

Adequacy Standards

Public School Capital Outlay Oversight Task Force
(PSCOOTF)

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STATE OF NEW MEXICO  PUBLIC SCHOOL FACILITIES AUTHORITY

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators.

- History
- Adequacy Standards vs. Adequacy Planning Guide
- Major Proposed Changes
- Implications to the wNMCI

Agenda





Estancia Elementary School

Adequacy Standards History

Developed in response to Zuni lawsuit (1999)

- District Court ruled that public school capital outlay funding was violating the State Constitution that guarantees establishment and maintenance of a “**uniform system of free public schools** sufficient for the education of all children of school age”
- Court ordered the State to “**establish and implement a uniform funding system for capital improvements and for correcting past inequities**”

1999 – 2001 PSCOC develops draft “New Mexico Public Schools Facility Adequacy Standards”

2002 - PSCOC adopts first version of the Adequacy Standards

- Establish the **minimum** acceptable level of physical condition and enrollment capacity of school buildings
- Provide a **measuring stick** to evaluate any existing or proposed public school building
- Defined **minimum** sizes of select space types, based on PED Standards for Excellence

2002 – 2004 Statewide Assessments and Ranking of Schools

2004 – First Standards-Based funding awards, based on the statewide ranking

Adequacy Standards

Adequacy Standards are used to measure and evaluate all existing public-school buildings in New Mexico

PSFA assesses every school against the same set of minimum requirements, as defined by the Adequacy Standards

PSFA collects data on each school, school building, building systems' age and condition, space use, utilization, and space deficiencies.

New schools should be *designed to exceed* the minimum requirements in the Standards.



Adequacy Planning Guide

The Adequacy Planning Guide is the best practice document issued by PSFA:

Best practices guide for the design of new schools

Based on national and local school planning criteria

Performance criteria, estimated project size and cost

Defines the limit of state funding participation

Maximum Allowable Gross Square Feet Calculator

Adequacy Standards Minimum + 30% tare



Proposed Changes

Classifications

6.27.30.9 CLASSIFICATION OF PUBLIC SCHOOLS: The classifications for public schools, including charter schools, under these standards are:

- A.** Early Childhood: A school with only Pre-Kindergarten.
- ~~[A.]~~ **B.** Elementary school[-]: A school with a combination of grades Pre-Kindergarten through 6th.
- ~~[B.]~~ **C.** Middle school/junior high school[-]: A school with a combination of grades 6th through 8th.
- ~~[C.]~~ **D.** High school[-]: A school with grades 9th through 12th.
- ~~[D.]~~ **E.** Combination school[-]: A school that contains any combination of the elementary school,

middle school/junior high school and high school.

[6.27.30.9 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007]

School Security

6.27.30.13 SCHOOL SECURITY: School security features shall be integrated at all layers of the school.

A. Site Security.

(1) All functional areas of a school site shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the school site. Alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:

- (a) amount of vehicular traffic near the school site;
- (b) existence of hazardous or natural barriers on or near the school site;
- (c) amount of animal nuisance or unique conditions near the school site;
- (d) visibility of the play/physical education area; and
- (e) site lighting, as required to meet safe, normal access conditions.

B. Building Security. All occupiable spaces within the building(s) shall have the ability to control access to the extent required for confidentiality and security. Building attributes supporting controlled access to the building(s) and interior spaces, shall be integrated with all layers of school security.

(1) Security systems. Built-in security systems, which support building access control and emergency operations, shall be in working order.

(2) Classroom doors. All interior and exterior classroom doors, accessible from indoor and outdoor traffic areas, shall have hardware that is lockable from the inside of the classroom.

General Classrooms

~~[6.27.30.13]~~ 6.27.30.14 GENERAL USE CLASSROOMS (LANGUAGE ARTS, MATHEMATICS AND SOCIAL STUDIES):

- A. Cumulative classroom net sf requirements, excluding in-classroom storage space, shall be at least:
- | | | |
|-----|---------------------------------|--|
| (1) | Pre-Kindergarten - Kindergarten | [50 net sf/student] 1000 net sf minimum |
| (2) | Grades 1 - 5 | [32 net sf/student] 800 net sf minimum |
| (3) | Grades 6 - 8 | [28 net sf/student] 800 net sf minimum |
| (4) | Grades 9 - 12 | [25 net sf/student] 800 net sf minimum |
- B. In addition, at least 2 net sf/student shall be available for dedicated classroom storage.
- C. All pre-kindergarten classrooms shall have a sink.
- D. ~~[Sufficient]~~ A sufficient number of classrooms shall be provided to meet statutory student/staff ratio requirements.

[6.27.30.13 NMAC - N, 9/1/2002; A, 8/31/2005; A, 12/14/2007; A, 12/17/2019]

Special Education

6.27.30.15 SPECIAL EDUCATION SECTION

A. Special education:

(1) Special education classrooms shall not be smaller than 800 net sf.

(2) Special education classrooms serving students requiring a high degree of personal care and assistance shall include an accessible unisex restroom, a kitchenette, and at least 15 net sf of storage.

B. A school shall provide ancillary space for therapy programs, such as occupational, physical, speech and language, no smaller than 650 net sf each. These functions may be combined into one space if scheduling permits shared use and sufficient physical and acoustic separation is provided to ensure privacy.

Implications to the wNMCI Ranking

Weighted New Mexico Condition Index (wNMCI) & Relevant Weight Factors

The wNMCI is calculated using building lifecycle requirements, but also includes deficiency weight factors and the cost to correct deficiencies based on the **New Mexico Educational Adequacy Standards**.

$$wNMCI = \frac{\text{Needed Repairs (\$)} + \text{Cost to Correct NM Adequacy Standards Deficiencies (\$)}}{\text{Replacement Value (\$)}}$$

Educational Adequacy Deficiency Categories and Associate Weight Factors		
Category Type #	Description	Applied Weight Factor
6	<p>Facility Related Deficiencies</p> <p>Applied when site related deficiencies are determined in respect to the statewide adequacy standards and are an inherent part of the facility.</p> <ul style="list-style-type: none"> -Insufficient bus drop off -Insufficient bus drop offs 	1.0
7	<p>Space Related Deficiencies</p> <p>Applied when interior space related deficiencies are determined in respect to the statewide adequacy standards and are an inherent part of the facility.</p> <ul style="list-style-type: none"> -Insufficient art, music, computer, career education, general classroom square footage etc. -Insufficient core support areas needed to support mission critical space 	3.0
8	<p>Space Related Deficiencies</p> <p>Applied when equipment related deficiencies are determined in respect to the statewide adequacy standards.</p> <ul style="list-style-type: none"> -Lack of playground equipment -Lack of chemical storage units 	0.50

New Mexico Educational Adequacy Standards

The state has set standards that create requirements for spaces deemed necessary for educational delivery.

An Educational Adequacy (EA) Standard deficiency exists when a facility fails to meet any established State Adequacy Standards.

Formulas that represent each EA Standard are programmed.

Deficiencies are automatically generated when the school fails to meet the EA standards required.

Simply put, do you have enough square footage to support the current enrollment?

Factors Influencing Ranking Fluctuations

- FAD operates as a complex relational database.
- What factors contribute to the fluctuations in rankings?
 - If a hailstorm damages a school building's roof, its ranking will increase. Conversely, if the district repairs this damage, whether with state assistance or not, the facility's ranking will decrease.
 - **Changes to adequacy standards** or adjustments in category weights that influence rankings will result in a reorganization of facility rankings
 - Moreover, any significant alteration in facility data entered into the FAD database, or any policy modification impacting school buildings, can lead to changes in facility rankings, either upward or downward. Additionally, when one facility's ranking is adjusted, it may cause minor shifts in the rankings of other facilities, even if those facilities remain unchanged.

Changes to 6.27.30 NMAC Statewide Adequacy Standards Examples

School Type	Adequacy Standard	Current Calculation	New Calculation
ES MS HS CH	General Classroom Square Footage	$[(\text{Number of PK-K Students} * 50 \text{ nsf}) + (\text{Number of 1-5 Students} * 32 \text{ nsf}) + (\text{Number of 6-8 Students} * 28 \text{ nsf}) + (\text{Number of 9-12 Students} * 25 \text{ nsf})]$ <p style="text-align: center;">* Growth Factor</p>	$[(\text{Number of PK-K Students} * 50 \text{ nsf}) + (\text{Number of 1-5 Students} * 36 \text{ nsf}) + (\text{Number of 6-8 Students} * 33 \text{ nsf}) + (\text{Number of 9-12 Students} * 30 \text{ nsf})]$ <p style="text-align: center;">* Growth Factor</p>
School Type	Adequacy Standard	Current Calculation	New Calculation (Larger of the two)
ES	Art and Music Square Footage	NA - Art and Music is not required in ES	NA - Art and Music is not required in ES
MS		Number of 6-8 Students * 4 nsf	Number of 6-8 Students * 4 nsf or 800 nsf minimum
HS		Number of 9-12 Students * 5 nsf	Number of 9-12 Students * 5 nsf or 800 nsf minimum
CH		NA - Art and Music is not required in CH	NA - Art and Music is not required in CH
School Type	Adequacy Standard	Current Calculation	New Calculation
ES MS HS	SPED Square Footage	450 nsf per SPED classroom and 15 nsf for storage	800 nsf per SPED classroom and 15 nsf for storage
CH		NA – SPED is not required in CH	NA – SPED is not required in CH

wNMCI Ranked Position Analysis

Primary Objectives:

- Adjust the Adequacy Standard (AS) parameters within the FAD to evaluate the anticipated changes by reassessing each of the AS minimums.
 - The analysis was conducted through a methodical process, examining each suggested modification separately and then contrasting the outcomes with a control dataset.
- The primary metric of focus in both the control and proposed datasets is the EA INDEX.
- This approach will assist PSFA in determining the most effective method for incorporating these changes into the FAD, ultimately impacting the PSCOC wNMCI ranking.

wNMCI Ranked Position Analysis - Examples

CONTROL					ART MUSIC - 1						CAREER ED - 2					
District Name	School Name	RANK	w/NMCI	EA Index	EA Index1	EA Change	RANK	Rank Change	wNMCI1	wNMCI Change	EA Index2	EA Change	RANK	Rank Change	wNMCI2	wNMCI Change
State Chartered Schools	School of Dreams Academy Charter School	1	114.72%	0	0	0	1	0	114.72%	0.00%	0	0	1	0	114.72%	0.00%
Tatum	Tatum JR HS	2	107.71%	0	0	0	2	0	107.71%	0.00%	0	0	2	0	107.71%	0.00%
Alamogordo	Sierra ES	3	101.48%	61402	61402	0	3	0	101.48%	0.00%	61402	0	3	0	101.48%	0.00%
Alamogordo	High Rolls Mountain Park ES	4	90.42%	1110354	1110354	0	4	0	90.42%	0.00%	1110354	0	4	0	90.42%	0.00%
Animas	Animas MS/HS	5	87.81%	47970	47970	0	5	0	87.81%	0.00%	47970	0	5	0	87.81%	0.00%
Animas	Animas ES	6	84.33%	419129	419129	0	6	0	84.33%	0.00%	419129	0	6	0	84.33%	0.00%
Mora	Mora Combo School	7	81.54%	976	976	0	7	0	81.54%	0.00%	976	0	7	0	81.54%	0.00%
Taos	Taos MS	8	76.87%	574	574	0	8	0	76.87%	0.00%	574	0	8	0	76.87%	0.00%
Questa	Questa JH HS	9	76.12%	337709	337709	0	9	0	76.12%	0.00%	337709	0	9	0	76.12%	0.00%
Questa	Alta Vista ES / INT Combo	10	75.40%	2156582	2156583	1	10	0	75.40%	0.00%	2204553	47971	10	0	75.77%	0.37%
Tatum	Tatum ES	11	74.65%	0	0	0	11	0	74.65%	0.00%	0	0	11	0	74.65%	0.00%
Jemez Mountain	Gallina ES	12	73.89%	104126	104126	0	12	0	73.89%	0.00%	104126	0	12	0	73.89%	0.00%
Jemez Mountain	Coronado Combo MS / HS	13	72.53%	13623	13623	0	13	0	72.53%	0.00%	13623	0	13	0	72.53%	0.00%
Mountainair	Mountainair ES	14	70.93%	102564	102564	0	14	0	70.93%	0.00%	102564	0	14	0	70.93%	0.00%
Alamogordo	Holloman MS	15	69.33%	92865	92865	0	15	0	69.33%	0.00%	92865	0	15	0	69.33%	0.00%
Silver	Cliff Combo ES / HS	16	65.76%	765	765	0	16	0	65.76%	0.00%	765	0	16	0	65.76%	0.00%
Santa Rosa	Santa Rosa ES	17	59.47%	765	765	0	17	0	59.47%	0.00%	765	0	17	0	59.47%	0.00%
Belen	Belen HS	18	57.39%	976	976	0	18	0	57.39%	0.00%	976	0	18	0	57.39%	0.00%
Las Cruces	Mayfield HS	19	57.10%	1649868	1649868	0	20	1	57.10%	0.00%	1649868	0	19	0	57.10%	0.00%
Roy	Roy Combo	20	56.64%	201154	267354	66200	19	-1	57.21%	0.58%	201155	1	20	0	56.64%	0.00%

Compared with Control

Compared with Control

wNMCI Ranked Position Analysis - Examples

CONTROL					ALL CHANGES					
District Name	School Name	RANK	w/NMCI	EA Index	EA Index17	EA Change	RANK	Rank Change	wNMCI17	wNMCI Change
State Chartered Schools	School of Dreams Academy Charter School	1	114.72%	0	0	0	1	0	114.72%	0.00%
Tatum	Tatum JR HS	2	107.71%	0	0	0	2	0	107.71%	0.00%
Alamogordo	Sierra ES	3	101.48%	61402	146469	85067	3	0	102.40%	0.92%
Alamogordo	High Rolls Mountain Park ES	4	90.42%	1110354	1197340	86986	4	0	94.08%	3.67%
Animas	Animas MS/HS	5	87.81%	47970	25904	-22066	5	0	87.65%	-0.16%
Animas	Animas ES	6	84.33%	419129	607811	188682	6	0	87.31%	2.98%
Mora	Mora Combo School	7	81.54%	976	191257	190281	7	0	82.21%	0.67%
Taos	Taos MS	8	76.87%	574	87560	86986	9	1	77.28%	0.41%
Questa	Questa JH HS	9	76.12%	337709	367450	29741	11	2	76.25%	0.13%
Questa	Alta Vista ES / INT Combo	10	75.40%	2156582	2360296	203714	10	0	76.97%	1.57%
Tatum	Tatum ES	11	74.65%	0	84107	84107	12	1	75.37%	0.72%
Jemez Mountain	Gallina ES	12	73.89%	104126	439916	335790	8	-4	80.32%	6.42%
Jemez Mountain	Coronado Combo MS / HS	13	72.53%	13623	39527	25904	13	0	72.66%	0.13%
Mountainair	Mountainair ES	14	70.93%	102564	171321	68757	14	0	71.60%	0.67%
Alamogordo	Holloman MS	15	69.33%	92865	70479	-22386	15	0	69.13%	-0.20%
Silver	Cliff Combo ES / HS	16	65.76%	765	400195	399430	16	0	68.66%	2.90%
Santa Rosa	Santa Rosa ES	17	59.47%	765	32105	31340	18	1	59.74%	0.27%
Belen	Belen HS	18	57.39%	976	665840	664864	19	1	58.50%	1.11%
Las Cruces	Mayfield HS	19	57.10%	1649868	3875052	2225184	17	-2	60.99%	3.88%
Roy	Roy Combo	20	56.64%	201154	338669	137515	21	1	57.83%	1.20%

Compared with
Control

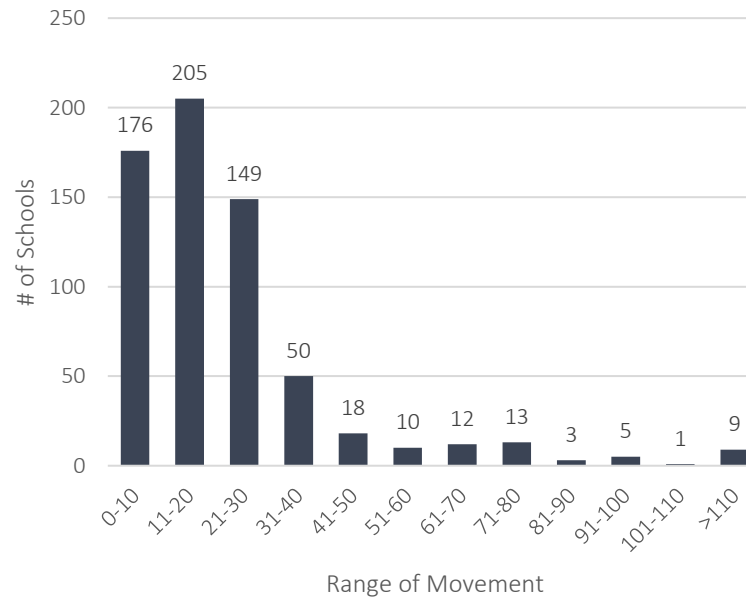
Summary of Results - Includes all Proposed Adequacy Standard Changes

wNMCI Comparisons

	Average wNMCI
Control Ranking	26.10%

Adequacy Standard	Average wNMCI	Point Difference from Control
SPED	27.05%	0.95%
General Classroom	26.49%	0.39%
Media	26.21%	0.11%
Maintenance/Janitorial	26.18%	0.08%
PE	26.14%	0.04%
Student Health	26.14%	0.04%
General Storage	26.13%	0.03%
Food Service	26.12%	0.02%
Art/Music	26.11%	0.01%
Career Education	26.11%	0.01%
Science	26.09%	-0.01%
Parent Workspace	25.71%	-0.39%
Educational and Minimums (Art/Music, Career Education, Gen CR, Science and SPED)	27.47%	1.37%
All	27.42%	1.32%

Positional Movement All Schools



wNMCI Top 100 Movement

# of Schools	New To TOP 100
11	Rose up from 100-200
2	Rose up from 200-300
1	Rose up from 300+
14	Total

# of Schools	Dropped from TOP 100
14	Dropped to 100-200
0	Dropped to 200-300
0	Dropped to 300+
14	Total

Note: Updated Adequacy Standards will be applied to Charter Schools upon reassessment



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