal this is a generous project space. | |
| 4.2 | Are general classrooms large enough to support project-based learning and multiple teaching modalities? | | 2 | | | | | Comments | 1.00 2.00 |
| 1) Very unsatisfactory -too small to move, set for lecture only, no connectivity, no flexibility 2) Unsatisfactory - adequate size but set for lecture only, no connectivity, no flexibility 3) Neutral - have flexibility and space for hands on or project based learning 4) Satisfactory - have flexibility and space for hands on or project based learning and connectivity for global learning 5) Very Satisfactory - space for hands on learning, flexibility for different groupings, and connectivity for global classrooms N/A) Does not apply. | | | | | | | | The classrooms are undersized for project based learning. | |
| 4.3 | Is there adequate storage and or support space to support project-based learning? | 1 | | | | | | Comments | 1.00 1.00 |
| 1) Very unsatisfactory - none 2) Unsatisfactory-minimal casework/storage 3) Average - moderately sized casework 4) Good - large casework/cabinets/support 5) Very good - walk-in storage/ample support space N/A) Does not apply. | | | | | | | | There is very little support or storage in the classrooms at all. | |
| 4.4 | Are there adequate places to display the evidence and artifacts of learning (both 2D and 3D)? | | | 3 | | | | Comments | 1.00 3.00 |
| 1) Very unsatisfactory - No display cases or wall space for display 2) Unsatisfactory - 1 wall in classrooms or very few spaces for display 3) Average - 2 walls in classrooms or some hallway spaces for display 4) Good - 3 walls in classrooms or multiple hallway spaces for display 5) Very good - ample classroom display space or many hallway spaces, including display cases N/A) Does not apply. | | | | | | | | | |

| 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 | 1.002.00 |
| 1) Very unsatisfactory - no common spaces or meeting rooms or in very poor condition 2) Unsatisfactory - a few common spaces or meeting rooms in unsatisfactory condition 3) Average - a few common spaces and meeting areas needing updates 4) Good - multiple common spaces and meeting rooms in good condition 5) Very good - adequate common spaces and meeting rooms of excellent quality N/A) Does not apply. | | | | | | | | | |
| 4.6 | Does the building provide opportunities for informal interaction? | | 2 | | | | | Comments | 1.002.00 |
| 1) Very unsatisfactory - no gathering areas or areas in very poor condition 2) Unsatisfactory - one exterior or interior common space with no seating or unsatisfactory condition 3) Average - one exterior or interior common space with seating needing updates 4) Good - 2 exterior or interior common spaces with appropriate seating/good condition 5) Very good - multiple exterior and interior commons spaces with appropriate seating in excellent condition N/A) Does not apply. | | | | | | | | | |
| 4.7 | Does the building provide adequate opportunities for students to work independently? | | 2 | | | | | Comments | 1.002.00 |
| 1) Very unsatisfactory - None/poor condition 2) Unsatisfactory - One area far from classrooms in unsatisfactory condition 3) Average - one area for independent work with appropriate furniture needing updates 4) Good - clusters or small rooms adjacent to classrooms with furniture in good condition 5) Very good - multiple clusters or small rooms adjacent to classrooms with appropriate furniture in excellent condition N/A) Does not apply. | | | | | | | | | |

| 4 - Future Ready Student Development - Continued | | 1 | 2 | 3 | 4 | 5 | N/A | | | |
|---|--|---|---|---|---|---|-----|----------|------|------|
| 4.8 | Does the building support career education per house bill 5? (High School only) | | | | | | N/A | Comments | 0.00 | 0.00 |
| 1) Very unsatisfactory - No dedicated spaces 2) Unsatisfactory -Some spaces being used for both career education and other subjects 3) Average - A few dedicated career ed spaces, but inadequate configuration/ equipment for needs 4) Good - Some dedicated career ed spaces with adequate configuration and equipment for program needs 5) Very good - Dedicated career ed spaces with good configuration and equipment for program needs - new condition N/A) Does not apply. | | | | | | | | | | |
| 4.9 | Do the career education spaces simulate real world or college environments? (High School Only) | | | | | | N/A | Comments | 0.00 | 0.00 |
| 1) Very unsatisfactory - No dedicated spaces, lack of necessary equipment 2) Unsatisfactory - Non-dedicated, undersized or otherwise inadequate 3) Average - A few dedicated spaces of moderate size/layout, equipment and furniture appropriate but need updates 4) Good - Dedicated spaces of adequate size and layout, most of the equipment and furniture is appropriate for program 5) Very good - Dedicated spaces of adequate size and layout, equipment and furniture appropriate for program N/A) Does not apply. | | | | | | | | | | |
| 4.10 | Does the building have adequate visual communication tools? | | 2 | | | | | Comments | 1.00 | 2.00 |
| 1) Very unsatisfactory - No vis comm tools 2) Unsatisfactory - outdated, poorly functioning, or insufficient 3) Good - mix of old and new whiteboards/projectors/etc. 4) Good - projectors, marker boards, smart boards in most spaces - good condition 5) Very good - projectors, marker boards, smart boards in most spaces - new condition N/A) Does not apply. | | | | | | | | | | |

| 5 - Library/Media Center | | 1 | 2 | 3 | 4 | 5 | N/A | 20.00 | |
|--|---|---|---|---|---|---|-----|--|----------|
| 5.1 | Is the Library/Media Center easily accessible for the occupants and visitors to the school? | | 2 | | | | | Comments | 0.501.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The library is not convenient for visitors to the school, but it is central to most of the classroom spaces. | |
| 5.2 | How well does the Library/Media Center support quiet study? | | | 3 | | | | Comments | 1.003.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The library supports some quiet study areas. | |
| 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. | | | | | | | | | |
| 5.4 | How well does the Library/Media Center support collaborative work in small groups (4-8 students)? | | | | 4 | | | Comments | 1.004.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | There are tables that accommodate group meetings. | |

| 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 | 1.004.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | | |
| 5.6 | How well does the Library/Media Center support technology? | | | | 4 | | | Comments | 1.004.00 |
| 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. | | | | | | | | There are a lot of computers available in the library. The faculty expressed that the library is expected to become increasingly focused on technology access. | |

| 6 - Security | | 1 | 2 | 3 | 4 | 5 | N/A | 9.25 | |
|--------------|--|---|---|---|---|---|-----|--|-----------|
| 6.1 | Does the facility have key card access at all major entries? | | | | | 5 | | Comments | 0.25 1.25 |
| | 1) Very unsatisfactory - No entries 2) Unsatisfactory - 1/4 of major entries have key card access 3) Average 1/2 of entries have key card access 4) Good - 3/4 of major entries have key card access 5) Very good - all of major entries have key card access N/A) Does not apply. | | | | | | | Keycard access is at most main entries, but physical keys are inconsistent across the campus. There are over 20 keys reported as in use at the building. | |
| 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. | | | | | | | | |
| 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 transparency is limited to windows in some classroom doors. There are a few blind spots on the campus. | |

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|---|---|---|---|---|---|---|-----|----------|-----------|
| 7 - Technology | | 1 | 2 | 3 | 4 | 5 | N/A | 5.00 | |
| 7.1 | How well equipped are the facilities with instructional technology? | | 2 | | | | | Comments | 1.00 2.00 |
| 1) Very unsatisfactory - very few or no available computers or devices. Old/outdated technology 2) Unsatisfactory- few computers/devices. Some outdated technology 3) Average- A few computers/devices. A mix of new and outdated technology 4) Good - multiple computers or devices per room. Mostly new technology. 5) Very good - multiple computers and devices and new technology. N/A) Does not apply. | | | | | | | | | |
| 7.2 | Is there an adequate number of power and data outlets in learning spaces? | | | 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. | | | | | | | | | |

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|--|--|---|---|---|---|---|-----|--|-----------|
| 8 - Storage | | 1 | 2 | 3 | 4 | 5 | N/A | 5.00 | |
| 8.1 | Is there adequate general storage in the building? | | 2 | | | | | Comments | 1.00 2.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | The general storage is very limited. | |
| 8.2 | Is there adequate classroom storage? | 1 | | | | | | Comments | 1.00 1.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | Classroom storage is extremely undersized. | |
| 8.3 | Is there adequate student storage? | | 2 | | | | | Comments | 1.00 2.00 |
| 1) Very unsatisfactory 2) Unsatisfactory 3) Average 4) Good 5) Very good N/A) Does not apply. | | | | | | | | Student storage is only present in some classroom furniture. | |

| 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 | 0.752.25 |
| 1) Very unsatisfactory - damaged/non-functioning 2) Unsatisfactory - torn, bent, wrong size 3) Average - scratched/dented/marked 4) Good - not new but sturdy and clean 5) Very good - new N/A) Does not apply. | | | | | | | | | |
| 9.2 | How well does furniture accommodate rapid reconfiguration of a space? | | | 3 | | | | Comments | 1.003.00 |
| 1) Very Unsatisfactory - Furniture is fixed or very heavy 2) Unsatisfactory - Furniture does not allow desks to be configured as individuals, small groups, or large groups 3) Average - Mix of furniture that can reconfigure and that cannot 4) Good - Furniture is flexible for multiple configurations of space 5) Very good - furniture is flexible for multiple configurations of space, easy to move and stack N/A) Does not apply. | | | | | | | | | |
| 9.3 | Is the furniture ergonomic and size appropriate for grade level? | | | 3 | | | | Comments | 1.003.00 |
| 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 | 22.00 | |
|---|--|---|---|---|---|---|-----|--|----------|
| 10.1 | How are acoustics in classrooms in general? | | | 3 | | | | Comments | 1.003.00 |
| 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 noise from some A/C units is an issue reported by faculty. | |
| 10.2 | Is the classroom artificial lighting adequate quality? | | | | 4 | | | Comments | 1.004.00 |
| 1) Very unsatisfactory - sporadic lights work, glare, less than 20 FC 2) Unsatisfactory - 10-19 FC or serious glare 3) Average- 20-29 FC minor glare 4) Good - 30-39 FC and no glare 5) Very good - 40+ FC and no glare N/A) Does not apply. | | | | | | | | | |
| 10.3 | Is there access to natural light in classrooms? | | | | | 5 | | Comments | 1.005.00 |
| 1) No learning spaces have natural light 2) 1-25% of learning spaces have natural light or windows are too small to let in light 3) 26-50% of learning spaces have natural light 4) 51-75% of learning spaces have natural light 5) 76-100% of learning spaces have natural light N/A) Does not apply. | | | | | | | | | |

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

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|---|--|---|---|---|---|---|-----|----------|-----------|
| 11 - Controllability of Systems | | 1 | 2 | 3 | 4 | 5 | N/A | 6.50 | |
| 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. | | | | | | | | | |
| 11.3 | What is the quality of lighting controls in the classrooms? | 1 | | | | | | Comments | 1.00 1.00 |
| 1) Single switch only per room 2) Alternating rows switch off 3) Alternating lamps in single fixtures switch off 4) Tri level switching 5) Dimmable N/A) Does not apply. | | | | | | | | | |



Photo 1. Front Entry



Photo 2. Track



Photo 3. Science



Photo 4.Gym



Photo 5. Band



Photo 6. Art room



Photo 7. Special
Education Support



Photo 8.Culinary Arts



Photo 9. Visual CommTools



Photo 10. Library technology