



APPENDIX H:

DCPS EDUCATIONAL FACILITIES
EFFECTIVENESS INSTRUMENT (EFEI)



Educational Facilities Effectiveness Instrument

Review of

Aiton Elementary School

Washington, DC, United States of America

On Wednesday August 15, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION		
	How effectively do the principal learning spaces support differentiation?		
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0	
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0	
3)	Principal learning spaces allow students to independently access electronic and printed resources	1.0	
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0	
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0	
	weight (avg) 5	Pattern Score:	5.0
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING		
	How effectively do the principal learning areas support Project-Based Learning?		
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.0	
2)	Students have space to work independently on large-scale projects	0.0	
3)	Students have space to collaborate both on brainstorming and project execution	0.5	
4)	Storage for works in progress, including large project storage, is accessible to students	0.0	
5)	Space is available for multiple classes to gather as a single community	0.0	
	weight (avg) 5	Pattern Score:	2.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES		
	How effectively do the principal learning areas support the organization of the school into Learning Communities?		
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0	
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	1.0	
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0	
4)	The Learning Community is spatially distinct and recognizable within the school	0.0	
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0	
	weight (avg) 5	Pattern Score:	5.0
1d	AREAS FOR HANDS-ON EXPERIMENTATION		
	How well equipped are science labs for student learning?		
1)	Prep and storage space is adjacent to work area	1.0	
2)	Work surfaces are located on the perimeter near services	1.0	
3)	Science areas contains movable tables for a variety of projects	1.0	
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0	
5)	There is a connection to the outdoors for experimentation	0.0	
	weight (avg) 3	Pattern Score:	9.0
1e	TRANSPARENCY		
	To what extent is learning visually transparent?		
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0	
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0	
3)	There is visibility between learning studios and informal learning areas	0.0	
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0	
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5	
	weight (avg) 2	Pattern Score:	1.0
1f	CAMPFIRE SPACE		
	How well do Campfire spaces function?		
1)	A platform or portable stage is available for lecturing	0.0	
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5	
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0	
4)	There is good sound reflectance behind speaker area	1.0	
5)	Audio enhancement is available in formal presentation spaces	1.0	
	weight (avg) 2	Pattern Score:	5.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places		0.0
2)	There are identifiable social gathering spaces on school grounds (outdoors)		0.0
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces		0.0
4)	Indoor social areas have vistas to nature or street life		0.0
5)	Most Watering Hole spaces have flexible seating and soft seating available		0.0
	weight (avg) 2	Pattern Score:	0.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community		0.0
2)	Cave spaces exist throughout school (e.g., library, waiting areas)		0.5
3)	There are small, identifiable areas for small group tutoring or study		0.0
4)	Cave spaces have natural light and vistas		0.0
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety		0.0
	weight (avg) 2	Pattern Score:	1.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities		1.0
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas		0.5
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,		0.0
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the		0.0
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students		1.0
	weight (avg) 5	Pattern Score:	12.5
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)		0.0
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)		0.0
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work		0.5
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as		0.0
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens		0.0
	weight (avg) 5	Pattern Score:	2.5
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day		0.0
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"		1.0
3)	There is at least (1) large scale digital display in every learning area		0.0
4)	Spaces for collaboration with mobile technology are provided throughout the school		0.0
5)	Charging stations or adequate power outlets allow students to recharge mobile devices		0.5
	weight (avg) 5	Pattern Score:	7.5
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)		1.0
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually		1.0
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30		1.0
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings		0.5
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban		1.0
	weight (avg) 5	Pattern Score:	22.5
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and		1.0
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings		0.5
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier		0.5
4)	Teachers have individual workstations with lockable storage, phone, and internet access		0.5
5)	Teacher workspace offers adequate materials storage		1.0
	weight (avg) 5	Pattern Score:	17.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	1.0
2)	Reception area for visitors is clearly visible from main entrance	1.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 15.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	1.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	1.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 12.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	1.0
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5
	weight (avg) 3	Pattern Score: 6.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	1.0
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.5
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 7.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	1.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 9.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 1.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.5
	weight (avg) 2	Pattern Score: 3.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1	Pattern Score: 1.5
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2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4	Pattern Score: 6.0
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2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5	Pattern Score: 12.5
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3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0

weight (avg) 4	Pattern Score: 14.0
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3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.5
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3	Pattern Score: 1.5
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3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3	Pattern Score: 12.0
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3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1	Pattern Score: 0.5
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3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0

weight (avg) 4	Pattern Score: 6.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	1.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0

weight (avg) 2	Pattern Score: 4.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	0.5
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0

weight (avg) 1	Pattern Score: 2.0
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.5
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	1.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.5

weight (avg) 4	Pattern Score: 14.0
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3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	1.0
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5

weight (avg) 2	Pattern Score: 6.0
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Assessment Score: 224.5 (out of 540)	42%
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Educational Facilities Effectiveness Instrument

Review of

Benjamin Banneker High School

Washington, DC, United States of America

On Tuesday July 31, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 2.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.5
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 10.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	1.0
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	1.0
5)	There is a connection to the outdoors for experimentation	1.0

weight (avg) 3 Pattern Score: 15.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	1.0

weight (avg) 2 Pattern Score: 7.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 2.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |

weight (avg) 2

Pattern Score: 1.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 2.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.5 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 2.5

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |

weight (avg) 5

Pattern Score: 17.5

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 20.0

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5

Pattern Score: 10.0

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	1.0
	weight (avg) 5	Pattern Score: 7.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	1.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	1.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 12.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5
	weight (avg) 3	Pattern Score: 3.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 4.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	0.5
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 4.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.5
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 2.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	1.0
5)	Running track and/or nature trails are accessible to school site	0.0
	weight (avg) 2	Pattern Score: 6.0

2h	BATHROOMS		
	To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?		
1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5	
2)	Bathrooms are small and distributed throughout the school	0.0	
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0	
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5	
5)	Stalls and urinals provide individual privacy.	0.5	
	weight (avg) 1	Pattern Score:	1.5
2i	STUDENT DINING		
	To what extent is causal eating supported?		
1)	School has a central kitchen/canteen or alternative fresh food provider	1.0	
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	1.0	
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0	
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0	
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0	
	weight (avg) 4	Pattern Score:	8.0
2j	SAFE LEARNING SPACES		
	How effectively does the school facility provide for the safety and security of students and teachers, and community?		
1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0	
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.0	
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0	
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5	
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5	
	weight (avg) 5	Pattern Score:	10.0
3a	DAYLIGHTING		
	To what extent does natural daylight penetrate learning areas?		
1)	The building is properly oriented to maximize natural daylight penetration	0.5	
2)	50% of all learning areas receive daylight from the North or South	0.5	
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0	
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0	
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0	
	weight (avg) 4	Pattern Score:	12.0
3b	FULL SPECTRUM LIGHTING		
	What is the quality of artificial lighting?		
1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0	
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0	
3)	Accent lighting provides contrast with general lighting	0.0	
4)	Lighting controls are located near all presentation areas	0.0	
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0	
	weight (avg) 3	Pattern Score:	0.0
3c	EXTERIOR VISTAS		
	To what extent do interior spaces have views and vistas?		
1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0	
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0	
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0	
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0	
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	0.5	
	weight (avg) 3	Pattern Score:	10.5
3d	INDOOR-OUTDOOR CONNECTION		
	What is the quality of the indoor-outdoor connections?		
1)	All public spaces have direct connections to the outdoors	0.0	
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.5	
3)	At least 75% of learning studios have direct access to outdoors	0.0	
4)	Most buildings have transition spaces such as porches and decks	0.0	
5)	At least 25% of building have overhangs, shade and or rain protection	0.0	
	weight (avg) 1	Pattern Score:	0.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	0.5
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.5
weight (avg) 2		Pattern Score: 3.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	1.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
weight (avg) 1		Pattern Score: 1.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
weight (avg) 1		Pattern Score: 3.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	1.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
weight (avg) 4		Pattern Score: 14.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	1.0
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
weight (avg) 2		Pattern Score: 5.0

Assessment Score: 202.0 (out of 540) 37%

Educational Facilities Effectiveness Instrument

Review of

Browne Education Campus

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 5.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 5.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	1.0
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.5
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 10.5

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 1.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 5.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.5 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2	Pattern Score: 1.0
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1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |

weight (avg) 2	Pattern Score: 5.0
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1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5	Pattern Score: 7.5
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1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5	Pattern Score: 2.5
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1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5	Pattern Score: 10.0
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1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5	Pattern Score: 22.5
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1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5	Pattern Score: 15.0
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2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |

weight (avg) 5

Pattern Score: 15.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.0 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.5 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |

weight (avg) 4

Pattern Score: 8.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.5 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.5 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 1.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.5 |

weight (avg) 3

Pattern Score: 10.5

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.5 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 0.5 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 7.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.5 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 1.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.5 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.5 |
| 5) | Running track and/or nature trails are accessible to school site | 1.0 |

weight (avg) 2

Pattern Score: 5.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1	Pattern Score: 2.0
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2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4	Pattern Score: 6.0
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2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5	Pattern Score: 12.5
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3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.5

weight (avg) 4	Pattern Score: 14.0
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3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3	Pattern Score: 0.0
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3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3	Pattern Score: 12.0
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3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1	Pattern Score: 0.0
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3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.0 |

weight (avg) 4	Pattern Score: 4.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2	Pattern Score: 3.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |

weight (avg) 1	Pattern Score: 1.5
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |

weight (avg) 4	Pattern Score: 8.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |

weight (avg) 2	Pattern Score: 5.0
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Assessment Score: 209.5 (out of 540)

39%

Educational Facilities Effectiveness Instrument

Review of

Calvin Coolidge High School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 5.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 5.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	1.0
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	1.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 12.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.5
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 2.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 3.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2	Pattern Score: 3.0
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1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |

weight (avg) 2	Pattern Score: 2.0
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1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5	Pattern Score: 5.0
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1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5	Pattern Score: 2.5
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1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 1.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5	Pattern Score: 15.0
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1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5	Pattern Score: 20.0
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1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5	Pattern Score: 15.0
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2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
	1) Clear visual cues to main entrance from parking and pedestrian paths	0.5
	2) Reception area for visitors is clearly visible from main entrance	0.0
	3) Visitor have a place to sit with access to beverages and reading materials	0.5
	4) Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
	5) School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 7.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
	1) A central library/media center serves as space for conducting research and a visible symbol for learning	0.5
	2) Library/media center has ample areas for casual reading, furnished with soft seating	0.0
	3) Access to digital resources are distributed throughout the school	1.0
	4) There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
	5) There are a mix of individual and group quiet study rooms for before, during, and after school work	0.5
	weight (avg) 4	Pattern Score: 8.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
	1) Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
	2) Student work displayed at main entrance	0.0
	3) Special displays set aside for work in progress	0.0
	4) Digital Student work displayed and refreshed throughout school	0.0
	5) Assigned displays for student work in curricular areas	0.0
	weight (avg) 3	Pattern Score: 0.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
	1) Prep and storage areas with counters and sinks are available	0.0
	2) Large windows provide ample natural light and views	0.5
	3) There are connections to outdoors for messy projects	0.0
	4) There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
	5) There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 1.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
	1) There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
	2) (PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
	3) (PRIMARY ONLY) space suitable for vocal group practice	0.0
	4) (PRIMARY ONLY) adequate space with portable stage and some seating	1.0
	5) Community able to use school facilities for larger performances AND/OR students use community facilities for larger	0.5
	weight (avg) 3	Pattern Score: 4.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
	1) Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
	2) There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
	3) Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
	4) There is support for student entrepreneurship (e.g. student-run store)	0.0
	5) Students have access to a career centre with office for staff and online and print resources	0.5
	weight (avg) 2	Pattern Score: 2.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
	1) Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
	2) Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
	3) Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
	4) Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	1.0
	5) Running track and/or nature trails are accessible to school site	1.0
	weight (avg) 2	Pattern Score: 9.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.0

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 4.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 12.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |

weight (avg) 4

Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.5 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 10.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.5 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.5 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.5 |

weight (avg) 1

Pattern Score: 1.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
<hr/>		
weight (avg) 4		Pattern Score: 6.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	0.5
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 2.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.5
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.5

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	0.5
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
<hr/>		
weight (avg) 1		Pattern Score: 1.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	1.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
<hr/>		
weight (avg) 4		Pattern Score: 14.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
<hr/>		
weight (avg) 2		Pattern Score: 3.0

Assessment Score: 193.0 (out of 540) 36%

Educational Facilities Effectiveness Instrument

Review of

Davis Elementary School

Washington, DC, United States of America

On Wednesday October 10, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION		
	How effectively do the principal learning spaces support differentiation?		
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0	
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5	
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5	
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5	
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0	
	weight (avg) 5		Pattern Score: 7.5
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING		
	How effectively do the principal learning areas support Project-Based Learning?		
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5	
2)	Students have space to work independently on large-scale projects	0.0	
3)	Students have space to collaborate both on brainstorming and project execution	0.0	
4)	Storage for works in progress, including large project storage, is accessible to students	0.0	
5)	Space is available for multiple classes to gather as a single community	0.5	
	weight (avg) 5		Pattern Score: 5.0
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES		
	How effectively do the principal learning areas support the organization of the school into Learning Communities?		
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0	
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0	
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0	
4)	The Learning Community is spatially distinct and recognizable within the school	0.0	
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0	
	weight (avg) 5		Pattern Score: 0.0
1d	AREAS FOR HANDS-ON EXPERIMENTATION		
	How well equipped are science labs for student learning?		
1)	Prep and storage space is adjacent to work area	0.0	
2)	Work surfaces are located on the perimeter near services	0.0	
3)	Science areas contains movable tables for a variety of projects	0.0	
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0	
5)	There is a connection to the outdoors for experimentation	0.0	
	weight (avg) 3		Pattern Score: 0.0
1e	TRANSPARENCY		
	To what extent is learning visually transparent?		
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0	
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0	
3)	There is visibility between learning studios and informal learning areas	0.0	
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0	
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5	
	weight (avg) 2		Pattern Score: 1.0
1f	CAMPFIRE SPACE		
	How well do Campfire spaces function?		
1)	A platform or portable stage is available for lecturing	0.5	
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5	
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0	
4)	There is good sound reflectance behind speaker area	1.0	
5)	Audio enhancement is available in formal presentation spaces	1.0	
	weight (avg) 2		Pattern Score: 8.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places		0.0
2)	There are identifiable social gathering spaces on school grounds (outdoors)		0.5
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces		0.0
4)	Indoor social areas have vistas to nature or street life		0.0
5)	Most Watering Hole spaces have flexible seating and soft seating available		0.0
	weight (avg) 2	Pattern Score:	1.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community		0.5
2)	Cave spaces exist throughout school (e.g., library, waiting areas)		1.0
3)	There are small, identifiable areas for small group tutoring or study		0.5
4)	Cave spaces have natural light and vistas		1.0
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety		0.5
	weight (avg) 2	Pattern Score:	7.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities		0.0
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas		0.5
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,		0.0
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the		0.5
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students		1.0
	weight (avg) 5	Pattern Score:	10.0
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)		0.0
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)		0.5
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work		0.5
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as		0.0
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens		0.0
	weight (avg) 5	Pattern Score:	5.0
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day		1.0
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"		1.0
3)	There is at least (1) large scale digital display in every learning area		1.0
4)	Spaces for collaboration with mobile technology are provided throughout the school		0.0
5)	Charging stations or adequate power outlets allow students to recharge mobile devices		0.0
	weight (avg) 5	Pattern Score:	15.0
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)		1.0
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually		1.0
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30		0.5
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings		0.5
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban		0.5
	weight (avg) 5	Pattern Score:	17.5
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and		0.0
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings		0.5
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier		0.5
4)	Teachers have individual workstations with lockable storage, phone, and internet access		0.5
5)	Teacher workspace offers adequate materials storage		0.5
	weight (avg) 5	Pattern Score:	10.0

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |

weight (avg) 5

Pattern Score: 15.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 1.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 1.0 |

weight (avg) 4

Pattern Score: 20.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 3.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 1.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 10.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 1.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.5 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 0.0 |

weight (avg) 2

Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	1.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1 Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	0.5
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5 Pattern Score: 10.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.5

weight (avg) 4 Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.5
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3 Pattern Score: 10.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	1.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.5

weight (avg) 1 Pattern Score: 1.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |

weight (avg) 4	Pattern Score: 2.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 1.0 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2	Pattern Score: 4.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.5 |

weight (avg) 1	Pattern Score: 0.5
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.0 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.5 |

weight (avg) 1	Pattern Score: 2.5
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |

weight (avg) 4	Pattern Score: 14.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 1.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |

weight (avg) 2	Pattern Score: 5.0
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Assessment Score: 217.5 (out of 540)	40%
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Educational Facilities Effectiveness Instrument

Review of

Eaton Elementary School

Washington, DC, United States of America

On Monday July 30, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 10.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	1.0
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	1.0

weight (avg) 5 Pattern Score: 10.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	1.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	1.0
4)	The Learning Community is spatially distinct and recognizable within the school	1.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5

weight (avg) 5 Pattern Score: 17.5

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 3.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	1.0

weight (avg) 2 Pattern Score: 6.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.5 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 1.0 |

weight (avg) 2

Pattern Score: 7.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 1.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 1.0 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |

weight (avg) 2

Pattern Score: 10.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 12.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 1.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 10.0

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |

weight (avg) 5

Pattern Score: 17.5

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 25.0

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.0 |

weight (avg) 5

Pattern Score: 2.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 5.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	0.5
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.5
	weight (avg) 4	Pattern Score: 12.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
2)	Student work displayed at main entrance	0.0
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5
	weight (avg) 3	Pattern Score: 1.5
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 4.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	1.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 10.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	1.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 3.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.0
	weight (avg) 2	Pattern Score: 4.0

2h	BATHROOMS		
	To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?		
1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5	
2)	Bathrooms are small and distributed throughout the school	0.5	
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.5	
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5	
5)	Stalls and urinals provide individual privacy.	0.5	
	weight (avg) 1	Pattern Score:	2.5
2i	STUDENT DINING		
	To what extent is causal eating supported?		
1)	School has a central kitchen/canteen or alternative fresh food provider	0.5	
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	1.0	
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0	
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0	
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0	
	weight (avg) 4	Pattern Score:	6.0
2j	SAFE LEARNING SPACES		
	How effectively does the school facility provide for the safety and security of students and teachers, and community?		
1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0	
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5	
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0	
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5	
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5	
	weight (avg) 5	Pattern Score:	12.5
3a	DAYLIGHTING		
	To what extent does natural daylight penetrate learning areas?		
1)	The building is properly oriented to maximize natural daylight penetration	1.0	
2)	50% of all learning areas receive daylight from the North or South	1.0	
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0	
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0	
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0	
	weight (avg) 4	Pattern Score:	16.0
3b	FULL SPECTRUM LIGHTING		
	What is the quality of artificial lighting?		
1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0	
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0	
3)	Accent lighting provides contrast with general lighting	0.0	
4)	Lighting controls are located near all presentation areas	0.5	
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0	
	weight (avg) 3	Pattern Score:	1.5
3c	EXTERIOR VISTAS		
	To what extent do interior spaces have views and vistas?		
1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0	
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0	
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0	
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.5	
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0	
	weight (avg) 3	Pattern Score:	13.5
3d	INDOOR-OUTDOOR CONNECTION		
	What is the quality of the indoor-outdoor connections?		
1)	All public spaces have direct connections to the outdoors	0.5	
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.5	
3)	At least 75% of learning studios have direct access to outdoors	0.0	
4)	Most buildings have transition spaces such as porches and decks	1.0	
5)	At least 25% of building have overhangs, shade and or rain protection	0.5	
	weight (avg) 1	Pattern Score:	2.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.5
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weight (avg) 2		Pattern Score: 4.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
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weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
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weight (avg) 1		Pattern Score: 3.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.5
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weight (avg) 4		Pattern Score: 12.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	1.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
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weight (avg) 2		Pattern Score: 7.0

Assessment Score: 256.0 (out of 540) 47%

Educational Facilities Effectiveness Instrument

Review of

Elliot-Hine Middle School

Washington, DC, United States of America

On Tuesday July 3, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION	
	How effectively do the principal learning spaces support differentiation?	
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.0
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0
	weight (avg) 5	Pattern Score: 2.5
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING	
	How effectively do the principal learning areas support Project-Based Learning?	
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.0
	weight (avg) 5	Pattern Score: 2.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES	
	How effectively do the principal learning areas support the organization of the school into Learning Communities?	
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.5
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0
	weight (avg) 5	Pattern Score: 7.5
1d	AREAS FOR HANDS-ON EXPERIMENTATION	
	How well equipped are science labs for student learning?	
1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0
	weight (avg) 3	Pattern Score: 6.0
1e	TRANSPARENCY	
	To what extent is learning visually transparent?	
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0
	weight (avg) 2	Pattern Score: 0.0
1f	CAMPFIRE SPACE	
	How well do Campfire spaces function?	
1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	1.0
	weight (avg) 2	Pattern Score: 6.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

1)	Students can meet socially at informal indoor gathering places	0.0
2)	There are identifiable social gathering spaces on school grounds (outdoors)	0.5
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.0
4)	Indoor social areas have vistas to nature or street life	0.0
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0

weight (avg) 2	Pattern Score: 1.0
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1h CAVE SPACE

What is the quality of Cave spaces?

1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	0.0
3)	There are small, identifiable areas for small group tutoring or study	0.5
4)	Cave spaces have natural light and vistas	0.5
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.0

weight (avg) 2	Pattern Score: 2.0
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1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

1)	School provides equal access to all learning areas for students of different abilities	0.0
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	1.0
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	1.0
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	1.0

weight (avg) 5	Pattern Score: 15.0
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1j FURNITURE

Is a variety of furnishings offered throughout school?

1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.0
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	0.0
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0

weight (avg) 5	Pattern Score: 0.0
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1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

1)	Students can access mobile internet-connected computers throughout the day	0.5
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0
3)	There is at least (1) large scale digital display in every learning area	0.5
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.5

weight (avg) 5	Pattern Score: 12.5
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1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	1.0
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	0.0
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.0
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	0.5

weight (avg) 5	Pattern Score: 10.0
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1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	1.0
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	1.0
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.0
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.5
5)	Teacher workspace offers adequate materials storage	0.0

weight (avg) 5	Pattern Score: 12.5
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2a WELCOMING ENTRY

How welcoming is the entrance to the school?

1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.0

weight (avg) 5

Pattern Score: 5.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

1)	A central library/media center serves as space for conducting research and a visible symbol for learning	0.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	0.5
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0

weight (avg) 4

Pattern Score: 2.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.0

weight (avg) 3

Pattern Score: 1.5

2d ARTS STUDIOS

How well equipped are art labs?

1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0

weight (avg) 3

Pattern Score: 4.5

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0

weight (avg) 3

Pattern Score: 7.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0

weight (avg) 2

Pattern Score: 1.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.5
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	0.5
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.5

weight (avg) 2

Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.0
2)	Bathrooms are small and distributed throughout the school	0.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1 Pattern Score: 0.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.0
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	0.5
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5 Pattern Score: 7.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0

weight (avg) 4 Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.5
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3 Pattern Score: 10.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1 Pattern Score: 0.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |

weight (avg) 4	Pattern Score: 4.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2	Pattern Score: 3.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.5 |

weight (avg) 1	Pattern Score: 0.5
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 0.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |

weight (avg) 1	Pattern Score: 2.5
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |

weight (avg) 4	Pattern Score: 16.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.5 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |

weight (avg) 2	Pattern Score: 3.0
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Assessment Score: 171.0 (out of 540)

32%

Educational Facilities Effectiveness Instrument

Review of

Hendley Elementary School

Washington, DC, United States of America

On Wednesday August 8, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 5.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.0

weight (avg) 5 Pattern Score: 2.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.0
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 0.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.5
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 1.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.0
5)	Audio enhancement is available in formal presentation spaces	0.5

weight (avg) 2 Pattern Score: 3.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 0.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |

weight (avg) 2

Pattern Score: 6.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.5 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |

weight (avg) 5

Pattern Score: 15.0

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 5.0

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.5 |

weight (avg) 5

Pattern Score: 15.0

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |

weight (avg) 5

Pattern Score: 20.0

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5

Pattern Score: 2.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	1.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.0
	weight (avg) 5	Pattern Score: 7.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	1.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 12.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	1.0
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	1.0
	weight (avg) 3	Pattern Score: 7.5
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.0
2)	Large windows provide ample natural light and views	0.5
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 1.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.5
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.5
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 9.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.5
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 1.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.5
5)	Running track and/or nature trails are accessible to school site	0.5
	weight (avg) 2	Pattern Score: 6.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.0

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.0 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 1.0 |

weight (avg) 5

Pattern Score: 10.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.5 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |

weight (avg) 4

Pattern Score: 8.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 10.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 1.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 1.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.5
weight (avg) 2		Pattern Score: 4.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	1.0
3)	Local materials or architectural forms relate to surrounding context	0.5
4)	School itself brings character to the surrounding neighborhood	0.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.5
weight (avg) 1		Pattern Score: 2.5

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	0.5
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
weight (avg) 4		Pattern Score: 10.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	1.0
weight (avg) 2		Pattern Score: 4.0

Assessment Score: 181.5 (out of 540) 34%

Educational Facilities Effectiveness Instrument

Review of

Hyde-Addison Elementary School

Washington, DC, United States of America

On Friday October 12, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION	
	How effectively do the principal learning spaces support differentiation?	
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	1.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0
	weight (avg) 5	Pattern Score: 12.5
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING	
	How effectively do the principal learning areas support Project-Based Learning?	
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5
	weight (avg) 5	Pattern Score: 5.0
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES	
	How effectively do the principal learning areas support the organization of the school into Learning Communities?	
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0
	weight (avg) 5	Pattern Score: 7.5
1d	AREAS FOR HANDS-ON EXPERIMENTATION	
	How well equipped are science labs for student learning?	
1)	Prep and storage space is adjacent to work area	1.0
2)	Work surfaces are located on the perimeter near services	0.5
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.5
5)	There is a connection to the outdoors for experimentation	0.0
	weight (avg) 3	Pattern Score: 9.0
1e	TRANSPARENCY	
	To what extent is learning visually transparent?	
1)	Breakout spaces are supervisable from adjacent learning spaces	0.5
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5
	weight (avg) 2	Pattern Score: 2.0
1f	CAMPFIRE SPACE	
	How well do Campfire spaces function?	
1)	A platform or portable stage is available for lecturing	0.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	1.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0
4)	There is good sound reflectance behind speaker area	0.0
5)	Audio enhancement is available in formal presentation spaces	0.0
	weight (avg) 2	Pattern Score: 4.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.5	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	1.0	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.5	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	4.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.5	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	1.0	
3)	There are small, identifiable areas for small group tutoring or study	1.0	
4)	Cave spaces have natural light and vistas	0.5	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.5	
	weight (avg) 2	Pattern Score:	7.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.5	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	1.0	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.5	
	weight (avg) 5	Pattern Score:	10.0
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.5	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	1.0	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	7.5
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	1.0	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	1.0	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.5	
	weight (avg) 5	Pattern Score:	17.5
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	1.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	1.0	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	1.0	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.0	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	1.0	
	weight (avg) 5	Pattern Score:	20.0
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	1.0	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.5	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.5	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	1.0	
5)	Teacher workspace offers adequate materials storage	1.0	
	weight (avg) 5	Pattern Score:	20.0

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 1.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |

weight (avg) 5

Pattern Score: 10.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 1.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |

weight (avg) 4

Pattern Score: 10.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 0.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 1.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 6.0

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.5 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 2.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 0.5 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 1.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 0.0 |

weight (avg) 2

Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.5
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	0.5
weight (avg) 1		Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	1.0
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0
weight (avg) 4		Pattern Score: 8.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	1.0
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5
weight (avg) 5		Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	0.5
2)	50% of all learning areas receive daylight from the North or South	1.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.0
weight (avg) 4		Pattern Score: 12.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.5
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0
weight (avg) 3		Pattern Score: 1.5

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0
weight (avg) 3		Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.5
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0
weight (avg) 1		Pattern Score: 1.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 1.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.5 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |

weight (avg) 4

Pattern Score: 12.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 1.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.5 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2

Pattern Score: 6.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.5 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |

weight (avg) 1

Pattern Score: 0.5

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 0.5 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.5 |

weight (avg) 1

Pattern Score: 3.5

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |

weight (avg) 4

Pattern Score: 4.0

3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.5 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 1.0 |

weight (avg) 2

Pattern Score: 5.0

Assessment Score: 245.5 (out of 540)

45%

Educational Facilities Effectiveness Instrument

Review of

Kramer Middle School

Washington, DC, United States of America

On Wednesday August 15, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	1.0
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 7.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.0
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 5.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.5
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 6.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 5.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 1.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 1.0 |

weight (avg) 2

Pattern Score: 6.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |

weight (avg) 2

Pattern Score: 3.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 7.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 2.5

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |

weight (avg) 5

Pattern Score: 20.0

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 17.5

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 1.0 |

weight (avg) 5

Pattern Score: 17.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 7.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	1.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.5
	weight (avg) 4	Pattern Score: 14.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.5
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.0
	weight (avg) 3	Pattern Score: 3.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.5
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 6.0
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 6.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 0.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.0
	weight (avg) 2	Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 1.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.0 |

weight (avg) 5

Pattern Score: 7.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.5 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |

weight (avg) 4

Pattern Score: 16.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.5 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 1.5

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	0.5
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	1.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 4.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
<hr/>		
weight (avg) 1		Pattern Score: 2.5

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	1.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	1.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.5
<hr/>		
weight (avg) 4		Pattern Score: 18.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.0
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
<hr/>		
weight (avg) 2		Pattern Score: 3.0

Assessment Score: 215.0 (out of 540) 40%

Educational Facilities Effectiveness Instrument

Review of

Lafayette Elementary School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.0
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5

weight (avg) 5 Pattern Score: 7.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.5
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 7.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5

weight (avg) 5 Pattern Score: 5.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.5

weight (avg) 3 Pattern Score: 7.5

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.5
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	1.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	1.0

weight (avg) 2 Pattern Score: 5.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0
4)	There is good sound reflectance behind speaker area	0.0
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 1.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.0	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	0.5	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.0	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	1.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	0.5	
3)	There are small, identifiable areas for small group tutoring or study	0.5	
4)	Cave spaces have natural light and vistas	0.0	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.5	
	weight (avg) 2	Pattern Score:	3.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.5	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	0.5	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.0	
	weight (avg) 5	Pattern Score:	5.0
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.5	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	0.5	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	5.0
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	0.0	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.0	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.0	
	weight (avg) 5	Pattern Score:	5.0
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	0.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	0.5	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.0	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	1.0	
	weight (avg) 5	Pattern Score:	10.0
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	0.5	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.5	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.0	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.0	
5)	Teacher workspace offers adequate materials storage	0.0	
	weight (avg) 5	Pattern Score:	5.0

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |

weight (avg) 5

Pattern Score: 7.5

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.5 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.5 |

weight (avg) 4

Pattern Score: 8.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.0 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |

weight (avg) 3

Pattern Score: 3.0

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.5 |

weight (avg) 3

Pattern Score: 7.5

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 1.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 0.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 7.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 1.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 1.0 |

weight (avg) 2

Pattern Score: 6.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1 Pattern Score: 1.0

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	0.5
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.5
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.5
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 8.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5 Pattern Score: 12.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	1.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.5

weight (avg) 4 Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.5
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 1.5

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	0.5
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.5
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3 Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1 Pattern Score: 0.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0

weight (avg) 4	Pattern Score:	8.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	0.5
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	1.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.5

weight (avg) 2	Pattern Score:	4.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.5

weight (avg) 1	Pattern Score:	0.5
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0

weight (avg) 1	Pattern Score:	3.0
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.5
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0

weight (avg) 4	Pattern Score:	6.0
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3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.0

weight (avg) 2	Pattern Score:	4.0
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Assessment Score: 183.0 (out of 540)

34%

Educational Facilities Effectiveness Instrument

Review of

Langdon Elementary School

Washington, DC, United States of America

On Wednesday August 15, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	1.0
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5

weight (avg) 5 Pattern Score: 15.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.5
3)	Students have space to collaborate both on brainstorming and project execution	1.0
4)	Storage for works in progress, including large project storage, is accessible to students	1.0
5)	Space is available for multiple classes to gather as a single community	1.0

weight (avg) 5 Pattern Score: 20.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	1.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5
4)	The Learning Community is spatially distinct and recognizable within the school	1.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 15.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 3.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 1.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	1.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	0.5

weight (avg) 2 Pattern Score: 6.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 0.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |

weight (avg) 2

Pattern Score: 4.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.5 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 10.0

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.5 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 7.5

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 1.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 1.0 |

weight (avg) 5

Pattern Score: 17.5

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |

weight (avg) 5

Pattern Score: 17.5

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 1.0 |

weight (avg) 5

Pattern Score: 12.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.5
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.5
5)	School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 10.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	0.5
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.5
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 12.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.5
2)	Student work displayed at main entrance	0.0
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	1.0
	weight (avg) 3	Pattern Score: 4.5
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.0
2)	Large windows provide ample natural light and views	0.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 0.0
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	1.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	0.5
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 9.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 2.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	1.0
	weight (avg) 2	Pattern Score: 6.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 4.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.0 |

weight (avg) 4

Pattern Score: 2.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 0.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 6.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
weight (avg) 2		Pattern Score: 3.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
weight (avg) 1		Pattern Score: 3.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.5
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.5
weight (avg) 4		Pattern Score: 12.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.0
weight (avg) 2		Pattern Score: 3.0

Assessment Score: 227.0 (out of 540) 42%

Educational Facilities Effectiveness Instrument

Review of

Ludlow-Taylor Elementary School

Washington, DC, United States of America

On Wednesday October 10, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION		
	How effectively do the principal learning spaces support differentiation?		
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0	
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0	
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5	
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5	
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0	
	weight (avg) 5		Pattern Score: 5.0
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING		
	How effectively do the principal learning areas support Project-Based Learning?		
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5	
2)	Students have space to work independently on large-scale projects	0.0	
3)	Students have space to collaborate both on brainstorming and project execution	0.0	
4)	Storage for works in progress, including large project storage, is accessible to students	0.0	
5)	Space is available for multiple classes to gather as a single community	0.0	
	weight (avg) 5		Pattern Score: 2.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES		
	How effectively do the principal learning areas support the organization of the school into Learning Communities?		
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0	
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.5	
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0	
4)	The Learning Community is spatially distinct and recognizable within the school	0.5	
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0	
	weight (avg) 5		Pattern Score: 5.0
1d	AREAS FOR HANDS-ON EXPERIMENTATION		
	How well equipped are science labs for student learning?		
1)	Prep and storage space is adjacent to work area	0.0	
2)	Work surfaces are located on the perimeter near services	0.0	
3)	Science areas contains movable tables for a variety of projects	1.0	
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0	
5)	There is a connection to the outdoors for experimentation	0.0	
	weight (avg) 3		Pattern Score: 3.0
1e	TRANSPARENCY		
	To what extent is learning visually transparent?		
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0	
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0	
3)	There is visibility between learning studios and informal learning areas	0.0	
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0	
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5	
	weight (avg) 2		Pattern Score: 1.0
1f	CAMPFIRE SPACE		
	How well do Campfire spaces function?		
1)	A platform or portable stage is available for lecturing	0.5	
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5	
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0	
4)	There is good sound reflectance behind speaker area	1.0	
5)	Audio enhancement is available in formal presentation spaces	1.0	
	weight (avg) 2		Pattern Score: 8.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.5	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	0.5	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	1.0	
4)	Indoor social areas have vistas to nature or street life	0.5	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	5.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.5	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	1.0	
3)	There are small, identifiable areas for small group tutoring or study	0.5	
4)	Cave spaces have natural light and vistas	1.0	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.5	
	weight (avg) 2	Pattern Score:	7.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.0	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	0.5	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.5	
	weight (avg) 5	Pattern Score:	5.0
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.5	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	1.0	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	7.5
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	1.0	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.5	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.0	
	weight (avg) 5	Pattern Score:	12.5
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	1.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	1.0	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	1.0	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	1.0	
	weight (avg) 5	Pattern Score:	22.5
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	1.0	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.5	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.5	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.5	
5)	Teacher workspace offers adequate materials storage	0.5	
	weight (avg) 5	Pattern Score:	15.0

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5

weight (avg) 5

Pattern Score: 5.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	1.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0

weight (avg) 4

Pattern Score: 12.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.5
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

1)	Prep and storage areas with counters and sinks are available	1.0
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.5
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.5

weight (avg) 3

Pattern Score: 9.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.5
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	0.5

weight (avg) 3

Pattern Score: 7.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0

weight (avg) 2

Pattern Score: 2.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	0.5
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.5
5)	Running track and/or nature trails are accessible to school site	0.5

weight (avg) 2

Pattern Score: 6.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1 Pattern Score: 2.0

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5 Pattern Score: 12.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	1.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0

weight (avg) 4 Pattern Score: 18.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3 Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	1.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	1.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1 Pattern Score: 2.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0

weight (avg) 4	Pattern Score:	8.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.5
3)	Operable windows are located away from exhaust fans and parking lots	1.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0

weight (avg) 2	Pattern Score:	5.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0

weight (avg) 1	Pattern Score:	0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	0.0
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0

weight (avg) 1	Pattern Score:	2.0
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0

weight (avg) 4	Pattern Score:	8.0
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3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5

weight (avg) 2	Pattern Score:	4.0
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Assessment Score: 224.5 (out of 540)

42%

Educational Facilities Effectiveness Instrument

Review of

Murch Elementary School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 2.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.0
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 2.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 2.5

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.5
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 4.5

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0
4)	There is good sound reflectance behind speaker area	0.0
5)	Audio enhancement is available in formal presentation spaces	0.5

weight (avg) 2 Pattern Score: 3.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 0.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 1.0 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |

weight (avg) 2

Pattern Score: 5.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 7.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 2.5

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.5 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5

Pattern Score: 10.0

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 20.0

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.5 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5

Pattern Score: 5.0

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.0
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	1.0
	weight (avg) 5	Pattern Score: 5.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	0.5
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	0.5
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 4.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
2)	Student work displayed at main entrance	1.0
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5
	weight (avg) 3	Pattern Score: 4.5
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	0.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 1.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	0.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 3.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 2.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	1.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.5
	weight (avg) 2	Pattern Score: 5.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.0

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 2.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 1.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 17.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |

weight (avg) 4

Pattern Score: 18.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 1.5

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 13.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
weight (avg) 4		Pattern Score: 6.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	0.5
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
weight (avg) 2		Pattern Score: 1.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	1.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.5
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.5
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
weight (avg) 1		Pattern Score: 2.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	1.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
weight (avg) 1		Pattern Score: 3.5

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.5
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
weight (avg) 4		Pattern Score: 12.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.0
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.0
weight (avg) 2		Pattern Score: 2.0

Assessment Score: 171.0 (out of 540) 32%

Educational Facilities Effectiveness Instrument

Review of

Orr Elementary School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION		
	How effectively do the principal learning spaces support differentiation?		
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0	
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0	
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.0	
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0	
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5	
	weight (avg) 5		Pattern Score: 2.5
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING		
	How effectively do the principal learning areas support Project-Based Learning?		
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5	
2)	Students have space to work independently on large-scale projects	0.0	
3)	Students have space to collaborate both on brainstorming and project execution	0.5	
4)	Storage for works in progress, including large project storage, is accessible to students	0.0	
5)	Space is available for multiple classes to gather as a single community	0.5	
	weight (avg) 5		Pattern Score: 7.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES		
	How effectively do the principal learning areas support the organization of the school into Learning Communities?		
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5	
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.5	
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5	
4)	The Learning Community is spatially distinct and recognizable within the school	0.5	
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5	
	weight (avg) 5		Pattern Score: 12.5
1d	AREAS FOR HANDS-ON EXPERIMENTATION		
	How well equipped are science labs for student learning?		
1)	Prep and storage space is adjacent to work area	0.0	
2)	Work surfaces are located on the perimeter near services	0.0	
3)	Science areas contains movable tables for a variety of projects	0.0	
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0	
5)	There is a connection to the outdoors for experimentation	0.0	
	weight (avg) 3		Pattern Score: 0.0
1e	TRANSPARENCY		
	To what extent is learning visually transparent?		
1)	Breakout spaces are supervisable from adjacent learning spaces	0.5	
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.5	
3)	There is visibility between learning studios and informal learning areas	0.0	
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0	
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	1.0	
	weight (avg) 2		Pattern Score: 4.0
1f	CAMPFIRE SPACE		
	How well do Campfire spaces function?		
1)	A platform or portable stage is available for lecturing	0.0	
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5	
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0	
4)	There is good sound reflectance behind speaker area	0.5	
5)	Audio enhancement is available in formal presentation spaces	0.0	
	weight (avg) 2		Pattern Score: 2.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.5	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	0.5	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.0	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	2.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	0.0	
3)	There are small, identifiable areas for small group tutoring or study	0.0	
4)	Cave spaces have natural light and vistas	0.0	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.0	
	weight (avg) 2	Pattern Score:	0.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.5	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	0.0	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.0	
	weight (avg) 5	Pattern Score:	2.5
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.5	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.0	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	0.5	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	5.0
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	0.0	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.5	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.0	
	weight (avg) 5	Pattern Score:	7.5
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	0.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	0.5	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.0	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	1.0	
	weight (avg) 5	Pattern Score:	10.0
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	0.0	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.5	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.0	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.0	
5)	Teacher workspace offers adequate materials storage	0.0	
	weight (avg) 5	Pattern Score:	2.5

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

1)	Clear visual cues to main entrance from parking and pedestrian paths	0.0
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5

weight (avg) 5

Pattern Score: 2.5

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	0.5
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.5

weight (avg) 4

Pattern Score: 8.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.0
2)	Student work displayed at main entrance	0.0
3)	Special displays set aside for work in progress	0.5
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	1.0

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	0.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0

weight (avg) 3

Pattern Score: 1.5

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.5
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	0.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	0.5

weight (avg) 3

Pattern Score: 4.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0

weight (avg) 2

Pattern Score: 0.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.5
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.0

weight (avg) 2

Pattern Score: 3.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?		
1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.0
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5
weight (avg) 1		Pattern Score: 1.0

2i STUDENT DINING

To what extent is causal eating supported?		
1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0
weight (avg) 4		Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?		
1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.0
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.0
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5
weight (avg) 5		Pattern Score: 7.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?		
1)	The building is properly oriented to maximize natural daylight penetration	0.5
2)	50% of all learning areas receive daylight from the North or South	0.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.5
weight (avg) 4		Pattern Score: 10.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?		
1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0
weight (avg) 3		Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?		
1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	0.5
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0
weight (avg) 3		Pattern Score: 7.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?		
1)	All public spaces have direct connections to the outdoors	0.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0
weight (avg) 1		Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?		
1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.5
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	0.5
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?		
1)	All learning areas have operable windows to allow in fresh air	0.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 0.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?		
1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the		
1)	Visible signature represents mission of school or community at entry	0.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	0.0
4)	School itself brings character to the surrounding neighborhood	0.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.5

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?		
1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	0.5
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.5
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3j AESTHETICS

What is the quality of aesthetics?		
1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.0
4)	There is a variety in scale and size of spatial elements in most rooms	0.5
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.0
<hr/>		
weight (avg) 2		Pattern Score: 2.0

Assessment Score: 124.5 (out of 540) 23%

Educational Facilities Effectiveness Instrument

Review of

Oyster-Adams Bilingual School

Washington, DC, United States of America

On Monday October 1, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	1.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 10.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 7.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	1.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 5.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.5
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	1.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 9.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	1.0
5)	Audio enhancement is available in formal presentation spaces	1.0

weight (avg) 2 Pattern Score: 7.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 3.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |

weight (avg) 2

Pattern Score: 5.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 10.0

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 1.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 7.5

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.5 |

weight (avg) 5

Pattern Score: 10.0

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 0.5 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 0.5 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 0.5 |

weight (avg) 5

Pattern Score: 15.0

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5

Pattern Score: 5.0

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.5
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	1.0
	weight (avg) 5	Pattern Score: 12.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	0.5
2)	Library/media center has ample areas for casual reading, furnished with soft seating	1.0
3)	Access to digital resources are distributed throughout the school	0.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 6.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	1.0
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.5
	weight (avg) 3	Pattern Score: 6.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.5
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 6.0
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 7.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 1.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.5
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.0
	weight (avg) 2	Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 1.0 |

weight (avg) 1

Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 0.5 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 1.0 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.5 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 8.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 0.5 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |

weight (avg) 4

Pattern Score: 12.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.5 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.5 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 3.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.5 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 1.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 1.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 2.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	0.5
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	1.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 4.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.5
<hr/>		
weight (avg) 1		Pattern Score: 0.5

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.5
<hr/>		
weight (avg) 1		Pattern Score: 4.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
<hr/>		
weight (avg) 4		Pattern Score: 8.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
<hr/>		
weight (avg) 2		Pattern Score: 5.0

Assessment Score: 217.5 (out of 540) 40%

Educational Facilities Effectiveness Instrument

Review of

Payne Elementary School

Washington, DC, United States of America

On Wednesday August 15, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5

weight (avg) 5 Pattern Score: 5.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.0

weight (avg) 5 Pattern Score: 5.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 0.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.0
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.5

weight (avg) 3 Pattern Score: 3.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	1.0

weight (avg) 2 Pattern Score: 3.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2	Pattern Score: 0.0
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1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.5 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.5 |

weight (avg) 2	Pattern Score: 4.0
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1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 1.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.5 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5	Pattern Score: 12.5
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1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5	Pattern Score: 5.0
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1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 1.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.5 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5	Pattern Score: 12.5
----------------	---------------------

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5	Pattern Score: 22.5
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1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.5 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5	Pattern Score: 7.5
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2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |

weight (avg) 5

Pattern Score: 10.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.0 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |

weight (avg) 4

Pattern Score: 6.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 1.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |

weight (avg) 3

Pattern Score: 6.0

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.5 |
| 2) | Large windows provide ample natural light and views | 0.5 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 3.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.5 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 1.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 |

weight (avg) 3

Pattern Score: 9.0

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 1.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 3.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 0.0 |

weight (avg) 2

Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.5
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	1.0

weight (avg) 1 Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	0.5
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 4.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	1.0
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.0

weight (avg) 5 Pattern Score: 12.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0

weight (avg) 4 Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.5
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.5
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 3.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.5
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.5
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0

weight (avg) 3 Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1 Pattern Score: 0.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 1.0 |

weight (avg) 4	Pattern Score: 4.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2	Pattern Score: 3.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 1.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |

weight (avg) 1	Pattern Score: 4.0
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 0.5 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.5 |

weight (avg) 4	Pattern Score: 10.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |

weight (avg) 2	Pattern Score: 3.0
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Assessment Score: 193.5 (out of 540)

36%

Educational Facilities Effectiveness Instrument

Review of

Peabody Elementary School

Washington, DC, United States of America

On Friday October 12, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	1.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	1.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5

weight (avg) 5 Pattern Score: 17.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5

weight (avg) 5 Pattern Score: 7.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.5
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5

weight (avg) 5 Pattern Score: 12.5

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.0
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 1.5

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 1.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	1.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.0
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 3.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.5 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 3.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 1.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.5 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |

weight (avg) 2

Pattern Score: 7.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 2.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.5 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.5 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 5.0

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 0.5 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5

Pattern Score: 2.5

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 22.5

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 1.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 1.0 |

weight (avg) 5

Pattern Score: 17.5

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.5
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	1.0
	weight (avg) 5	Pattern Score: 12.5
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.5
3)	Access to digital resources are distributed throughout the school	0.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 6.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	1.0
2)	Student work displayed at main entrance	1.0
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	1.0
	weight (avg) 3	Pattern Score: 9.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	1.0
2)	Large windows provide ample natural light and views	0.5
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	1.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 7.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.5
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	0.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	0.5
	weight (avg) 3	Pattern Score: 4.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	0.5
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.0
	weight (avg) 2	Pattern Score: 1.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.0
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	0.5
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	1.0
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.5
	weight (avg) 2	Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 0.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.5 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 1.5

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 0.0 |

weight (avg) 4

Pattern Score: 6.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 1.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 0.5 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.5 |

weight (avg) 4

Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 13.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.0 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.5
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
<hr/>		
weight (avg) 4		Pattern Score: 8.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	1.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and property	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 5.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.5
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.5

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.5
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	1.0
<hr/>		
weight (avg) 1		Pattern Score: 4.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
<hr/>		
weight (avg) 4		Pattern Score: 4.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	1.0
<hr/>		
weight (avg) 2		Pattern Score: 6.0

Assessment Score: 225.0 (out of 540) 42%

Educational Facilities Effectiveness Instrument

Review of

Plummer Elementary School

Washington, DC, United States of America

On Monday July 30, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION	
	How effectively do the principal learning spaces support differentiation?	
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0
	weight (avg) 5	Pattern Score: 2.5
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING	
	How effectively do the principal learning areas support Project-Based Learning?	
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.0
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.5
	weight (avg) 5	Pattern Score: 2.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES	
	How effectively do the principal learning areas support the organization of the school into Learning Communities?	
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.5
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0
	weight (avg) 5	Pattern Score: 2.5
1d	AREAS FOR HANDS-ON EXPERIMENTATION	
	How well equipped are science labs for student learning?	
1)	Prep and storage space is adjacent to work area	0.0
2)	Work surfaces are located on the perimeter near services	0.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0
	weight (avg) 3	Pattern Score: 1.5
1e	TRANSPARENCY	
	To what extent is learning visually transparent?	
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0
	weight (avg) 2	Pattern Score: 0.0
1f	CAMPFIRE SPACE	
	How well do Campfire spaces function?	
1)	A platform or portable stage is available for lecturing	1.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	0.5
	weight (avg) 2	Pattern Score: 6.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.0	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	0.0	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.0	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	0.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	0.5	
3)	There are small, identifiable areas for small group tutoring or study	0.0	
4)	Cave spaces have natural light and vistas	0.5	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.0	
	weight (avg) 2	Pattern Score:	2.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.0	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	1.0	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	1.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.5	
	weight (avg) 5	Pattern Score:	12.5
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.5	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	1.0	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	7.5
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	0.5	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.5	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.5	
	weight (avg) 5	Pattern Score:	12.5
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	1.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	1.0	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.5	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	0.0	
	weight (avg) 5	Pattern Score:	15.0
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	1.0	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.5	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.5	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.0	
5)	Teacher workspace offers adequate materials storage	0.5	
	weight (avg) 5	Pattern Score:	12.5

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |

weight (avg) 5

Pattern Score: 15.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |

weight (avg) 4

Pattern Score: 6.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 1.0 |
| 2) | Student work displayed at main entrance | 1.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.5 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |

weight (avg) 3

Pattern Score: 9.0

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 0.0 |
| 2) | Large windows provide ample natural light and views | 1.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.0 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 3.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 7.5

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 1.0 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 2.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 0.0 |

weight (avg) 2

Pattern Score: 3.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.0
2)	Bathrooms are small and distributed throughout the school	1.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.5
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.5
5)	Stalls and urinals provide individual privacy.	0.5
<hr/>		
weight (avg) 1		Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	0.5
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0
<hr/>		
weight (avg) 4		Pattern Score: 4.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.0
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5
<hr/>		
weight (avg) 5		Pattern Score: 12.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	0.5
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	1.0
<hr/>		
weight (avg) 4		Pattern Score: 12.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0
<hr/>		
weight (avg) 3		Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	1.0
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.5
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	1.0
<hr/>		
weight (avg) 3		Pattern Score: 13.5

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.0 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |

weight (avg) 4	Pattern Score: 2.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 1.0 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.5 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.5 |

weight (avg) 2	Pattern Score: 5.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 1.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.5 |
| 3) | Local materials or architectural forms relate to surrounding context | 0.5 |
| 4) | School itself brings character to the surrounding neighborhood | 0.5 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 0.0 |

weight (avg) 1	Pattern Score: 2.5
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 1.0 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 0.5 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 1.0 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |

weight (avg) 4	Pattern Score: 14.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 1.0 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.5 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.5 |

weight (avg) 2	Pattern Score: 4.0
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Assessment Score: 194.5 (out of 540)

36%

Educational Facilities Effectiveness Instrument

Review of

Roosevelt High School

Washington, DC, United States of America

On Wednesday August 15, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.0
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 2.5

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.0
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.0

weight (avg) 5 Pattern Score: 0.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 2.5

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	0.5
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	1.0

weight (avg) 3 Pattern Score: 9.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.0

weight (avg) 2 Pattern Score: 0.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	1.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	1.0

weight (avg) 2 Pattern Score: 6.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 0.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 0.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 0.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.0 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 0.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.0 |
| 4) | Cave spaces have natural light and vistas | 0.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 0.0 |

weight (avg) 2

Pattern Score: 0.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 0.5 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.0 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 1.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 1.0 |

weight (avg) 5

Pattern Score: 12.5

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 0.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 0.0

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 1.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.5 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5

Pattern Score: 7.5

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 0.5 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 1.0 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 22.5

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.0 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 1.0 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.0 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 0.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.0 |

weight (avg) 5

Pattern Score: 5.0

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.0
2)	Reception area for visitors is clearly visible from main entrance	0.0
3)	Visitor have a place to sit with access to beverages and reading materials	0.5
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	0.5
	weight (avg) 5	Pattern Score: 5.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	0.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.0
3)	Access to digital resources are distributed throughout the school	0.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 0.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	0.5
2)	Student work displayed at main entrance	0.5
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	0.0
	weight (avg) 3	Pattern Score: 3.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	0.5
2)	Large windows provide ample natural light and views	0.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	1.0
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.5
	weight (avg) 3	Pattern Score: 6.0
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	0.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.0
3)	(PRIMARY ONLY) space suitable for vocal group practice	1.0
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	1.0
	weight (avg) 3	Pattern Score: 9.0
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	1.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.5
4)	There is support for student entrepreneurship (e.g. student-run store)	1.0
5)	Students have access to a career centre with office for staff and online and print resources	1.0
	weight (avg) 2	Pattern Score: 7.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.5
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	1.0
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.5
5)	Running track and/or nature trails are accessible to school site	1.0
	weight (avg) 2	Pattern Score: 7.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 1.0 |
| 2) | Bathrooms are small and distributed throughout the school | 0.5 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.0 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 0.0 |
| 5) | Stalls and urinals provide individual privacy. | 0.5 |

weight (avg) 1

Pattern Score: 2.0

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.5 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 1.0 |

weight (avg) 4

Pattern Score: 12.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.0 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.0 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 0.5 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.0 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.0 |

weight (avg) 5

Pattern Score: 2.5

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 1.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.0 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 0.0 |

weight (avg) 4

Pattern Score: 12.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 0.5 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 0.5 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 0.5 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.5 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 9.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.5 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.5 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.0 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.0 |

weight (avg) 1

Pattern Score: 1.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	1.0
2)	Campus has one or more outdoor amphitheaters	0.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0

weight (avg) 4	Pattern Score: 8.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0

weight (avg) 2	Pattern Score: 3.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	1.0
4)	School itself brings character to the surrounding neighborhood	1.0
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0

weight (avg) 1	Pattern Score: 2.5
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	1.0
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	1.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	1.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	1.0

weight (avg) 4	Pattern Score: 20.0
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3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.0
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5

weight (avg) 2	Pattern Score: 2.0
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Assessment Score: 178.5 (out of 540)	33%
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Educational Facilities Effectiveness Instrument

Review of

Shepherd Elementary School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a	PRINCIPAL LEARNING AREAS DIFFERENTIATION		
	How effectively do the principal learning spaces support differentiation?		
1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.0	
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.0	
3)	Principal learning spaces allow students to independently access electronic and printed resources	1.0	
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.0	
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0	
	weight (avg) 5		Pattern Score: 5.0
1b	PRINCIPAL LEARNING AREAS PROJECT BASED LEARNING		
	How effectively do the principal learning areas support Project-Based Learning?		
1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5	
2)	Students have space to work independently on large-scale projects	0.0	
3)	Students have space to collaborate both on brainstorming and project execution	0.0	
4)	Storage for works in progress, including large project storage, is accessible to students	0.0	
5)	Space is available for multiple classes to gather as a single community	0.0	
	weight (avg) 5		Pattern Score: 2.5
1c	PRINCIPAL LEARNING AREAS LEARNING COMMUNITIES		
	How effectively do the principal learning areas support the organization of the school into Learning Communities?		
1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0	
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0	
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.0	
4)	The Learning Community is spatially distinct and recognizable within the school	1.0	
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5	
	weight (avg) 5		Pattern Score: 7.5
1d	AREAS FOR HANDS-ON EXPERIMENTATION		
	How well equipped are science labs for student learning?		
1)	Prep and storage space is adjacent to work area	0.0	
2)	Work surfaces are located on the perimeter near services	0.0	
3)	Science areas contains movable tables for a variety of projects	0.0	
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0	
5)	There is a connection to the outdoors for experimentation	0.0	
	weight (avg) 3		Pattern Score: 0.0
1e	TRANSPARENCY		
	To what extent is learning visually transparent?		
1)	Breakout spaces are supervisable from adjacent learning spaces	0.0	
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0	
3)	There is visibility between learning studios and informal learning areas	0.0	
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0	
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5	
	weight (avg) 2		Pattern Score: 1.0
1f	CAMPFIRE SPACE		
	How well do Campfire spaces function?		
1)	A platform or portable stage is available for lecturing	0.5	
2)	Furniture can be arranged for either formal lecture or informal storytelling	0.5	
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.5	
4)	There is good sound reflectance behind speaker area	0.0	
5)	Audio enhancement is available in formal presentation spaces	0.0	
	weight (avg) 2		Pattern Score: 3.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.5	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	1.0	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.0	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	3.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	0.5	
3)	There are small, identifiable areas for small group tutoring or study	0.0	
4)	Cave spaces have natural light and vistas	1.0	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.5	
	weight (avg) 2	Pattern Score:	4.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.5	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	0.5	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.5	
	weight (avg) 5	Pattern Score:	7.5
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	0.5	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	0.0	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.5	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	5.0
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	0.5	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.0	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	0.5	
	weight (avg) 5	Pattern Score:	10.0
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	1.0	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	1.0	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.5	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	1.0	
	weight (avg) 5	Pattern Score:	20.0
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	0.0	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.0	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.0	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.5	
5)	Teacher workspace offers adequate materials storage	0.0	
	weight (avg) 5	Pattern Score:	2.5

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 1.0 |
| 2) | Reception area for visitors is clearly visible from main entrance | 1.0 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.5 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.0 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 0.5 |

weight (avg) 5

Pattern Score: 15.0

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 1.0 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 0.5 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |

weight (avg) 4

Pattern Score: 8.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 0.5 |

weight (avg) 3

Pattern Score: 3.0

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 1.0 |
| 2) | Large windows provide ample natural light and views | 0.5 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 6.0

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 0.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 1.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.5 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 0.5 |

weight (avg) 3

Pattern Score: 9.0

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.5 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 1.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 1.0 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 1.0 |

weight (avg) 2

Pattern Score: 6.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	0.5
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.0
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1	Pattern Score: 1.5
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2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	0.5
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.0
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.5
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4	Pattern Score: 6.0
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2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.5
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5	Pattern Score: 15.0
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3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	1.0
2)	50% of all learning areas receive daylight from the North or South	0.0
3)	High windows allow for deeper penetration of natural light in most learning areas	1.0
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.5
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.5

weight (avg) 4	Pattern Score: 12.0
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3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.5
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.5
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3	Pattern Score: 3.0
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3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	1.0
2)	More than 75% of occupied spaces in the school have windows to the outside	1.0
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.5
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.5
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	0.5

weight (avg) 3	Pattern Score: 10.5
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3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.0
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.0
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1	Pattern Score: 0.0
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3e OUTDOOR LEARNING

How well is outdoor learning supported?

- | | | |
|----|---|-----|
| 1) | School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses | 0.5 |
| 2) | Campus has one or more outdoor amphitheaters | 0.0 |
| 3) | Campus has project yard for messy work (0.5) and a weather station (0.5) | 0.0 |
| 4) | Terraces and/or verandahs connect directly to primary learning areas | 0.0 |
| 5) | Campus has developmentally appropriate play yards and surfaces | 0.5 |

weight (avg) 4	Pattern Score: 4.0
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3f NATURAL VENTILATION

What is the quality of natural ventilation?

- | | | |
|----|---|-----|
| 1) | All learning areas have operable windows to allow in fresh air | 0.5 |
| 2) | Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to | 0.0 |
| 3) | Operable windows are located away from exhaust fans and parking lots | 0.5 |
| 4) | School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly | 0.0 |
| 5) | Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air- | 0.0 |

weight (avg) 2	Pattern Score: 2.0
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3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

- | | | |
|----|--|-----|
| 1) | Local indigenous materials are used in construction | 0.0 |
| 2) | Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption | 0.0 |
| 3) | Photovoltaic system or other energy meter programs provide teaching tool for science | 0.0 |
| 4) | Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration | 0.0 |
| 5) | Parking areas are designed to minimize runoff and are properly shielded from occupant use areas | 0.0 |

weight (avg) 1	Pattern Score: 0.0
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3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

- | | | |
|----|---|-----|
| 1) | Visible signature represents mission of school or community at entry | 0.0 |
| 2) | Space is provided for student display of local signature elements or school mission, such as murals or exhibits | 0.0 |
| 3) | Local materials or architectural forms relate to surrounding context | 1.0 |
| 4) | School itself brings character to the surrounding neighborhood | 1.0 |
| 5) | Signature expressed both within and outside building such as landscaping or water elements | 1.0 |

weight (avg) 1	Pattern Score: 3.0
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3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

- | | | |
|----|--|-----|
| 1) | School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec | 0.5 |
| 2) | There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular | 1.0 |
| 3) | School contributes unique resources to the community (meeting space, swimming pools, parking, etc) | 1.0 |
| 4) | There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate | 0.5 |
| 5) | There are places in the school for community to engage with, tutor, teach, or work with students during school hours | 0.0 |

weight (avg) 4	Pattern Score: 12.0
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3j AESTHETICS

What is the quality of aesthetics?

- | | | |
|----|---|-----|
| 1) | First impression of school is that it feels open and welcoming, both during school and for after-hours users | 0.5 |
| 2) | Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or | 0.0 |
| 3) | School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and | 0.0 |
| 4) | There is a variety in scale and size of spatial elements in most rooms | 0.0 |
| 5) | Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment | 0.0 |

weight (avg) 2	Pattern Score: 1.0
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Assessment Score: 189.0 (out of 540)

35%

Educational Facilities Effectiveness Instrument

Review of

Watkins Elementary School

Washington, DC, United States of America

On Thursday October 11, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	0.5
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.0

weight (avg) 5 Pattern Score: 10.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.0
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	0.0

weight (avg) 5 Pattern Score: 2.5

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.0
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5
4)	The Learning Community is spatially distinct and recognizable within the school	0.5
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.0

weight (avg) 5 Pattern Score: 5.0

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	0.5
2)	Work surfaces are located on the perimeter near services	0.5
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.5
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 7.5

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.0
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.0
4)	There are views of learning activity from common spaces (e.g. cafes)	0.0
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 1.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	1.0
2)	Furniture can be arranged for either formal lecture or informal storytelling	1.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	1.0
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 7.0

1g WATERING HOLE SPACE

What is the quality of Watering Hole spaces?

- | | | |
|----|---|-----|
| 1) | Students can meet socially at informal indoor gathering places | 0.0 |
| 2) | There are identifiable social gathering spaces on school grounds (outdoors) | 1.0 |
| 3) | Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces | 1.0 |
| 4) | Indoor social areas have vistas to nature or street life | 0.0 |
| 5) | Most Watering Hole spaces have flexible seating and soft seating available | 0.0 |

weight (avg) 2

Pattern Score: 4.0

1h CAVE SPACE

What is the quality of Cave spaces?

- | | | |
|----|---|-----|
| 1) | There are places for individual study, reflection and quiet reading within the Learning Community | 0.5 |
| 2) | Cave spaces exist throughout school (e.g., library, waiting areas) | 1.0 |
| 3) | There are small, identifiable areas for small group tutoring or study | 0.5 |
| 4) | Cave spaces have natural light and vistas | 1.0 |
| 5) | Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety | 1.0 |

weight (avg) 2

Pattern Score: 8.0

1i UNIVERSAL DESIGN

To what extent does the school provide for students of all abilities?

- | | | |
|----|---|-----|
| 1) | School provides equal access to all learning areas for students of different abilities | 1.0 |
| 2) | Small-scaled rooms for student resources and interventions are integrated into the principal learning areas | 0.5 |
| 3) | Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film, | 0.0 |
| 4) | A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the | 0.0 |
| 5) | Space is set aside for addressing the particular emotional and/or intellectual needs of individual students | 0.5 |

weight (avg) 5

Pattern Score: 10.0

1j FURNITURE

Is a variety of furnishings offered throughout school?

- | | | |
|----|--|-----|
| 1) | Student seating meets ergonomic needs of students (e.g. adjustable height, contoured) | 0.0 |
| 2) | Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas) | 0.0 |
| 3) | Furniture can easily be moved, and is suitable for small group collaboration and project-based work | 1.0 |
| 4) | Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as | 0.0 |
| 5) | Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens | 0.0 |

weight (avg) 5

Pattern Score: 5.0

1k TECHNOLOGY

How well is technology integrated with the curriculum and principal learning spaces?

- | | | |
|----|---|-----|
| 1) | Students can access mobile internet-connected computers throughout the day | 0.0 |
| 2) | Wireless internet access throughout campus provides "Anytime Anywhere Learning" | 0.0 |
| 3) | There is at least (1) large scale digital display in every learning area | 0.0 |
| 4) | Spaces for collaboration with mobile technology are provided throughout the school | 0.0 |
| 5) | Charging stations or adequate power outlets allow students to recharge mobile devices | 0.0 |

weight (avg) 5

Pattern Score: 0.0

1l ACOUSTICS

What is the quality of acoustics in principal learning areas?

- | | | |
|----|---|-----|
| 1) | Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement) | 1.0 |
| 2) | Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually | 1.0 |
| 3) | Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30 | 1.0 |
| 4) | Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings | 0.5 |
| 5) | Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban | 1.0 |

weight (avg) 5

Pattern Score: 22.5

1m TEACHERS PROFESSIONAL SPACE

To what extent does school create a professional environment for teachers?

- | | | |
|----|---|-----|
| 1) | Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and | 0.5 |
| 2) | Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings | 0.5 |
| 3) | Teacher workspace has digital display for presentation, as well as access to a printer or copier | 0.5 |
| 4) | Teachers have individual workstations with lockable storage, phone, and internet access | 1.0 |
| 5) | Teacher workspace offers adequate materials storage | 0.5 |

weight (avg) 5

Pattern Score: 15.0

2a	WELCOMING ENTRY	
	How welcoming is the entrance to the school?	
1)	Clear visual cues to main entrance from parking and pedestrian paths	0.5
2)	Reception area for visitors is clearly visible from main entrance	0.5
3)	Visitor have a place to sit with access to beverages and reading materials	0.0
4)	Administration acts as "eyes on the street" and a welcoming presence at the main entry	0.0
5)	School name, identity / logo / mascot, and school news visible at entry	1.0
	weight (avg) 5	Pattern Score: 10.0
2b	SHARED LEARNING RESOURCES	
	To what extent are learning resources distributed versus centralized?	
1)	A central library/media center serves as space for conducting research and a visible symbol for learning	1.0
2)	Library/media center has ample areas for casual reading, furnished with soft seating	0.5
3)	Access to digital resources are distributed throughout the school	0.0
4)	There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections	0.0
5)	There are a mix of individual and group quiet study rooms for before, during, and after school work	0.0
	weight (avg) 4	Pattern Score: 6.0
2c	STUDENT DISPLAY SPACE	
	How extensive are student display spaces?	
1)	Physical student work is displayed in changeable display systems in circulation spaces of the school	1.0
2)	Student work displayed at main entrance	1.0
3)	Special displays set aside for work in progress	0.0
4)	Digital Student work displayed and refreshed throughout school	0.0
5)	Assigned displays for student work in curricular areas	1.0
	weight (avg) 3	Pattern Score: 9.0
2d	ARTS STUDIOS	
	How well equipped are art labs?	
1)	Prep and storage areas with counters and sinks are available	1.0
2)	Large windows provide ample natural light and views	1.0
3)	There are connections to outdoors for messy projects	0.0
4)	There is space for a variety of art activities (drawing, sculpture, ceramics, etc)	0.5
5)	There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5)	0.0
	weight (avg) 3	Pattern Score: 7.5
2e	MUSIC AND PERFORMANCE	
	To what extent is music and performance supported?	
1)	There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc)	1.0
2)	(PRIMARY ONLY) instrumental music room with storage space for instruments	0.5
3)	(PRIMARY ONLY) space suitable for vocal group practice	0.5
4)	(PRIMARY ONLY) adequate space with portable stage and some seating	1.0
5)	Community able to use school facilities for larger performances AND/OR students use community facilities for larger	0.5
	weight (avg) 3	Pattern Score: 10.5
2f	LIFE SKILLS AREAS	
	To what extent is a life skills curriculum supported?	
1)	Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing)	0.0
2)	There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's)	1.0
3)	Students and faculty have access to areas for small groups to work together to resolve disputes	0.0
4)	There is support for student entrepreneurship (e.g. student-run store)	0.0
5)	Students have access to a career centre with office for staff and online and print resources	0.5
	weight (avg) 2	Pattern Score: 3.0
2g	HEALTH & PHYSICAL FITNESS	
	To what extent are health and physical fitness supported?	
1)	Facilities available for organized sports (basketball, soccer, football, cricket, etc)	0.5
2)	Age appropriate outdoor (0.5) and indoor (0.5) play spaces available	0.5
3)	Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site	0.5
4)	Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking)	0.0
5)	Running track and/or nature trails are accessible to school site	0.5
	weight (avg) 2	Pattern Score: 4.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

- | | | |
|----|---|-----|
| 1) | Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful | 0.5 |
| 2) | Bathrooms are small and distributed throughout the school | 1.0 |
| 3) | Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community | 0.5 |
| 4) | Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural | 1.0 |
| 5) | Stalls and urinals provide individual privacy. | 1.0 |

weight (avg) 1

Pattern Score: 4.0

2i STUDENT DINING

To what extent is causal eating supported?

- | | | |
|----|--|-----|
| 1) | School has a central kitchen/canteen or alternative fresh food provider | 1.0 |
| 2) | School has indoor eating areas (0.5) and outdoor eating terraces (0.5) | 0.5 |
| 3) | Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables | 0.0 |
| 4) | School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining | 0.0 |
| 5) | Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5) | 1.0 |

weight (avg) 4

Pattern Score: 10.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

- | | | |
|----|---|-----|
| 1) | Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on | 0.5 |
| 2) | Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and | 0.5 |
| 3) | School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans | 1.0 |
| 4) | Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic | 0.5 |
| 5) | Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night | 0.5 |

weight (avg) 5

Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

- | | | |
|----|--|-----|
| 1) | The building is properly oriented to maximize natural daylight penetration | 1.0 |
| 2) | 50% of all learning areas receive daylight from the North or South | 0.0 |
| 3) | High windows allow for deeper penetration of natural light in most learning areas | 1.0 |
| 4) | Glare from direct sunlight is minimized through shading devices or overhangs in most cases | 0.5 |
| 5) | All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education) | 1.0 |

weight (avg) 4

Pattern Score: 14.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

- | | | |
|----|---|-----|
| 1) | Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as | 0.0 |
| 2) | Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate | 0.0 |
| 3) | Accent lighting provides contrast with general lighting | 0.0 |
| 4) | Lighting controls are located near all presentation areas | 0.0 |
| 5) | Artificial light fixtures utilize occupant sensors and/or daylight sensors | 0.0 |

weight (avg) 3

Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

- | | | |
|----|---|-----|
| 1) | All principal learning spaces (classrooms/learning studios) have windows to the outside | 1.0 |
| 2) | More than 75% of occupied spaces in the school have windows to the outside | 1.0 |
| 3) | 50% or more of windows offer views and vistas to greenspace or cityscape | 1.0 |
| 4) | 50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc) | 0.0 |
| 5) | More than 75% of exterior windows offer views to objects at least 50 ft away | 1.0 |

weight (avg) 3

Pattern Score: 12.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

- | | | |
|----|---|-----|
| 1) | All public spaces have direct connections to the outdoors | 0.5 |
| 2) | There are outdoor seating areas directly adjacent to café/cafeteria | 0.0 |
| 3) | At least 75% of learning studios have direct access to outdoors | 0.0 |
| 4) | Most buildings have transition spaces such as porches and decks | 0.5 |
| 5) | At least 25% of building have overhangs, shade and or rain protection | 0.5 |

weight (avg) 1

Pattern Score: 1.5

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	1.0
2)	Campus has one or more outdoor amphitheaters	1.0
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.5
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
<hr/>		
weight (avg) 4		Pattern Score: 14.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	1.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.5
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 3.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.5
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.5

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	1.0
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	1.0
3)	Local materials or architectural forms relate to surrounding context	0.5
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	1.0
<hr/>		
weight (avg) 1		Pattern Score: 4.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.5
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.5
<hr/>		
weight (avg) 4		Pattern Score: 8.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	1.0
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
<hr/>		
weight (avg) 2		Pattern Score: 5.0

Assessment Score: 238.5 (out of 540) 44%

Educational Facilities Effectiveness Instrument

Review of

West Education Campus

Washington, DC, United States of America

On Friday November 16, 2012



Assessment report

1a PRINCIPAL LEARNING AREAS | DIFFERENTIATION

How effectively do the principal learning spaces support differentiation?

1)	Principal learning spaces expertly support at least 16 of the 20 Learning Modalities	0.5
2)	Enclosed learning spaces are flexible and have at least one break-out area within the room	1.0
3)	Principal learning spaces allow students to independently access electronic and printed resources	0.5
4)	Resource space for accelerated students and students with special-needs are integrated into principal learning areas	0.5
5)	Principal learning areas are organized in a manner to promote flexible teaching arrangements and instructional groupings	0.5

weight (avg) 5 Pattern Score: 15.0

1b PRINCIPAL LEARNING AREAS | PROJECT BASED LEARNING

How effectively do the principal learning areas support Project-Based Learning?

1)	Students have access to water within each principal learning space (1); in adjacent space (0.5)	0.5
2)	Students have space to work independently on large-scale projects	0.0
3)	Students have space to collaborate both on brainstorming and project execution	0.5
4)	Storage for works in progress, including large project storage, is accessible to students	0.0
5)	Space is available for multiple classes to gather as a single community	1.0

weight (avg) 5 Pattern Score: 10.0

1c PRINCIPAL LEARNING AREAS | LEARNING COMMUNITIES

How effectively do the principal learning areas support the organization of the school into Learning Communities?

1)	The spatial configuration supports multiple grouping sizes, from independent study to whole-community meetings (100-150)	0.5
2)	Teachers have dedicated office spaces where they can work together with other teachers in their Professional Learning	0.0
3)	Students and teachers have access to shared common space in addition to Learning Studios	0.5
4)	The Learning Community is spatially distinct and recognizable within the school	1.0
5)	Teachers and students can move seamlessly from one learning space to another within the learning community zone	0.5

weight (avg) 5 Pattern Score: 12.5

1d AREAS FOR HANDS-ON EXPERIMENTATION

How well equipped are science labs for student learning?

1)	Prep and storage space is adjacent to work area	1.0
2)	Work surfaces are located on the perimeter near services	1.0
3)	Science areas contains movable tables for a variety of projects	1.0
4)	Collaborative 'think-tank' space is adjacent to messy work areas	0.0
5)	There is a connection to the outdoors for experimentation	0.0

weight (avg) 3 Pattern Score: 9.0

1e TRANSPARENCY

To what extent is learning visually transparent?

1)	Breakout spaces are supervisable from adjacent learning spaces	0.5
2)	Teacher collaboration/work spaces have visual access to student learning spaces	0.0
3)	There is visibility between learning studios and informal learning areas	0.5
4)	There are views of learning activity from common spaces (e.g. cafes)	0.5
5)	Majority of learning studios/classrooms, even when self-contained, have transparency to other indoor spaces	0.5

weight (avg) 2 Pattern Score: 4.0

1f CAMPFIRE SPACE

How well do Campfire spaces function?

1)	A platform or portable stage is available for lecturing	0.5
2)	Furniture can be arranged for either formal lecture or informal storytelling	1.0
3)	Technology equipment is available for multi-media presentations (e.g. data projectors, TVs, DVD players)	0.0
4)	There is good sound reflectance behind speaker area	0.5
5)	Audio enhancement is available in formal presentation spaces	0.0

weight (avg) 2 Pattern Score: 4.0

1g	WATERING HOLE SPACE		
	What is the quality of Watering Hole spaces?		
1)	Students can meet socially at informal indoor gathering places	0.0	
2)	There are identifiable social gathering spaces on school grounds (outdoors)	1.0	
3)	Watering Hole spaces are not visually or acoustically disruptive to quiet learning spaces	0.5	
4)	Indoor social areas have vistas to nature or street life	0.0	
5)	Most Watering Hole spaces have flexible seating and soft seating available	0.0	
	weight (avg) 2	Pattern Score:	3.0
1h	CAVE SPACE		
	What is the quality of Cave spaces?		
1)	There are places for individual study, reflection and quiet reading within the Learning Community	0.0	
2)	Cave spaces exist throughout school (e.g., library, waiting areas)	1.0	
3)	There are small, identifiable areas for small group tutoring or study	0.5	
4)	Cave spaces have natural light and vistas	0.5	
5)	Cave spaces permit natural surveillance by adults while providing privacy for learner; these spaces promote a sense of safety	0.5	
	weight (avg) 2	Pattern Score:	5.0
1i	UNIVERSAL DESIGN		
	To what extent does the school provide for students of all abilities?		
1)	School provides equal access to all learning areas for students of different abilities	0.0	
2)	Small-scaled rooms for student resources and interventions are integrated into the principal learning areas	1.0	
3)	Learning spaces allow students to pursue a variety of options for meeting class requirements (text, speech, illustration, film,	0.0	
4)	A "safe room" or quiet space is available for students who become emotionally disturbed to prepare themselves to reenter the	0.0	
5)	Space is set aside for addressing the particular emotional and/or intellectual needs of individual students	0.5	
	weight (avg) 5	Pattern Score:	7.5
1j	FURNITURE		
	Is a variety of furnishings offered throughout school?		
1)	Student seating meets ergonomic needs of students (e.g. adjustable height, contoured)	0.0	
2)	Soft seating is available in appropriate areas (entrance, commons, reflective and collaborative work areas)	1.0	
3)	Furniture can easily be moved, and is suitable for small group collaboration and project-based work	0.5	
4)	Seating is available that allows movement (which can help students remain attentive and engaged in learning, as well as	0.0	
5)	Students can define spaces in commons through mobile furnishings, mobile writing surfaces, and acoustical/visual screens	0.0	
	weight (avg) 5	Pattern Score:	7.5
1k	TECHNOLOGY		
	How well is technology integrated with the curriculum and principal learning spaces?		
1)	Students can access mobile internet-connected computers throughout the day	1.0	
2)	Wireless internet access throughout campus provides "Anytime Anywhere Learning"	1.0	
3)	There is at least (1) large scale digital display in every learning area	0.0	
4)	Spaces for collaboration with mobile technology are provided throughout the school	0.0	
5)	Charging stations or adequate power outlets allow students to recharge mobile devices	1.0	
	weight (avg) 5	Pattern Score:	15.0
1l	ACOUSTICS		
	What is the quality of acoustics in principal learning areas?		
1)	Ambient noise level below 35dB (which studies have shown to correlate to higher student achievement)	0.5	
2)	Reverberation Time in all learning areas, including informal learning spaces is suitable for speech presentations (usually	0.5	
3)	Sound separation between enclosed learning spaces is adequate (generally achieved with STC-50 in walls and floors, STC-30	0.5	
4)	Noise level in learning studios and commons maintained by acoustical panels, soft fixtures and furnishings	0.5	
5)	Noise distractions from other learning areas are minimal, and surrounding outside noise from traffic is within acceptable urban	0.5	
	weight (avg) 5	Pattern Score:	12.5
1m	TEACHERS PROFESSIONAL SPACE		
	To what extent does school create a professional environment for teachers?		
1)	Teachers share an office space used for collaboration, professional growth, independent work, informal discussion and	0.5	
2)	Teachers have adequate space for private phone calls, family meetings and one-to-one student meetings	0.0	
3)	Teacher workspace has digital display for presentation, as well as access to a printer or copier	0.0	
4)	Teachers have individual workstations with lockable storage, phone, and internet access	0.0	
5)	Teacher workspace offers adequate materials storage	0.5	
	weight (avg) 5	Pattern Score:	5.0

2a WELCOMING ENTRY

How welcoming is the entrance to the school?

- | | | |
|----|--|-----|
| 1) | Clear visual cues to main entrance from parking and pedestrian paths | 0.5 |
| 2) | Reception area for visitors is clearly visible from main entrance | 0.5 |
| 3) | Visitor have a place to sit with access to beverages and reading materials | 0.0 |
| 4) | Administration acts as "eyes on the street" and a welcoming presence at the main entry | 0.5 |
| 5) | School name, identity / logo / mascot, and school news visible at entry | 1.0 |

weight (avg) 5

Pattern Score: 12.5

2b SHARED LEARNING RESOURCES

To what extent are learning resources distributed versus centralized?

- | | | |
|----|---|-----|
| 1) | A central library/media center serves as space for conducting research and a visible symbol for learning | 0.5 |
| 2) | Library/media center has ample areas for casual reading, furnished with soft seating | 1.0 |
| 3) | Access to digital resources are distributed throughout the school | 0.5 |
| 4) | There is dedicated space to connect to distance learning, including group webcam, teleconferencing, and audio connections | 0.0 |
| 5) | There are a mix of individual and group quiet study rooms for before, during, and after school work | 0.0 |

weight (avg) 4

Pattern Score: 8.0

2c STUDENT DISPLAY SPACE

How extensive are student display spaces?

- | | | |
|----|--|-----|
| 1) | Physical student work is displayed in changeable display systems in circulation spaces of the school | 0.5 |
| 2) | Student work displayed at main entrance | 0.0 |
| 3) | Special displays set aside for work in progress | 0.0 |
| 4) | Digital Student work displayed and refreshed throughout school | 0.0 |
| 5) | Assigned displays for student work in curricular areas | 1.0 |

weight (avg) 3

Pattern Score: 4.5

2d ARTS STUDIOS

How well equipped are art labs?

- | | | |
|----|--|-----|
| 1) | Prep and storage areas with counters and sinks are available | 1.0 |
| 2) | Large windows provide ample natural light and views | 0.0 |
| 3) | There are connections to outdoors for messy projects | 0.0 |
| 4) | There is space for a variety of art activities (drawing, sculpture, ceramics, etc) | 0.5 |
| 5) | There is specialty art equipment, such as a darkroom (0.5) and a kiln (0.5) | 0.0 |

weight (avg) 3

Pattern Score: 4.5

2e MUSIC AND PERFORMANCE

To what extent is music and performance supported?

- | | | |
|----|---|-----|
| 1) | There is an outdoor area or areas suitable for performance (outdoor piazza, amphitheatre, etc) | 1.0 |
| 2) | (PRIMARY ONLY) instrumental music room with storage space for instruments | 0.0 |
| 3) | (PRIMARY ONLY) space suitable for vocal group practice | 0.0 |
| 4) | (PRIMARY ONLY) adequate space with portable stage and some seating | 1.0 |
| 5) | Community able to use school facilities for larger performances AND/OR students use community facilities for larger | 1.0 |

weight (avg) 3

Pattern Score: 9.0

2f LIFE SKILLS AREAS

To what extent is a life skills curriculum supported?

- | | | |
|----|--|-----|
| 1) | Students have opportunities to work on hands-on projects in and/or outside classrooms (e.g. woodworking, sewing) | 0.0 |
| 2) | There are facilities for growing, preparing, and/or cooking able to be used across discipline areas (e.g. Stephanie Alexander's) | 0.0 |
| 3) | Students and faculty have access to areas for small groups to work together to resolve disputes | 0.0 |
| 4) | There is support for student entrepreneurship (e.g. student-run store) | 0.0 |
| 5) | Students have access to a career centre with office for staff and online and print resources | 0.0 |

weight (avg) 2

Pattern Score: 0.0

2g HEALTH & PHYSICAL FITNESS

To what extent are health and physical fitness supported?

- | | | |
|----|--|-----|
| 1) | Facilities available for organized sports (basketball, soccer, football, cricket, etc) | 0.5 |
| 2) | Age appropriate outdoor (0.5) and indoor (0.5) play spaces available | 1.0 |
| 3) | Secure bike storage facilities available for students and teachers, and safe crossings for children and adults entering the site | 0.0 |
| 4) | Facilities available for personal fitness and health (e.g., yoga, dance, weights, ergo, walking) | 0.0 |
| 5) | Running track and/or nature trails are accessible to school site | 0.0 |

weight (avg) 2

Pattern Score: 3.0

2h BATHROOMS

To what extent does the design of the bathroom meet needed standards of safety, privacy and cleanliness?

1)	Bathrooms are disconnected from the notion of an institutional environment (0.5 pts); clean, hygienic, safe, well lit, cheerful	0.5
2)	Bathrooms are small and distributed throughout the school	1.0
3)	Each bathroom is located adjacent to a fully supervised commons area, such as those included within a Learning Community	0.5
4)	Restroom is decorated and personalized appropriately with student artwork, flowers, etc. (0.5 pts) and offers natural	0.0
5)	Stalls and urinals provide individual privacy.	0.5

weight (avg) 1 Pattern Score: 2.5

2i STUDENT DINING

To what extent is causal eating supported?

1)	School has a central kitchen/canteen or alternative fresh food provider	1.0
2)	School has indoor eating areas (0.5) and outdoor eating terraces (0.5)	0.5
3)	Students have access to fresh, healthy snacks throughout the day, such as fruits and vegetables	0.5
4)	School has multiple dining areas, for 150 students or less, with small round tables to support emotional learning and dining	0.0
5)	Main kitchen and café(s) double as learning areas for culinary arts and other learning (0.5) with demo area (0.5)	0.0

weight (avg) 4 Pattern Score: 8.0

2j SAFE LEARNING SPACES

How effectively does the school facility provide for the safety and security of students and teachers, and community?

1)	Main entrance is transparent and has visual access to the street (0.5); Administration located at the entrance offer "eyes on	0.5
2)	Entry controls protect school safety without alienating students; entry controls promote a sense of community safety and	0.5
3)	School facility is well organized to promote safe and uncomplicated egress in emergency situations (0.5) and evacuation plans	1.0
4)	Drop off zone provides easy access to a main entrance and eliminates conflict between student pedestrians and vehicle traffic	0.5
5)	Effective lighting illuminates all entrances and exits, blind corners, and pathways to public streets and spaces at night	0.5

weight (avg) 5 Pattern Score: 15.0

3a DAYLIGHTING

To what extent does natural daylight penetrate learning areas?

1)	The building is properly oriented to maximize natural daylight penetration	0.5
2)	50% of all learning areas receive daylight from the North or South	0.5
3)	High windows allow for deeper penetration of natural light in most learning areas	0.5
4)	Glare from direct sunlight is minimized through shading devices or overhangs in most cases	0.0
5)	All shared resource spaces have access to natural light (i.e. library, cafeteria, gym, music, arts, special education)	0.0

weight (avg) 4 Pattern Score: 6.0

3b FULL SPECTRUM LIGHTING

What is the quality of artificial lighting?

1)	Artificial light fixtures in most indoor areas provide high Color Rendition Index to be as close to full-spectrum daylight as	0.0
2)	Learning spaces contain a combination of direct and indirect artificial lighting, as well as task lighting where appropriate	0.0
3)	Accent lighting provides contrast with general lighting	0.0
4)	Lighting controls are located near all presentation areas	0.0
5)	Artificial light fixtures utilize occupant sensors and/or daylight sensors	0.0

weight (avg) 3 Pattern Score: 0.0

3c EXTERIOR VISTAS

To what extent do interior spaces have views and vistas?

1)	All principal learning spaces (classrooms/learning studios) have windows to the outside	0.5
2)	More than 75% of occupied spaces in the school have windows to the outside	0.5
3)	50% or more of windows offer views and vistas to greenspace or cityscape	0.5
4)	50% of instructional areas have views to nature (e.g. trees, waterscapes, gardens, etc)	0.0
5)	More than 75% of exterior windows offer views to objects at least 50 ft away	0.5

weight (avg) 3 Pattern Score: 6.0

3d INDOOR-OUTDOOR CONNECTION

What is the quality of the indoor-outdoor connections?

1)	All public spaces have direct connections to the outdoors	0.5
2)	There are outdoor seating areas directly adjacent to café/cafeteria	0.5
3)	At least 75% of learning studios have direct access to outdoors	0.0
4)	Most buildings have transition spaces such as porches and decks	0.0
5)	At least 25% of building have overhangs, shade and or rain protection	0.0

weight (avg) 1 Pattern Score: 1.0

3e OUTDOOR LEARNING

How well is outdoor learning supported?

1)	School site contains one (0.5) or two (1.0) of the following: nature walks, ponds, kitchen gardens, greenhouses	0.0
2)	Campus has one or more outdoor amphitheaters	0.5
3)	Campus has project yard for messy work (0.5) and a weather station (0.5)	0.0
4)	Terraces and/or verandahs connect directly to primary learning areas	0.0
5)	Campus has developmentally appropriate play yards and surfaces	1.0
<hr/>		
weight (avg) 4		Pattern Score: 6.0

3f NATURAL VENTILATION

What is the quality of natural ventilation?

1)	All learning areas have operable windows to allow in fresh air	0.0
2)	Cross ventilation exists in most rooms to allow for natural air flow, or adequate stack ventilation is available to most rooms to	0.0
3)	Operable windows are located away from exhaust fans and parking lots	0.0
4)	School maintains good Indoor Air Quality by avoiding off-gassing and toxic materials and cleaning solutions, and properly	0.0
5)	Mechanical systems are designed for maximum fresh air intake (0.5) and automatic controls open windows in lieu of air-	0.0
<hr/>		
weight (avg) 2		Pattern Score: 0.0

3g SUSTAINABLE ELEMENTS/BUILDING AS 3D TEXTBOOK

To what extent has sustainability been considered in school design?

1)	Local indigenous materials are used in construction	0.0
2)	Water from the buildings/roof (0.5) and ground (0.5) is collected and used on site, minimizing erosion and water consumption	0.0
3)	Photovoltaic system or other energy meter programs provide teaching tool for science	0.0
4)	Landscaping is an integral part of school design (e.g. rain gardens and/or living machine) and manages stormwater infiltration	0.0
5)	Parking areas are designed to minimize runoff and are properly shielded from occupant use areas	0.0
<hr/>		
weight (avg) 1		Pattern Score: 0.0

3h LOCAL SIGNATURE

To what extent does the facility design connect students to the culture, history, and ethos of the local neighborhood and the

1)	Visible signature represents mission of school or community at entry	0.5
2)	Space is provided for student display of local signature elements or school mission, such as murals or exhibits	0.0
3)	Local materials or architectural forms relate to surrounding context	0.0
4)	School itself brings character to the surrounding neighborhood	0.5
5)	Signature expressed both within and outside building such as landscaping or water elements	0.0
<hr/>		
weight (avg) 1		Pattern Score: 1.0

3i CONNECTED TO COMMUNITY

To what extent is the school connected to its surrounding community?

1)	School is located within walking distance of at least 3 of the following: public transportation, parks, community gardens or rec	1.0
2)	There are specific and identifiable spaces within the school that can be easily used or reserved for community use on a regular	0.5
3)	School contributes unique resources to the community (meeting space, swimming pools, parking, etc)	0.0
4)	There is adequate space for parents/caregivers to meet, greet, and engage with teachers and admin (0.5), and adequate	0.0
5)	There are places in the school for community to engage with, tutor, teach, or work with students during school hours	0.0
<hr/>		
weight (avg) 4		Pattern Score: 6.0

3j AESTHETICS

What is the quality of aesthetics?

1)	First impression of school is that it feels open and welcoming, both during school and for after-hours users	0.5
2)	Within each learning environment there is at least one vertical surface that provides visual rest (is not cluttered or	0.5
3)	School makes use of a variety of floor, wall, and ceiling colors and textures (0.5); color scheme is not highly saturated and	0.5
4)	There is a variety in scale and size of spatial elements in most rooms	0.0
5)	Stimulating materials (pictures, posters, displayed learning materials) are ordered and organized by the physical environment	0.5
<hr/>		
weight (avg) 2		Pattern Score: 4.0

Assessment Score: 207.0 (out of 540) 38%