

State Accreditation of K-12 Schools

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*Presentation for the Legislative
Education Study Committee*

November 19, 2025

Purpose of State Accreditation of K-12 Schools

“There’s a perception among many families that regulations and statutes governing schools are designed to protect administrators and, in some cases, teachers, rather than students.”

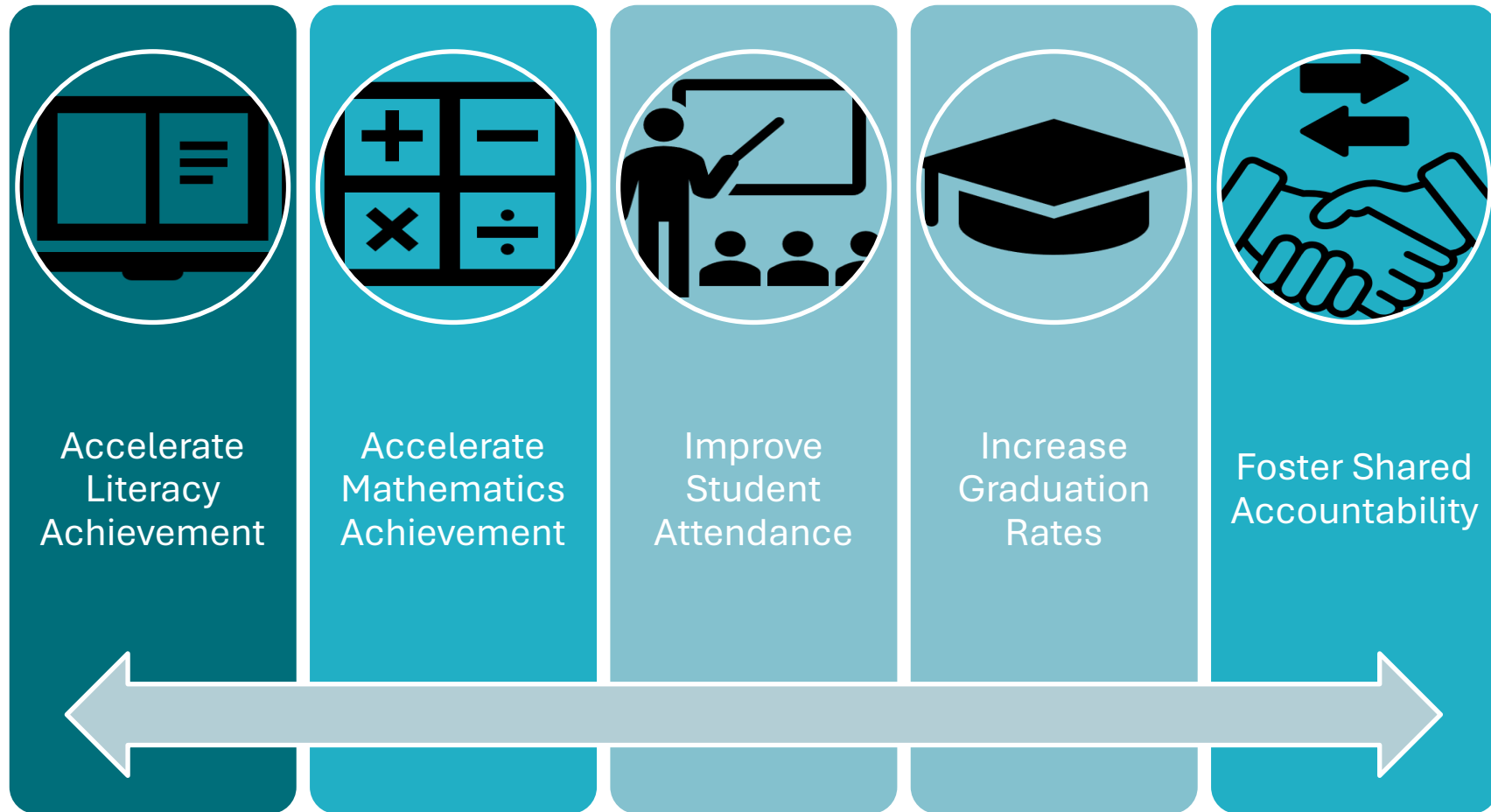
--Participant, M/Y Plan Feedback, *Santa Fe New Mexican* 8/18/2025

3 Ps Theory of Action:

“If schools ensure existing required **programs** are in place and budget **planning** reflects researched-based practices and programs, then student **performance** outcomes will improve.”

1. **Ensure all students** in New Mexico Public Schools optimal education provided for in state statute through **quality programming, strategic planning, and measurable performance**.
2. Strengthen internal collaboration and systems within PED to consistently move schools **beyond compliance to sustained quality and measurable impact**.
3. Align PED’s **relationship to schools** to reflect statutory role for accountability as well as support.

Strategic Plan and Martinez/Yazzie Alignment



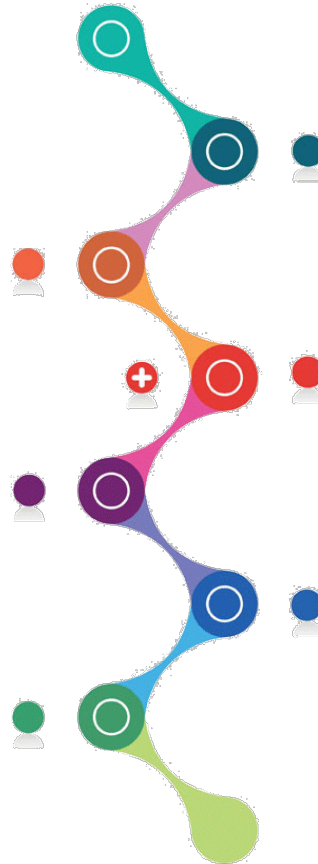
Full Timeline

March – July 2025

- [Outreach Calendar](#)
- Evidence collected in FY25 for pilot year status

July 2025 – June 2026

- Pilot participants provide input
- Bureau Lead Meetings align evaluations, calendars, supports
- Public progress tracker online
- Layer 1 & 2 Support ongoing



July 2025

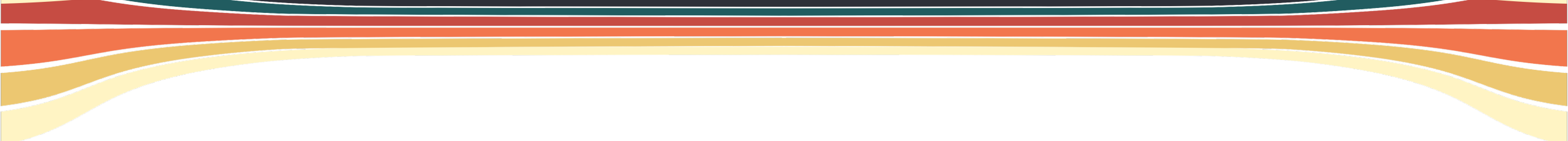
- Approved accreditation for all schools for pilot year FY26

July 2026

- FY27 status determined

Fall 2026

- Appeals window
- Schools identified for Layer 3 support
- Implement Consequences as necessary



Implementing the Rule: Statewide Evaluation System Design

Scope

State accreditation is annual evaluation of evidence components of **all** state-funded educational programs except NMMI.*

State accreditation is not:

- Charter school authorizer annual review
- Optional regional accrediting agency accreditation
- Annual meaningful differentiation for ESSA
- PED accreditation of EPPs
- NCAA eligibility criteria

*This year only ESSA accountable schools, but in the future all state-funded educational programs also should be state-accredited.

10 Components (21 Subcomponents) of 6.19.4 NMAC Accreditation Procedures

1.1 Board training for school board members	7.1 School safety plans
1.2 Board training for governing body members	8.1 Next-step plans
2.1 Financial audit	9.1 Class loads and class sizes
3.1 NM School DASH Plans	9.2 Special education caseloads
3.2 Ed Plans	9.3 Gifted education caseloads
3.3 Operating budget	9.4 Counselor caseloads and licensure types
3.4 School-level expenditures	9.5 Required subject areas – high school
4.1 Nova data submissions	9.6 Required subject areas – K-8
5.1 Accountability data	10.1 Tribal education status report
6.1 Attendance improvement plans	10.2 Indian Ed Student needs assessments and required documents
Bold = new category for evidence collection this year Gold = new method of collecting evidence this year	10.3 Consultation with tribal entities

APPROVED ACCREDITATION STATUS

All district-level requirements are met, and all school-level requirements are met.

OR

Not all reporting requirements are met but waivers are in place for missing requirements.

OR

Not all reporting requirements are met but secretary determines educational program is adequate.

NOT APPROVED ACCREDITATION STATUS

Not all district-level requirements are met. None of the district's (non-charter) schools receive approval accreditation status.

OR

District-level requirements are met but not all school-level requirements are met. One school does not receive approval accreditation status.

OR

All reporting requirements are met but secretary's standards for adequacy are not met.

Consequences of Disapproval Accreditation Status

District schools:

- 1) **require** a locally developed plan to **correct the organizational or programmatic deficiencies contributing to disapproval**;
- 2) **direct the organizational and educational program planning** of the local school district or a local school district's school;
- 3) **suspend from authority and responsibility** the school board, superintendent, or school principal;
- 4) bring action in the district court for an order of **consolidation of school district**;
- 5) **close the local school district's school**

State-chartered or locally chartered charter schools:

- 1) **suspend the principal** from authority or responsibility;
- 2) **notify** a charter school's authorizer for purposes of the **suspension, revocation, or non-renewal of the charter** of a state-chartered or locally chartered school by the authorizer

27 Volunteer Pilot Districts and Charter Schools

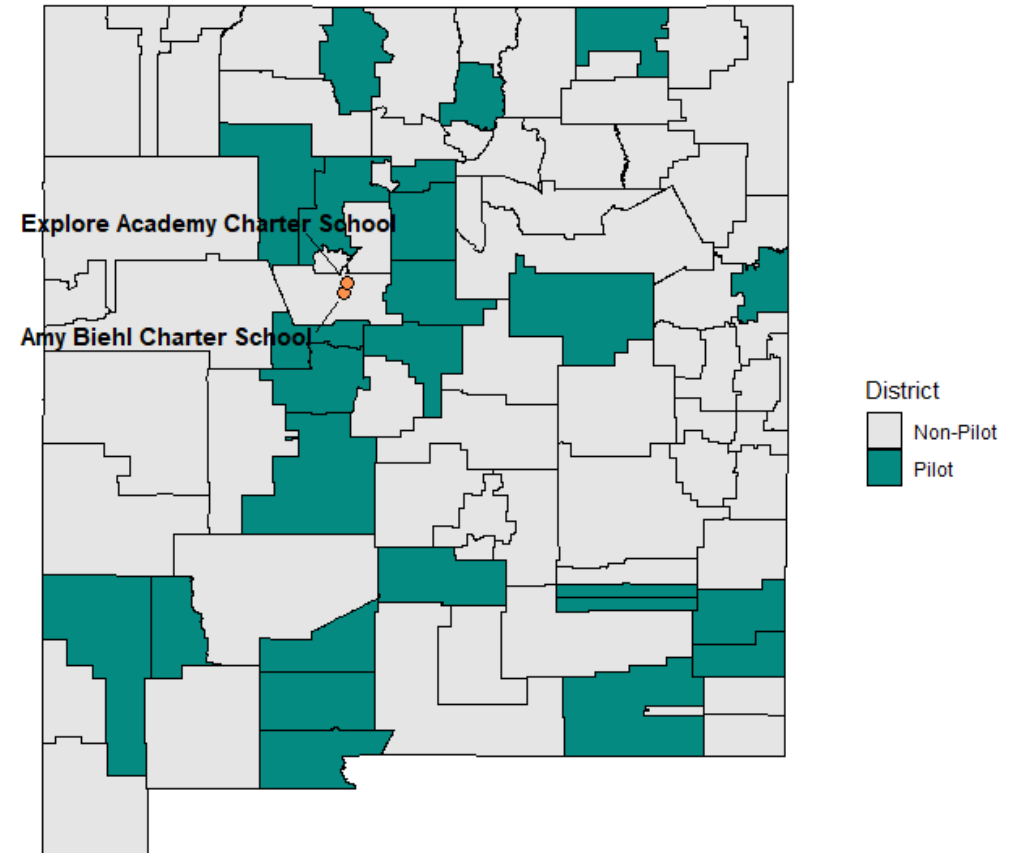
Amy Biehl Charter	Hatch Valley	San Jon
Belen	Hobbs	Santa Fe
Carlsbad	Jemez Valley	Santa Rosa
Chama Valley	Lake Arthur	Silver
Cobre	Las Cruces	Socorro
Cuba	Los Lunas	Taos
Estancia	Lovington	Tularosa
Explore Academy	Moriarity-Edgewood	
Gadsden	Pojoaque	
Hagerman	Raton	

Monthly Pilot Participants Work Session

Pilots provided input and feedback:

- Criteria used by the bureaus to evaluate each evidence component
- Evidence-collection methods for subcomponents newly collected in SY 2025-26
- Methods of communicating in-progress evidence and final accreditation status
- Criteria for annual accreditation status determination
- Support Structure

New Mexico School Districts Accreditation Pilot



Feedback and Input from Pilot Schools

Shared
Workspace:

- Collection
- Calendar
- Criteria

Summarized
here: [Q & A](#)

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Document tabs +

Overview of Component Feedback

1.1 School board training

1.2 Governing Board Member Trainin...

2.1 Financial audit

3.1 NM School DASH Plans

3.2 Ed Plans

3.3 Operating Budget

3.4 School-level expenditures

4.1 Nova submissions

5.1 Accountability

6.1 Attendance Improvement Plans

7.1 School Safety Plans

8.1 Next-step plans

Feedback Form

		Department Guidelines: Do not add anything to this column	Feedback from Task Force										
11	In-progress Review Public Status Updates	Updates to the public-facing review for this component will occur on the second Thursday of the month: 10/9/25 - first update to public progress tracker 12/11/25 - second update 2/12/26 - final update	If evidence submission is in January of each year, then is the below needed? 10/9/25 - first update to public progress tracker 12/11/25 - second update 2/12/26 - final update These early reporting dates provide an opportunity for board members to determine whether or not they have met all the criteria before the end of the calendar year.										
12	What rubric and criteria are used for evaluating submissions for your own bureau's purposes (July 2025 - June 2026)?	<table> <tr> <th colspan="2">School Board Training Accreditation Status</th></tr> <tr> <th>% of Board Members Meeting Training Requirements</th><th>Performance Rating</th></tr> <tr> <td>80% or more</td><td>Met Standards</td></tr> <tr> <td>50% to 79%</td><td>Approaching Standards</td></tr> <tr> <td>Less than 50%</td><td>Did Not Meet Standards</td></tr> </table> What does <u>meet training requirements</u> mean for each board members?	School Board Training Accreditation Status		% of Board Members Meeting Training Requirements	Performance Rating	80% or more	Met Standards	50% to 79%	Approaching Standards	Less than 50%	Did Not Meet Standards	We need a greater variety of providers and training formats. For example, NMSBA currently offers only in-person training, which limits board members' ability to meet the requirements. To increase access and flexibility, we need additional options, such as online sessions and on-demand learning, as well as training on weekends. Other options are especially important for rural districts that have a far (and costly) distance to travel to <u>trainings</u>. (Cindy) There are four annual conferences for the Board: • Annual Convention - December in Albuquerque • Board Institute - February in Santa Fe • School Law - June in Albuquerque • Leadership Retreat - Mountain Area There are two Region meetings annually (fall and spring) These all require travel
School Board Training Accreditation Status													
% of Board Members Meeting Training Requirements	Performance Rating												
80% or more	Met Standards												
50% to 79%	Approaching Standards												
Less than 50%	Did Not Meet Standards												

Superintendents' Tools for Monitoring Progress

Accreditation Tool	Purpose
Accreditation Overview Matrix & PED Points of Contact	This matrix provides an overview summary of the evidence evaluated for each accreditation component, specifies standards for evaluating each component, and provides the PED bureau point of contact for each component area.
Accreditation Evidence Review – School View Dashboard	This dashboard is customized for each school's site-specific requirements for each accreditation component. It is updated on the second Thursday of each month and identifies the upcoming evidence due dates and completed evidence reviews. This dashboard has been created to help monitor schools' progress toward accreditation throughout the cycle.
FY26 Accreditation Evaluation Criteria	This document specifies the criteria and schedule for the department's evaluation of accreditation evidence, clarifying the specific criteria and timelines for accreditation evidence in FY26.

Published in a [Memorandum](#) to Superintendents and Charter School Administrators on October 31, 2025

Matrix and Points of Contact

Reporting Level	Accreditation Component	Who submits evidence?	Who receives and evaluates evidence?	How is evidence submitted?	What are the standards for evaluation of evidence?	Point of Contact for Schools and PED	Point of Contact Email
District	1.1 Board training for local school board members	Approved training providers, including New Mexico School Boards Association and Think New Mexico, Inc.	Office of Strategic Initiatives	Evidence of training attendance is provided to the PED by the approved provider.	Standards for board member training are based on the percent of board members who meet requirements for training.	David Vincent	david.vincent@ped.nm.gov
Charter school	1.2 Board training for charter school governing body members	Approved training providers, including Charter Schools Division and Public Charter Schools of NM, Inc.	Charter Schools Division	The information comes from Charter Schools Division training schedule, conferences, school attorney emails, school business manager emails, other professional development provider emails. Information about training requirements is available on our website: https://web.ped.nm.gov/bureau/options-for-parents-and-families/charter-schools/trainings-offered/ Governing board members may view the online training tracker.	Standards for governing board member training are based on the percent of required training hours attended by each board member.	Missy Brown	melissa.brown@ped.nm.gov
LEA	2.1 Financial audit	School districts and state-chartered charter schools	Administrative Services Division Accounting and Auditing Bureau	Local Education Authorities (LEAs) submit audits to the State Auditor, who publicly releases audits in January or February. The Accounting and Auditing Bureau evaluates audits when available. Note: The November 15 deadline is not enforced in 2025 by the State Auditor's office due to	Standards for evaluation of audits are based on timeliness of submission, evidence of material weaknesses, audit findings, and management response, and responsiveness to communication with Accounting and Auditing Bureau.	Amelia "Molly" Saiz	amelia.saiz@ped.nm.gov

Accreditation Evidence Review – School View Dashboard

SY 2025-26 Accreditation Evidence Review — School View Dashboard

Select a district, then a school.

District

School

 **Download as CSV**

(downloads all schools for the selected district)

Each component of accreditation evidence is reviewed by bureau staff at NMPED.

For help with an accreditation component, please check the bureau's web pages or get in touch with bureau staff directly.

Bureau contact information is available online:

[Bureau Contacts List for Accreditation](#)

General information about state accreditation in New Mexico is available on our website:

SY	2025-2026
School Code	1030
District Code	1
Location Code	30
District Name	
Location Name	
1.1 Board training for local school board members	Not applicable or not collected in SY 2025-26
1.2 Board training for charter school governing body members	Evidence meets standards
2.1 Financial audit	Evidence due 1/20/26, first published 4/9/26, final p
3.1.1 NM School DASH Plan - Fall Annual and 90-day (Traditional & Spotlight)	Not applicable or not collected in SY 2025-26
3.1.2 NM School DASH Plan - Fall Annual and 90-day (Designated)	Evidence due 10/27/25 in review until 11/13/25
3.2 Ed Plan	Evidence due date varies 4/15/26-6/15/26
3.3 Operating budget	Evidence due date varies 4/15/26-6/15/26
3.4.1 School-level expenditures Q3 prev year	Evidence fully meets standards
3.4.2 School-level expenditures Q4 prev year	Evidence due 7/31/25 in review until 11/13/25

FY26 Accreditation Evaluation Criteria

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Calendar of Public St...

1.1 Board training for local s...

1.2 Board training for chart...

2.1 Financial audit

3.1 NM School DASH Plan

3.2 Ed Plan

3.3 Operating budget

3.4 School-level expenditu...

4.1 Nova

5.1 Accountability

6.1 Attendance Improveme...

7.1 Safe School Plan

8.1 Next-step Plans

9.1 Class loads and class si...

9.2 Special education casel...

9.3 Gifted education casel...

Calendar of Public Status Updates for FY26

Status updates occur on the second Thursday of each month and may be viewed [by school](#) or downloaded [by district here](#). This schedule conveys when PED bureau members conduct evaluations of the components.

Accreditation Component	9/11/25	10/9/25	11/13/25	12/11/25	1/8/26	2/12/26	3/12/26	4/9/26	5/14/26	6/11/26	FY End 6/30/26
1.1 Board training for local school board members		Interim		Interim		Final					
1.2 Board training for charter school governing body members	Final										
2.1 Financial audit								Interim	Interim	Final	
3.1 NM School DASH Plans - Fall Annual and 90-day (Traditional & Spotlight)			Final								
3.1 NM School DASH Plans - Fall Annual and 90-day (Designated)			Final								
3.2 Ed Plans									Interim	Interim	Final
3.3 Operating budget									Interim	Interim	Final
3.4.1 School-level expenditures Q3 prev year	Final										
3.4.2 School-level expenditures Q4 prev year			Final								
3.4.3 School-level expenditures Q1 curr year						Final					
3.4.4 School-level expenditures Q2 curr year									Final		

By the Numbers to Date (Nov. 19. 2025)

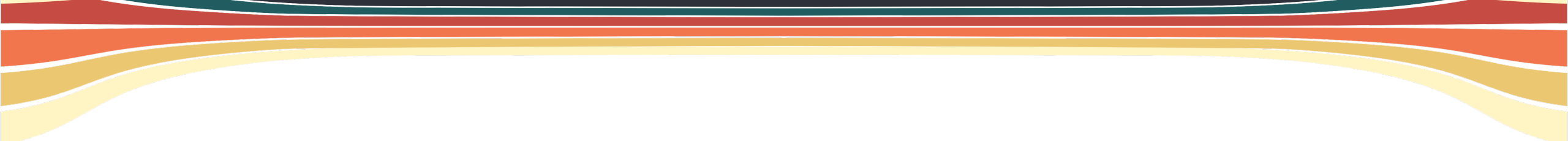
- 838 accountable schools evaluated for state accreditation
- Up to 12 of the 36 data points collected and evaluated

Strong component – many meeting standards

- 723 NM School DASH Plans (3.1)
- 796 Nova EOY Attendance Validation (4.1)
- 806 on track with Accountability District Test Coordinator required training (5.1)
- 95% of schools with Tribal Education Status Reports (TESR) (10.1)

Developing component – many not meeting standards

- 837 Gifted education caseloads (9.3)



Support Structure for Districts and Schools

System of Support

Layer One:

All LEAs receive necessary guidance and support from the PED to submit their 10 annual accreditation components.

Layer Two:

LEAs that are struggling to submit any of the 10 accreditation components will receive ongoing individualized support from the related bureau or division until their 10 submissions are complete.

Layer Three:

LEAs that are *struggling the most* in submission of their 10 accreditation components AND *****Each onsite team will be comprised of individuals in the areas that the LEA is struggling the most.**

Feedback and Input from Pilot Schools

- Layers of support

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Tab 1

Layer 1

Layer 2

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Layer 3

School Visit Structure

Layer Two
Description of this layer: PED bureaus initiate contact with districts and schools to provide technical assistance and support for any entity not meeting quality standards on a component.

What would you expect from PED for this level of support:
Guidance with patience and grace.
Provide office hours similar to what is offered with Canvas.
In person visits to provide in-person training and support based on the observed needs or have a convening in which participants can learn and work together.
Let us know what support is available such as coaching.
Be proactive in initiating contact with the schools. Don't wait until the last minute.
Timely notification throughout the year that shows where each school/district is at.
Criteria/Evidence should not change during the School Year Accreditation Cycle.
Provide clear examples of the evidence being reviewed that indicates the LEA is not on track to meet the quality standards of the component
Share PED guidance of next steps to improve so that the LEA will meet the quality standards of the component

Purpose of State Accreditation of K-12 Schools

1. **Ensure all students** in New Mexico Public Schools get the best possible education provided for in statute through **quality programming, planning, and performance.**
2. Strengthen internal collaboration within PED to consistently move schools **beyond compliance to sustained quality and measurable impact.**
3. Align PED's **relationship to schools** to reflect statutory role for accountability as well as support.

For More Information

For Questions

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New Rule 6.19.4 NMAC Accreditation Procedures

Pilot Year Accrediting Accountable Public Schools

- Annual accreditation review requirements
- Administrative appeal
- Consequences of failure to submit required reports to PED
- Consequences of receiving disapproval accreditation status

Future full implementation & need for development:

- State accreditation of private schools and BIE schools choosing to seek state accreditation
- Reporting to PED by private schools and BIE schools not choosing to seek state accreditation
- All publicly funded educational program except NMMI
- Procedures for PED approval of accrediting entities.

Statutory Authority: Sections 9-24-8, 12-6-1, et seq., 22-1-11, 22-2-1, 22-2-2.1, 22-2-2, 22-2-8.1, 22-2-14, 22-4-3, 22-5-4.13, 22-5-13, 22-8-6, 22-8-11, 22-8-13, 22-8-13.1, 22-8B-5, 22-8B-12.2, 22-8-19, 22-13-1, 22-13-14, 22-23A7, and 24-5-4 NMSA 1978, and Section 1111(c)(4)(E) of the federal every student succeeds act.

System Overview—Implementing 6.19.4 NMAC

- **Evidence provided** by schools, budget entities, and LEAs
- **Evidence collected** by bureaus
- **Evidence evaluated** by bureaus
- **Public communication maintained** by AREA (public-facing web page, calendar, progress tracker, manual)
- **Supports provided** by bureaus for layer 1 & 2
- **Supports coordinated** between bureaus for layer 3
- **System validated** by pilot participants
- **PED Accreditation Team communicates** with superintendents.
- **Recommendations made** by bureaus for accreditation
- **Status updated** annually for approval or disapproval
- **Meta-evaluation** by AREA

Impact

- Ensure students receive the **benefits of provisions of law**
- Ensure **quality programming** by department standards
- Facilitate **cooperation between bureaus** of the PED
- Rely largely on **existing reporting and communication** between schools and bureaus of PED
- Pilot participants provide **feedback on the design** of systems for evidence collection and support
- Facilitate department **supervision of use of funds** demanded of Martinez-Yazzie Action Plan for students with disabilities, who are at-risk, economically disadvantaged, and Native American

System Overview—Implementing 6.19.4 NMAC

Evidence

- **Submitted** by schools, budget entities, and LEAs
- **Collected** by bureaus
- **Evaluated** by bureaus

Tracking and Supports

- **Public communication maintained** by AREA (public-facing web page, calendar, progress tracker, manual)
- **Supports provided** by bureaus for layer 1 & 2
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