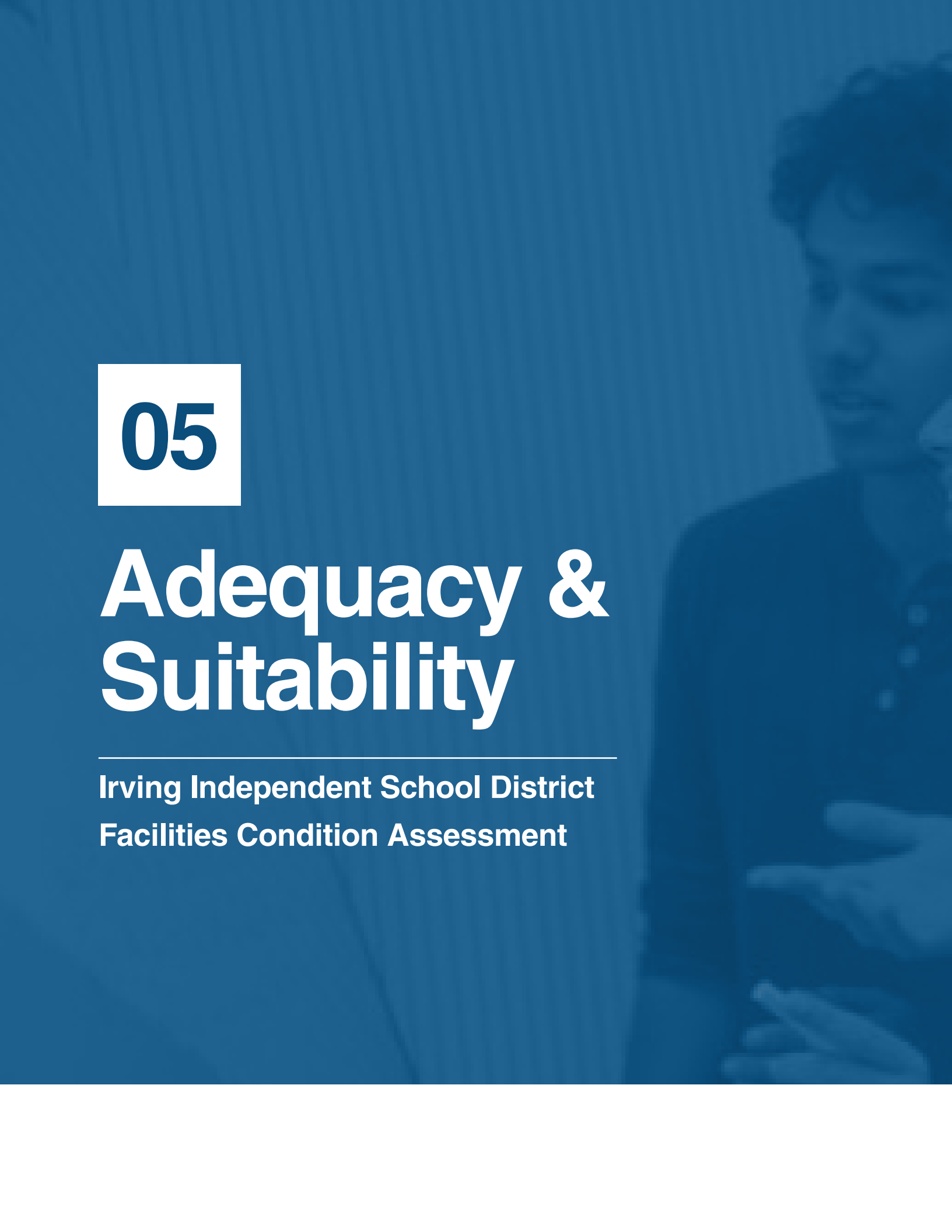


A background image of a person in a blue suit, partially visible on the right side of the page. The person appears to be gesturing with their hands.

05

Adequacy & Suitability

**Irving Independent School District
Facilities Condition Assessment**



Adequacy & Suitability Rubric

Educational adequacy scores and suitability scores are both metrics used to assess K-12 campuses, but they focus on different aspects of the educational environment.

Adequacy Scores:

Focus: These scores evaluate whether a school's facilities, resources, and infrastructure are sufficient to support effective teaching and learning.

Components: Adequacy scores may consider factors like classroom size, building condition, access to technology, availability of instructional materials, safety standards, and compliance with educational regulations.

Purpose: The aim is to determine if the physical space and resources can meet the educational needs of students and staff, ensuring a conducive learning environment.

Suitability Scores:

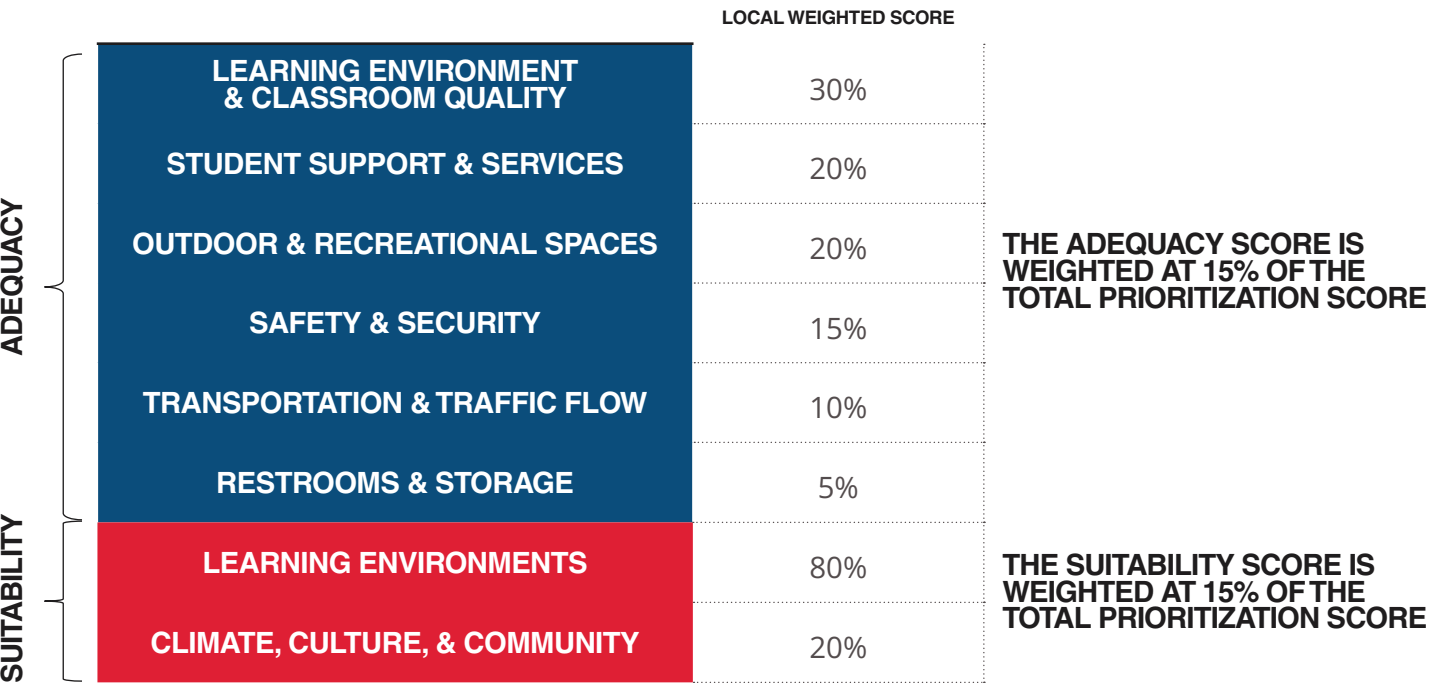
Focus: Suitability scores assess how well a school's facilities and environment align with the specific educational programs and pedagogical approaches implemented at the campus.

Components: This score can factor in the design of learning spaces, flexibility of classrooms, availability of specialized spaces (like science labs or art rooms), and how well the layout supports collaboration and modern teaching methods.

Purpose: The goal is to evaluate whether the existing infrastructure can adequately support the school's curriculum and instructional strategies, enhancing the overall educational experience for students.

In summary, while both scores are important for school assessments, educational adequacy focuses on the basic provisions and condition of facilities, while suitability evaluates how well these facilities meet specific educational needs and program requirements and are often more aspirational.

The below graphic represents the components evaluated for the Adequacy and Suitability Rubrics as well as the weighted score which was determined with assistance by IISD Administrative Leadership.



Adequacy Rubric

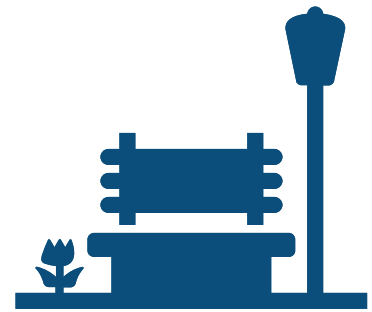
The rubric evaluates the adequacy of a facility based on TEA square footage guidelines, best practices for educational environments, safety, accessibility and traffic flow. Each category was scored from 1 (Exemplary) to 5 (Inadequate).



**Learning Environments
& Classroom Quality**



**Student Support &
Services**



**Outdoor & Recreational
Spaces**



Safety & Security



Transportation & Traffic Flow



Restrooms & Storage

Adequacy Rubric

Learning Environments & Classroom Quality

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Typical Classroom (Including ELL/ Bilingual (22))	Overcrowded; insufficient space OR Portable presence for classrooms	Does not meet TEA	Meets basic space requirements ES (L2): 900 SF Min. ES (L3-4): 1050 SF Min. MS/HS (L2): 800 SF Min. MS/HS (L3-4): 900 SF Min.	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
General Science Classroom (All Grade Levels)	Overcrowded; insufficient space OR Portable presence for classrooms	Does not meet TEA	Meets basic space requirements 800 SF	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
Combination Science Lab/ Classroom	Overcrowded; insufficient space	Separated Classrooms from Lab	Meets basic space requirements ES: 1,250 SF Min. MS/HS: 1,450 SF Min. Meets basic SF requirements including minimal requirements for horizontal lab space (150 LF) and classroom millwork (75 LF) & Adjacent to required prep room (250 SF) per combo lab/classroom (Note: Prep rooms can be combined b/w classrooms) & Lockable chemical storage room present & Combo eye wash/shower	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
Technology Adequacy (All Classrooms)	No technology access	Minimal devices; outdated infrastructure	Basic access to devices	1:1 Device ratio, integrated tech tools	Smart classrooms with cutting-edge interactive technology
Media Center	Overcrowded; insufficient space	Traditional environment	Meets basic space requirements (101-500 students: 1,400 SF plus 4 SF for each student in excess of 100) (501-2000 students: 3,000 SF plus 3 SF for each student in excess of 501)	Open, inviting, centrally located floor plan with -Instructional Technology Present -Indirect Natural Daylighting with window coverings -Flexible furniture, including stacks	-Multiple self checkout kiosks -Direct Natural Daylighting with window coverings

Adequacy Rubric

Learning Environments & Classroom Quality (Continued)

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Visual Arts	No dedicated art spaces; programs held in standard classrooms without adequate facilities	Undersized or outdated art rooms; little to no student display space	General classrooms adapted for art; limited specialized equipment or storage; minimal display space	Dedicated art classrooms with some specialized features (sinks with solids interceptor, indirect natural light, storage) and designated display areas	Purpose-built art studios with direct natural light and views, sinks with solids interceptor, kilns (with adequate ventilation), and specialized storage; spacious display areas for student work throughout the school. Direct access to outdoor learning space
Performing Arts (Band, Choir, Orchestra, Theatre)	No dedicated music or performance spaces; programs held in multipurpose rooms or standard classrooms	Inadequate or undersized spaces; no dedicated performance or rehearsal areas; storage lacking	General classrooms adapted for music/drama; limited storage; stage present but minimally equipped	Dedicated music and performance spaces with some acoustic treatment, storage, and stage access. Practice rooms are present and shared.	Acoustically engineered spaces for band, choir, and orchestra with proper instrument storage; theater or black box with lighting/sound; performance stage. Dedicated practice rooms are present by program
Auditorium (HS only)	No auditorium or large-capacity performance facility on campus	Multipurpose performance space adapted for large audiences, but inadequate for acoustics, accessibility, or community use	Auditorium space present but undersized (<1,500 seats); basic lighting/sound; box office limited or absent	Large auditorium with adequate seating (1,500–2,000), functional lighting/sound, box office and lobby space present, but limited backstage or accessibility features.	Full-scale auditorium with ~2,000 seats, excellent acoustics, modern lighting/sound systems, accessible seating throughout, backstage support (dressing rooms, storage), integrated box office and lobby for community events.

Adequacy Rubric

Student Support & Services

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
SPED Classrooms (1-11 Students max.)	No dedicated special education classrooms; no accessible restrooms, changing tables, or storage for equipment.	Small classrooms with little storage; shared restrooms located far from classrooms; minimal accommodations for sensory or physical needs.	Meets basic needs (45 SF per student) Standard classroom size (900 - 1050); limited storage; restrooms accessible but not always nearby; changing tables only in a few locations. Cameras and Strobe lights present	Adequate classroom size (1200 sf) with some storage; nearby restroom and changing table access; some sensory accommodations.	Classrooms are spacious and flexible, with abundant storage for specialized equipment; restrooms and changing tables are directly accessible within to classrooms; sensory and quiet spaces are integrated. Circadian lighting present
Nurse & Health Services	No nurse or proper space	Small or inadequate space for health office	Health office exists with adequate space	Well-equipped space ideally located	Comprehensive health center with additional student wellness support
Student Dining (ES & MS only)	Dining space is undersized or unwelcoming, with no usable performance stage	Cafeteria and stage are separate or poorly integrated; space feels outdated and not designed for multipurpose use.	Dining area has a stage, but performance use is limited by size, acoustics, or layout. Instructional technology present. Meets basic needs (15 SF per student) / # of lunch periods (ES - 2; MS - 3)	Dining area includes a usable stage and adequate lighting/sound; flexible layouts allow for both eating and small performances. Adjacent Restrooms. Instructional Technology Present	Dining spaces are spacious, bright, and flexible, with a well-designed stage for performances. Acoustics, lighting, and seating layouts support both meals and events. May include operable walls to compartmentalize dining into smaller collab spaces w/ instructional technology capability
Student Dining (HS only)	Overcrowded / Insufficient Space	Space sufficient with additional lunch periods considered	Meets basic needs (15 SF per student) / 4 of lunch periods Instructional technology present	Meets basic SF AND offers direct adjacency to outdoor dining. Adjacent Restrooms. Instructional Technology Present	Meets /exceeds min. SF; adjacent to outdoor space; easy access for community use after hours. May include operable walls to compartmentalize dining into smaller collab spaces w/ instructional technology capability

Adequacy Rubric

Outdoor & Recreational Spaces

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Playgrounds	No functional playground	Outdated or unsafe equipment	Meets safety standards and age appropriate; Pre-K and K have fenced playground	Modern, well-maintained play areas	Exceptional facilities promoting movement & creativity
Outdoor Learning and Common Areas	No outdoor learning spaces	Minimal outdoor integration	Some spaces but not well utilized	Purposeful and shaded outdoor learning spaces with space for student relaxation and activities	High utilized, well-designed outdoor classrooms & gardens fostering social interaction
Athletic Facilities (MS & HS only)	No adequate outdoor athletic facilities; teams rely on off-site or community fields.	Limited outdoor facilities, serving only some sports; spectator areas, restrooms, or lighting are inadequate or missing.	Outdoor facilities available but undersized or outdated (e.g., worn turf, poor lighting, limited spectator areas); amenities (restrooms/concessions) functional but minimal.	Multiple outdoor sports facilities present (stadium, track, and some fields/courts); adequate seating, lighting, and amenities; minor gaps in quality or accessibility.	Comprehensive outdoor facilities: competition-quality football/soccer stadium with bleachers and press box, track and field amenities, baseball/softball fields, tennis courts, and multi-purpose practice fields. Lighting, scoreboards, restrooms, concessions, and ADA accessibility are fully provided. Surfaces are modern and well-maintained (turf/track).
Gymnasiums (ES only)	No dedicated gym/PE space; activities held in classrooms, outdoors only, or in undersized multipurpose rooms.	Minimal indoor PE space; poor lighting or flooring; not suitable for large gatherings.	3000 SF Min. ; Limited storage; doubles as cafeteria without proper separation or design for multiple uses.	Gym space adequate for PE and some assemblies; storage provided; may also serve as cafeteria or stage area.	Appropriately sized gym for PE and school-wide gatherings, with safe flooring, good lighting, sound, and climate control. Space doubles effectively for dining/performances if needed. Storage for PE equipment is ample and accessible.
Gymnasiums (MS & HS only)	No dedicated gymnasium; PE and sports held in multipurpose or undersized spaces.	Small or outdated gym; poor lighting or ventilation; inadequate seating; storage lacking.	Basic SF: MS: 4,800 SF Min. HS: 7,500 SF Min. Competition gym with basic bleachers; locker rooms or storage undersized; limited ability to host major events	Competition gym with adequate seating and equipment; locker rooms and storage included but may be limited in size or features.	Full-size competition gym with multiple courts, spectator seating (bleachers), scoreboards, locker rooms, athletic storage/laundry facilities, quality lighting, sound, and climate control. ADA accessible, acoustically treated, and designed for both athletics and school/community events.

Adequacy Rubric

Outdoor & Recreational Spaces (Continued)

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Field House (MS & HS only)	No field house or facility dedicated to athletics; teams rely on portables	Outdated or minimal facility; locker rooms poorly maintained or inadequate; insufficient storage or training areas; limited to football or one sport.	Field house present but undersized; locker rooms shared or crowded; limited training space and storage; only partially supports all sports.	Field house with locker rooms and training space for most sports; adequate storage and meeting space; supports multiple programs but limited in size or amenities.	Large, modern field house with locker rooms for multiple sports, training/weight rooms, athletic trainer facilities, ample storage, laundry, meeting rooms, and restrooms. Supports JROTC, football and multiple other sports. Spaces are well-ventilated, ADA accessible, and community-use ready.

Safety & Security

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Secure Entry	No secure entry: doors remain open	Entry exists but lacks controlled access; secured reception area is not directly adjacent to main entry	Secured reception is directly adjacent to main entry to school with controlled access from reception to campus	Secure vestibule with staff monitoring	Fully controlled entry with electronic access and visitor management
Surveillance & Supervision	No cameras or staff monitoring	Some areas have visibility issues	Cameras/staff monitor main areas; Meets state requirements for perimeter fencing, ballistic glazing/ film at exterior doors and adjacent windows, door tags present	Full building coverage with monitoring	Comprehensive system with real-time monitoring & quick response
Storm Shelter	No dedicated storm shelter or reinforced safe area; students rely on interior hallways not designed for protection	Storm shelter unable to accommodate entire school population	Partial shelter capacity (only certain grade levels or wings covered); not fully reinforced or code-compliant for current enrollment	Partial shelter capacity (only certain grade levels or wings covered); not fully reinforced or code-compliant for current enrollment.	Code-compliant storm shelter designed as a dual-use space (gym, cafeteria, music room, or hallway pods). Provides safe capacity for all students/ staff, with reinforced structure, ventilation, restrooms, and emergency supplies. Easily accessible from classrooms within required travel distance.

Adequacy Rubric

Transportation & Traffic Flow

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Pick-Up / Drop-off Safety	No designated system, chaotic	Inefficient, unsafe traffic patterns	Functional but room for improvement	Safe, efficient with clear signage	Exceptionally well-organized, separate bus & car zones
Wayfinding & Signage	Confusing or no signage	Basic but lacks clarity	Meets minimum needs	Well-marked pathways & directions	Comprehensive signage system supporting visitors & students

Restrooms & Storage

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Restroom & Hygiene Facilities	Insufficient or outdated	Limited access or poorly maintained	Meets student needs	Clean, updated, easily accessible	Exemplary facilities with hygiene support
Storage & Organization	No dedicated storage space for textbooks/technology; deliveries go through front or side doors with no loading access.	Inadequate storage, overcrowded or shared with other functions; no climate control; deliveries difficult to manage.	Min. SF: ES = 500 SF MS= 750 SF HS = 1,000 SF Limited storage rooms that are functional but undersized; deliveries managed through general entrances with no dedicated loading dock.	Adequate storage with secure shelving and designated tech/textbook areas; pallet unloading available but not directly connected to storage.	Large, well-organized storage areas for textbooks and technology with secure access, shelving, climate control, and direct pallet unloading/loading dock access. Space supports efficient distribution across campus.

Suitability Rubric

The rubric evaluates the suitability of a facility based on how the campus learning environment aligned with specific educational programs and pedagogical approaches in terms of technology integration, collaboration and flexibility, career readiness, specialized learning spaces, competitiveness in the school marketplace, shared spaces, and support spaces such as administration and counseling. Each category was scored from 1 (Exemplary) to 5 (Inadequate).



**Learning
Environments**



**Climate, Culture, &
Community**

Suitability Rubric

Learning Environments

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Technology Integration	Inconsistent or no Wi-Fi access/bandwidth	Basic Wi-Fi access/bandwidth with regular outages or disruptions	Average Wi-Fi access	Wi-Fi predominant across most areas, access to wired internet outlets, some specialized labs (robotics, computer)	Wi-Fi everywhere, ample charging, interactive displays, and dedicated makerspaces/AI labs. Strong Wi-Fi bandwidth across in all school areas
English Language Development	No built environment features to support English learners	English-only signage, minimal visible supports	Limited multilingual signage, occasional visuals	Multilingual signage in key areas, some classroom supports for vocabulary	Multilingual signage throughout, classrooms with writable walls, and visual symbols integrated into wayfinding
Collaboration & Flexibility	No flexible or collaborative design features	Mostly fixed layouts with only occasional flexibility	Some flexible furniture and writable walls	Many classrooms and commons with flexible setups and breakout spaces	Campus designed with operable walls, breakout rooms, flexible commons, and mobile furniture
Career Readiness	No dedicated career readiness facilities	Minimal CTE/STEAM space with dated equipment	Some specialized labs but limited in number or outdated	Multiple specialized labs with modern equipment and utilities	Full range of CTE/STEAM facilities with industry-grade equipment and flexible layouts
Specialized Learning Spaces	No innovation or design-focused spaces	Limited creative/maker spaces, outdated tools	General labs adapted for innovation but not purpose-built	Maker or prototyping spaces with moderate tools	Maker/innovation labs with advanced tools, writable walls, studio classrooms, and showcase areas

Climate, Culture, & Community

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Competitive in School Marketplace	No signature spaces, branding, or modern facilities	Limited marketing or outdated facilities	Some signature spaces and branding, but inconsistent	Program spaces highlighted, branding visible across campus	Modern, well-maintained facilities with signature program spaces and visible branding
Shared Spaces	No community, or teacher support spaces	Undersized or poorly located lounges/professional spaces	Few community/teacher spaces. May be shared or not appropriate for adult learning	Some gathering areas, and basic teacher lounge space	Multipurpose gathering spaces, parent/community rooms, welcoming teacher lounges, and dedicated professional learning spaces; after-hours community access
Administrative & Counseling Spaces	Administrative and counseling functions not designed to be accessible or supportive	Offices/counseling areas undersized, hard to access, or hidden from student flow	Main office centralized; limited but functional counseling areas	Offices include some decentralized spaces; counseling rooms visible and student-friendly	Decentralized offices and counseling areas located near student learning zones; welcoming and accessible design