

CONNECTING SCHOOL FACILITY CONDITIONS AND STUDENT OUTCOMES



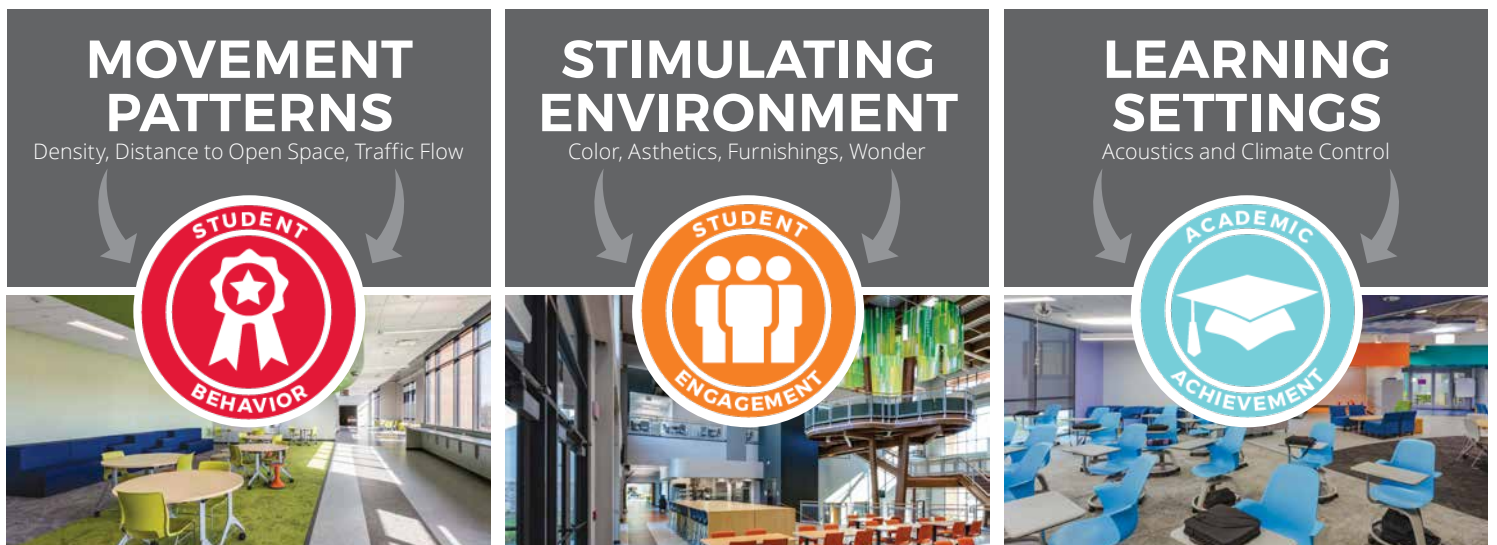
DO BUILDINGS REALLY MAKE A DIFFERENCE WITH STUDENT BEHAVIOR AND ACHIEVEMENT?

It's a logical question, and one that school designers and administrators are asked regularly. After multiple school districts noted seeing positive changes in student behaviors following their construction project, BLDD Architects set out to investigate this relationship.

IF THE BUILDING CAN IMPROVE EDUCATION, THEN IT MAKES SENSE TO FIGURE OUT EXACTLY HOW AND WHY AND REPLICATE THAT SUCCESS.

To that end, a team of educational experts, school research scientists, and design professionals was assembled to develop a rigorous study, to understand if building design might contribute to changes in student outcomes, as hypothesized by building administrators.

This study was designed to measure before and after renovation/construction effects on student outcomes by analyzing the relationship between the following variables:

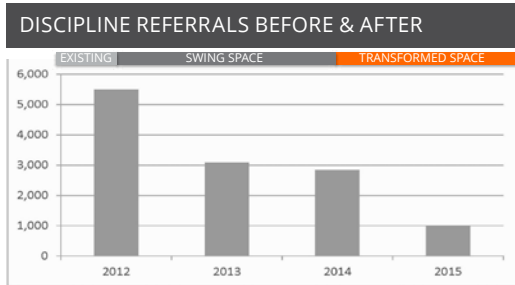


The goal of this study was to develop research to inform architectural design solutions to improve student outcomes.

ANECDOTAL EVIDENCE FROM TWO DIFFERENT SCHOOL DISTRICTS

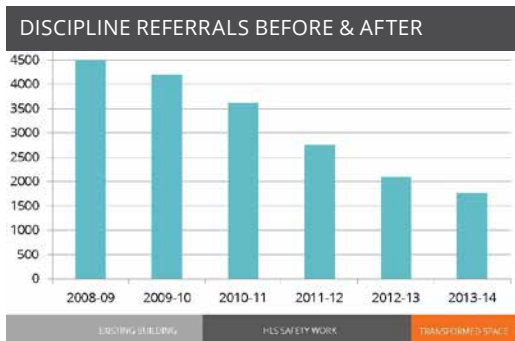
EISENHOWER HIGH SCHOOL DECATUR PUBLIC SCHOOLS #61

Positive changes in student behavior were noted following their construction project. These changes were attributed to the newly remodeled environment. Administrators explained that students appeared to be more relaxed in the newly renovated building.



WASHINGTON COMMUNITY HIGH SCHOOL #308

Investigation of this recently renovated high school revealed that the faculty not only saw a decline in student discipline referrals, but average attendance also rose, and truancy declined.



WHAT QUESTIONS ARE WE TRYING TO ANSWER?

01

HYPOTHESIS ONE: Improved movement patterns will reduce travel stress and reduced travel stress will reduce student discipline problems.

WHAT WE LEARNED: A better “movement score” was recorded in the new space, but one year of discipline data showed mixed results.

02

HYPOTHESIS TWO: Students that learn in an environment that they report to be more stimulating will also report higher levels of engagement.

WHAT WE LEARNED: While there is a slightly positive relationship between stimulation and engagement, a stimulating physical environment alone may not produce a dramatic change in student engagement in grades 5-8.

03

HYPOTHESIS THREE: In schools designed to meet the individual needs of the learner, teachers will report higher student achievement.

WHAT WE LEARNED: Our analysts concluded that learning setting design was primarily responsible for the increases in perceived student achievement.