

Governance in Action

How Board Oversight Drives State Accreditation Success

Steven Heil, Lead Data Analyst
Assessment, Research, Evaluation and
Accountability Division

Training for School Boards Association

July 17, 2026, 4PM – 5 PM



Objectives

1. Understand accreditation as a vital governance tool that connects school board responsibilities to student success
2. Understand how PED evaluates educational programs—(3 Ps of Processes, Plans, and Performance).
3. Align statutory duties of setting policy, approving budgets, and ensuring continuous improvement with accreditation components.



Agenda

- What is annual, state accreditation?
- How do the 13 duties and powers of a local school board relate to annual state accreditation of district schools?



Annual Accreditation Procedures

Discussion Question:

What do you see as the most critical place to look for **evidence of quality educational programs** within your district or charter school?

March 22, 1968

Status of Secondary Schools
1967-68

SCHOOL	1967 STATUS	COMMENTS	GRADES	1968 STATUS
Espanola H. S.	A (NC)	Two teachers with student overloads.	10-12	A (NC)
Santa Cruz H. S.	AP		9-10	A
Espanola Jr. H. S.	AP	Library short on required volumes. 1 teacher with student overload.	7-9	AP
J. F. Kennedy Jr. H.S.	A	Short on library volumes. 12 teachers without prep periods. 5 teachers with student overloads.	7-9	AP

ROOSEVELT COUNTY

Causey H. S.	CS	3 teachers with no prep periods. 1 teacher not endorsed. English courses in improper sequence. No certified guidance services. Laboratory facilities sub-standard. Science offering on limited scale.	7-12	D
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Dec 4, 2022



Causey HS in 2022, built in 1930's by WPA, permanently closed about 1972
Photo credit: Aaron Quaif, [Abandoned, History, Landscapes & Wildlife of NM](#)

1996 NM Accreditation Manual

Overview of Accreditation Activities (pp. 19-20)

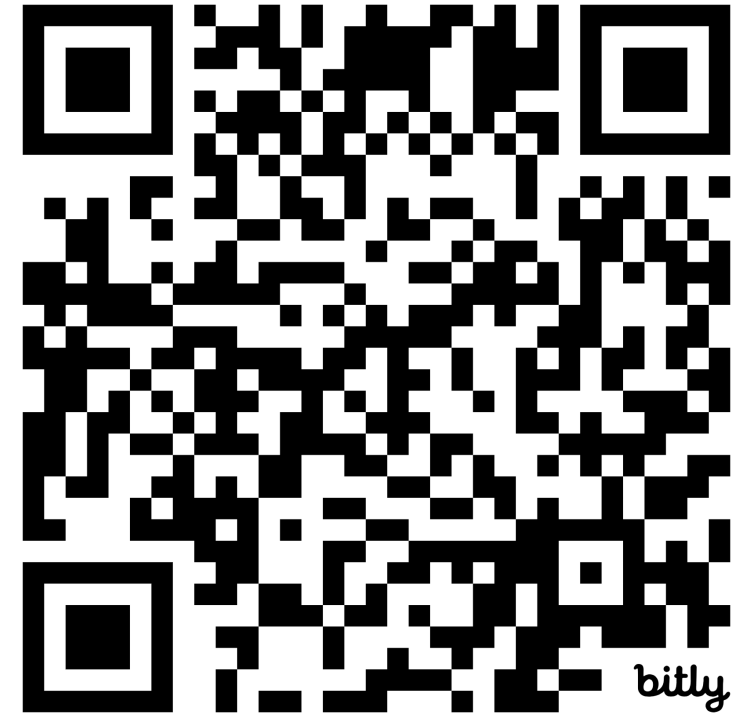
- Development and review of self-study
- Entry meeting district presents goals and progress
- Onsite visits
- Parent, student and staff interviews
- Regulatory review
- Exit meeting
- Department report & district response
- Formal follow-up visits
- Development of EPSS
- Annual program and budget approval
- Department accreditation summaries and status recommendations

Bureaus/components of evaluation (pp. 20-23)

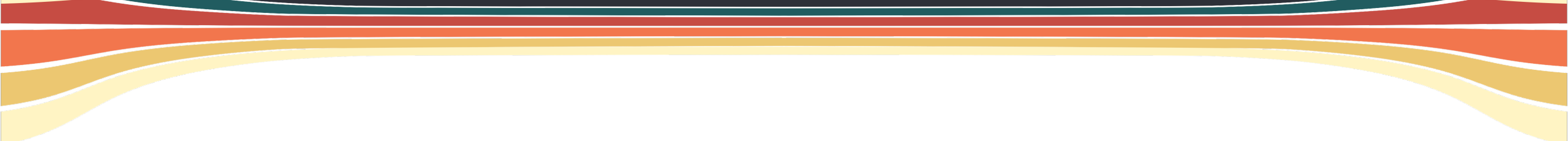
- Bilingual education
- Educational technology and data management
- Federal projects (Title I, Title II, Title IV, Title VI)
- Indian Education
- Instructional Materials
- Internal audits of teaching qualifications
- School program and professional development
- Special education
- Student nutrition
- Transportation
- Vocational education

State Accreditation of Public Schools

The "Why": The core purpose of state accreditation is to ensure all students have access to an adequate public education by evaluating program quality and compliance with law.



bit.ly/44SQ1mQ



What is state accreditation today?

Introduction to State Accreditation

Public School Code requires PED to accredit public schools based on department standards.

6.19.4 NMAC—Accreditation Procedures effective July, 2024 establishes procedures for annual accreditation approval/disapproval based on:

- Evidence of quality educational programs
- Compliance with statutory and regulatory requirements (reflecting PED's highest priorities)
- Student outcomes (NM Vistas index scores)



Introduction to State Accreditation



State accreditation is distinct from:

- Multi-year regional agency accreditation
- Federal accountability measures
- Charter school authorizer annual review



State Accreditation v. Regional Accreditation

What is the difference between regional agency accreditation and state accreditation?

State Accreditation

Mandate & Cost: Required for all publicly funded educational programs at no cost. Not required for nonpublic schools.

Evaluation Basis: Bureau evaluation based on department standards for evidence of required programs, plans, and performance outcomes.

Support Provided: Bureau support for meeting standards. Specialized, coordinated support for schools with intense need may include site visits and coordinated bureau guidance, professional development, and feedback for continuous improvement.

Result: Annual accreditation decision by the Secretary: Approved, Approved with Conditions, or Disapproved.



Regional Agency Accreditation

Mandate & Cost: Optional, paid service for public and nonpublic schools. Agencies must be PED-approved to operate in New Mexico.

Evaluation Basis: Peer evaluation based on independent accreditation standards, including documentation, self-study, and site visits.

Support Provided: Workshops, seminars, feedback, and guidance are typically offered for overall school development and improvement.

Result: Multi-year accreditation term with status assignment varying by agency.

Theory of Action and System Design Principles

Theory of Action:

With high-quality programs, appropriate budgeting, and data-driven plans in place, student performance outcomes will improve.

Minimize Duplication of Effort For Accreditation Evidence

Leverage existing communication channels and data collection methods.

Strengthen Relationships Between Schools and Bureaus

Bureau staff and school staff communicate about standards for accreditation.

Implementation Overview



Processes

- Evidence of essential educational programs

Planning

- Budget approval ensures funding complies with law and prioritizes resources toward proven programs (per Public School Finance Act).
- Attendance, Safety, and School Improvement Plans encode strategies for success.

Performance

- Accountability measures differentiate schools based on performance outcomes

**Annual evaluation by PED
bureaus of programs identified
in 6.19.4 NMAC.**

Implementation Overview

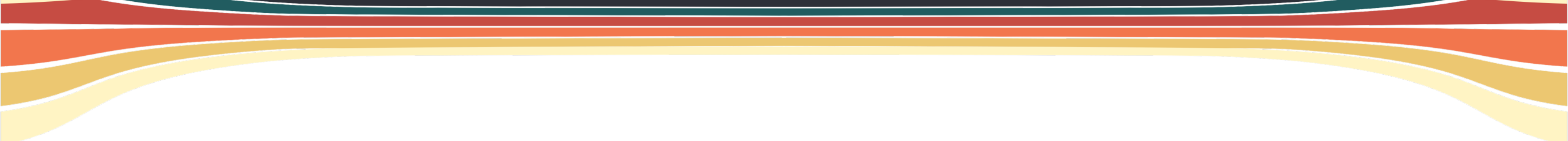
- PED bureaus/divisions collect and evaluate evidence of program quality
- Staff summarize evidence and make a recommendation for accreditation to the Secretary of Public Education
- The Secretary's decision occurs at the start of the fiscal year
- Annual desktop audit for most schools, leveraging existing data collection systems (SIS, Nova) and submission portals
- Superintendents are the Accreditation Team's primary contacts unless delegated
- Bureaus continue to communicate with their current contacts in schools Layer 1 & 2 Support
- Intensive, coordinated Layer 3 support for high-needs schools and districts





Discussion Question

State accreditation includes **process** evaluation, **performance** evaluation, and the evaluation of **planning** (3 P's). Which of these types of evaluation by PED seem to be “business as usual” in New Mexico? Which are new?



Tools for Monitoring Progress

FY27 Evidence Collection

PED Accreditation Website

- Accreditation Manual
- Memoranda & Newsletters
- Progress Monitoring Tools

Related Pages

| Accreditation ×

[Accreditation Feature Stories](#)

[Accreditation Monitoring Tools](#)

[Implementation of Accreditation Procedures](#)

[News and Guidance](#)

[Non-Public Schools Reporting & Accreditation](#)

Accreditation

[Home](#) > [Offices and Programs](#) > [Accreditation](#)

Public School Code requires the New Mexico Public Education Department (PED) to accredit public schools. The PED developed annual desktop accreditation procedures in [6.19.4 NMAC—Accreditation Procedures](#), effective July 1, 2024. The rule establishes processes enabling the department to issue accreditation approval and disapproval annually based on evidence of compliance with statutory and regulatory requirements. The requirements included in the rule are consistent with existing law. As a subset of the many statutory requirements for public schools, the list reflects the department's highest priorities for the programs and processes schools must have in place.

For more information about accreditation procedures see the [Implementation of Accreditation Procedures](#) page.

Accreditation Timeline

FY27 Evidence Collection

Each bureau communicates about timeline and standards for evaluating their component(s) of accreditation 7/1/26—6/30/27.

Compiled here: [FY27 Accreditation Evaluation Criteria and Calendar](#)

- | | |
|---|--|
| A. Who submits evidence? | H. Evidence collection end date(s) |
| B. Who receives and evaluates evidence? | I. Dashboard status updates |
| C. How is evidence submitted? | J. Evaluation standards |
| D. Legal Basis | K. Criteria for meeting standards |
| E. Theory of Action | L. Criteria for approaching standards |
| F. Title | M. Criteria for not meeting standards |
| G. Evidence collection start dates(s) | N. How is this year's different from previous? |

FY27 Evidence Collection

Public-facing dashboard is updated on the second Thursday of each month August-June
(Note: FY26 progress is shown here—new dashboard coming in August)

SY 2025-26 Accreditation Evidence Review — School View Dashboard

Select a district, then a school.

District

CLOUDCROFT

School

CLOUDCROFT ELEMENTARY

[Download as CSV](#)

[Download as XLSX](#)

(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:

[NMPED Accreditation Page](#)

Criteria and timelines are published online:

[FY26 Accreditation Criteria and Calendar](#)

Changes to criteria and timeline are documented on this change log:

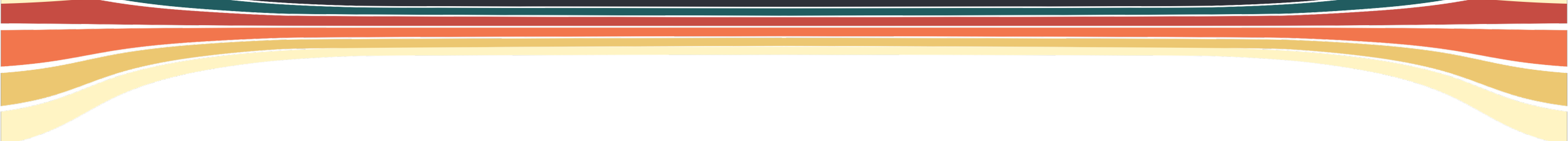
[Change Log](#)

Legend

Meets Standards Approaching or Partially Meets Standards Does Not Meet Standards

Not Applicable/Not Collected

		Overall Status
SY	2025-2026	
School Code	48038	
District Code	48	
Location Code	38	
District Name	CLOUDCROFT	
Location Name	CLOUDCROFT ELEMENTARY	
1.1 Board training for local school board members	Standards met: At least 80% of school board members met requirements prior to 12/31/25	Meets Standards
1.2 Board training for charter school governing body members (prev year)	Not applicable or not collected in SY 2025-26	Not Applicable
2.1 Financial audit	Evidence meets standards	Meets Standards
3.1.1 NM School DASH Plan - Fall Annual and 90-day (Traditional & Spotlight)	Meets expectations	Meets Standards
3.1.2 NM School DASH Plan - Fall Annual and 90-day (Designated)	Not applicable or not collected in SY 2025-26	Not Applicable
3.2 Ed Plan	Ed Plan approved	Meets Standards
3.3 Operating budget	Budget submitted fully meets standards	Meets Standards
3.4.1 School-level expenditures Q3 prev year	Evidence fully meets standards	Meets Standards
3.4.2 School-level expenditures Q4 prev year	Evidence fully meets standards	
3.4.3 School-level expenditures Q1 curr year	Evidence fully meets standards	



**How do the 13 duties and
powers of a local school board
relate to annual state
accreditation of district schools?**

School Board Duties and Powers

6.29.1.9(A) NMAC*

1. Review, approve, and support each school site-level department-approved **NM School DASH and MLSS Self-assessment** for each school site in improvement status;
2. Employ and evaluate the local superintendent;
3. Develop a planned program of **training** annually, in which each member of the board participates, to assist in the performance of specified duties; this planned program shall align with the LEA's Education Plan

*Also Article 5 of Public School Code

School Board Duties and Powers

6.29.1.9(A) NMAC

4. Delegate administrative and supervisory functions to the local superintendent;
5. Refrain from involvement in delegated administrative functions;
6. Review **district policies** on an annual basis and revise as needed;
7. Award high school graduation diplomas to students who have successfully completed **graduation requirements**;
8. Ensure the **alignment of district curricula** with New Mexico content standards with benchmarks and performance standards;

School Board Duties and Powers

6.29.1.9(A) NMAC

9. Ensure that district **funds are appropriately managed and disbursed** in accordance with laws, regulations and terms of grants;
10. Approve the annual **district budget**;
11. Be responsible for **oversight of revenue and expenditures within the district**;

School Board Duties and Powers

6.29.1.9(A) NMAC

12. Coordinate with the district's superintendent to establish the procedures for discharging and terminating school employees pursuant to the School Personnel Act;
13. Broadcast, through the school district's website, live audio and video webcasts of local school board meetings and make available a user interface that allows members of the public to submit written or verbal comments.

1.1 Board Training

Section 22-5-13 NMSA 1978

Theory of Action

School board training benefits students by ensuring school board members are trained to make informed, ethical, and equitable decisions that directly impact school policies, resources, and student outcomes. By strengthening governance and accountability, the law creates more stable, inclusive, and effective learning environments

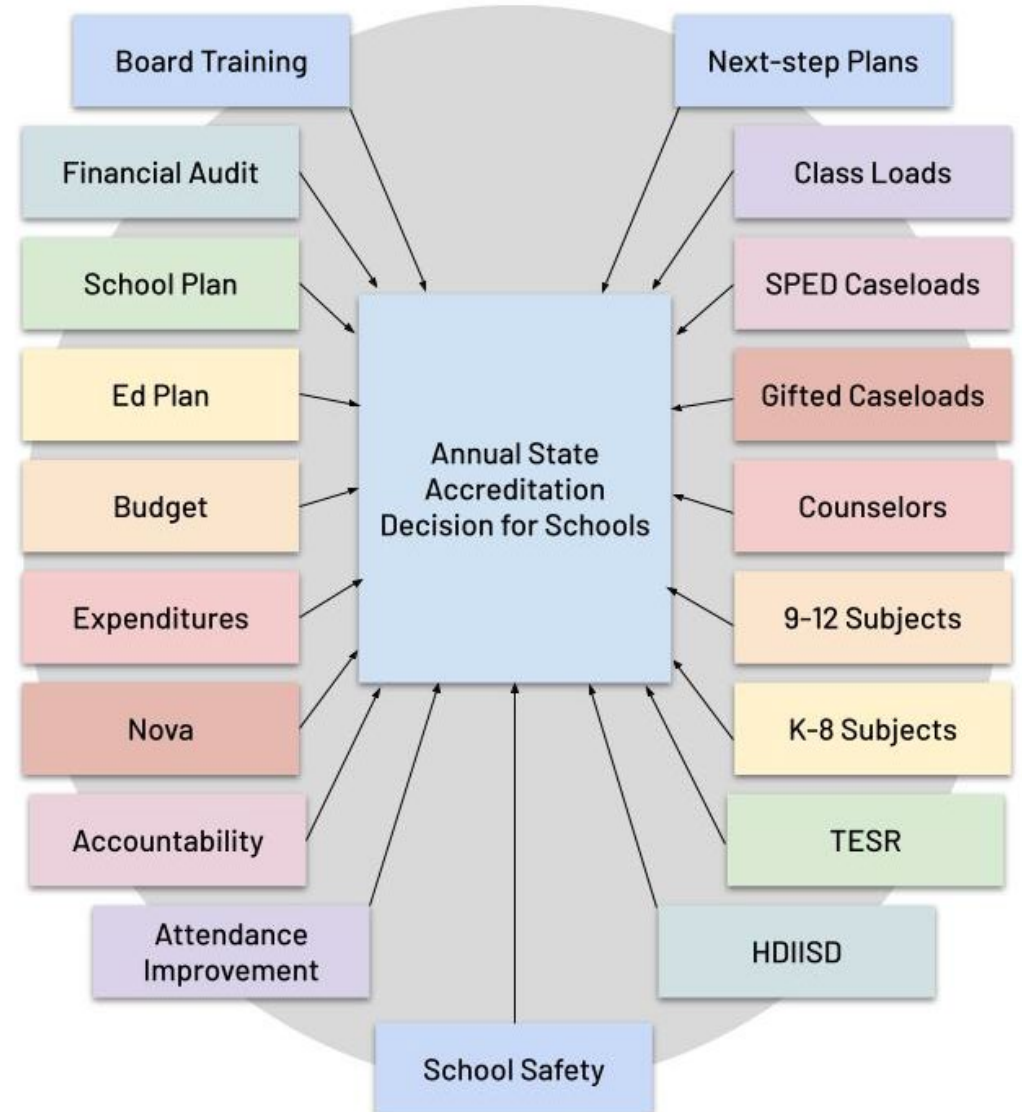
Timeline

Jan. 1 – Dec. 31

Highlights

- Dashboard for in-progress training completion
- Accreditation progress monitoring dashboard
- Summarized on NM Vistas
- Summarized in accreditation decision letters

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



2.1 Financial Audit

2.2.2 NMAC

Theory of Action

The students receive the full benefit of the funding that is awarded when there is no evidence of waste or abuse with the uses of the funding.

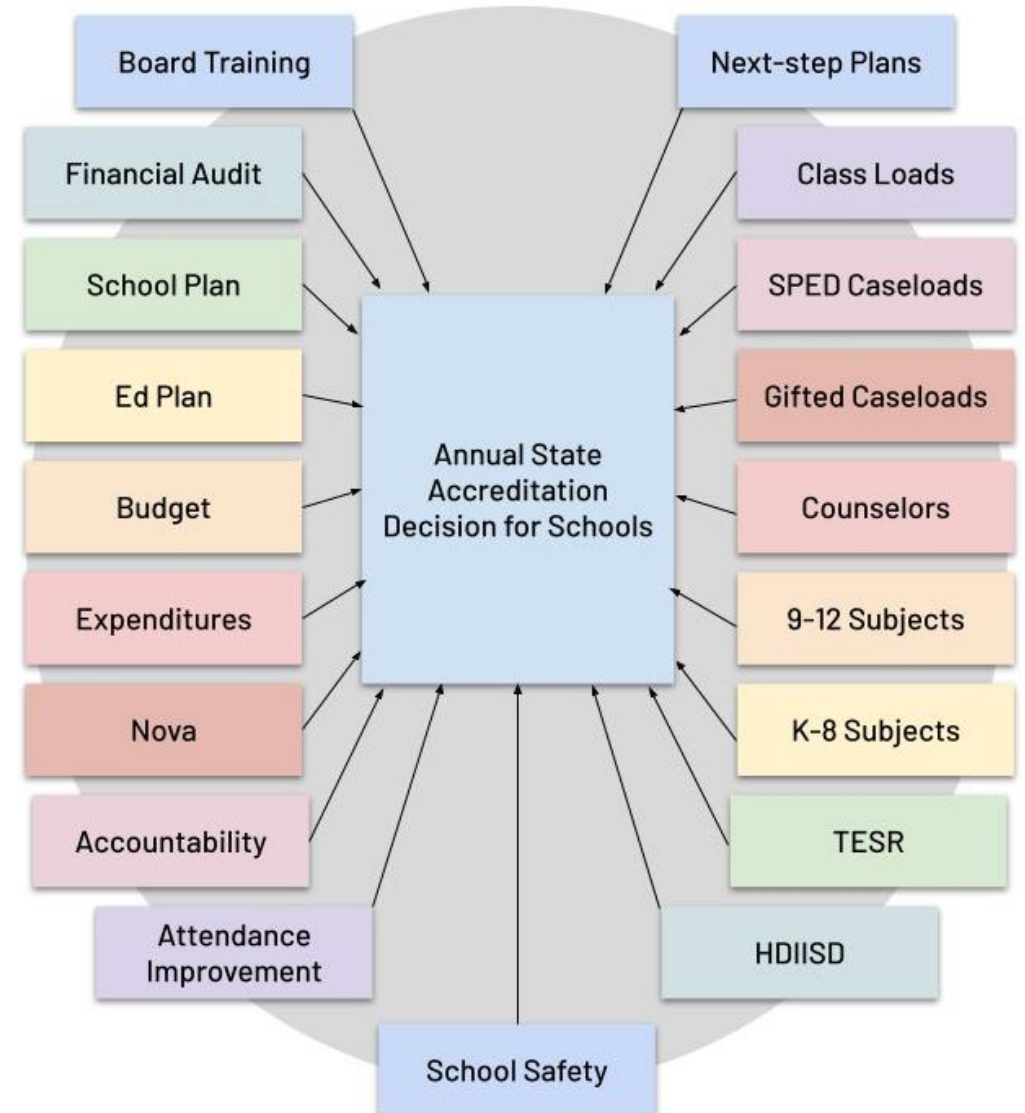
Timeline

Nov. 15 due to State Auditor for most recent FY

Highlights

- Meet Accounting and Audit Bureau Standards
- Audit submitted by deadline
- No material weaknesses
- No more than 2 significant findings
- No more than 4 total findings
- No more than 2 repeat findings
- Management response in audit includes corrective action plan
- Support from Accounting and Audit Bureau

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



3.1 NM School DASH Plan

6.29.1 NMAC

Theory of Action

By holding all schools accountable through a structured, NMAC-aligned review system that includes schools, LEAs, and the state, we create the conditions for long-term, sustainable student success across New Mexico.

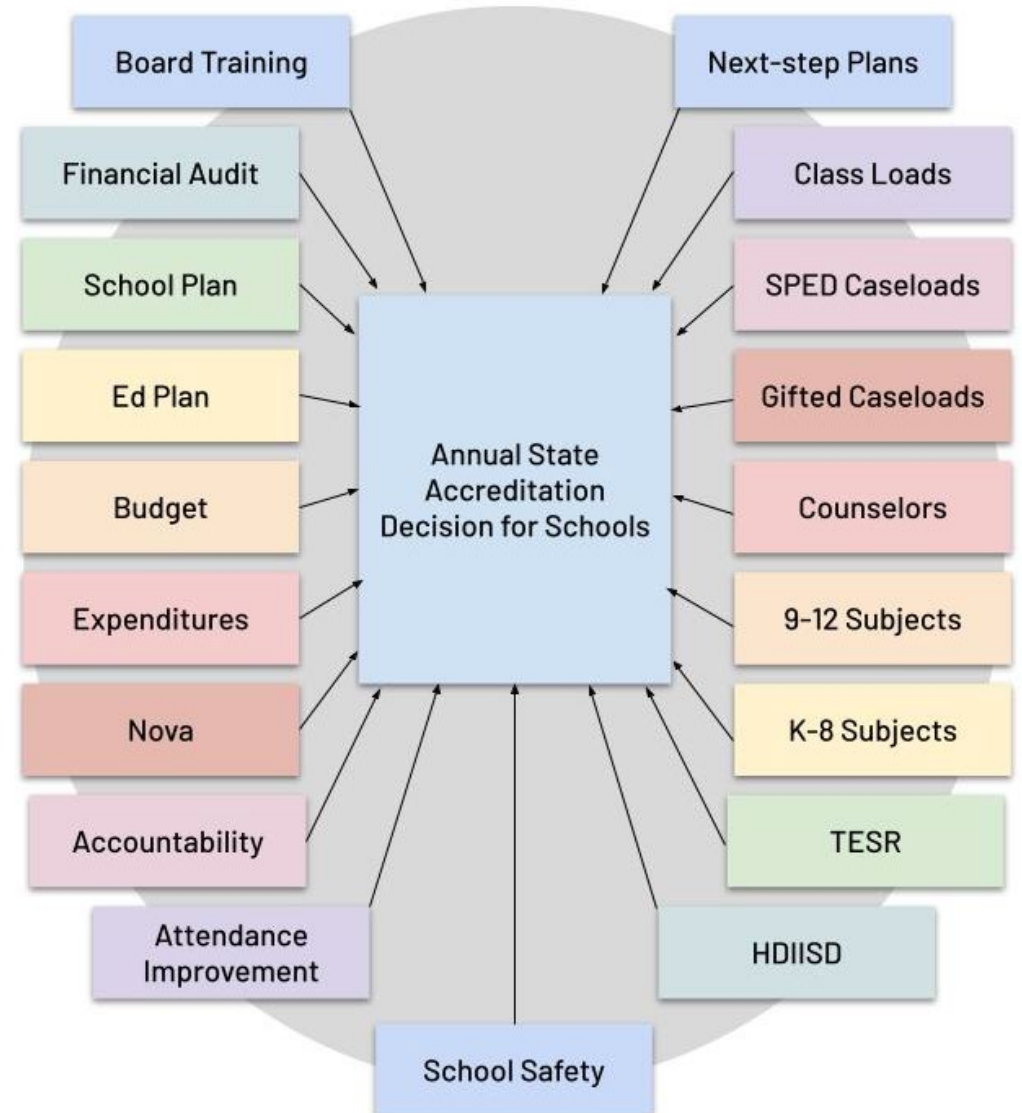
Timeline

Traditional and Spotlight schools May – Sep.
Designated Schools Mar. – Sep.

Highlights

- Aligned with district and state goals
- SMART goals
- Detailed, high-leverage, feasible action steps
- LEA Certified Reviewers and PSB reviewers
- Superintendent reviews and approves all
- School board approves for designated schools

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



3.2 Ed Plan

6.29.1 NMAC & Section 22-8-6 NMSA 1978

Theory of Action

By reflecting on trends and data from the current school year, collaborating with district and school-site staff to determine areas of need to be targeted, and consulting with families and students to gather their insights, the Ed Plan outlines the collective action strategy of the district/charter school for the implementation of essential at-risk programs and services in the ensuing school year.

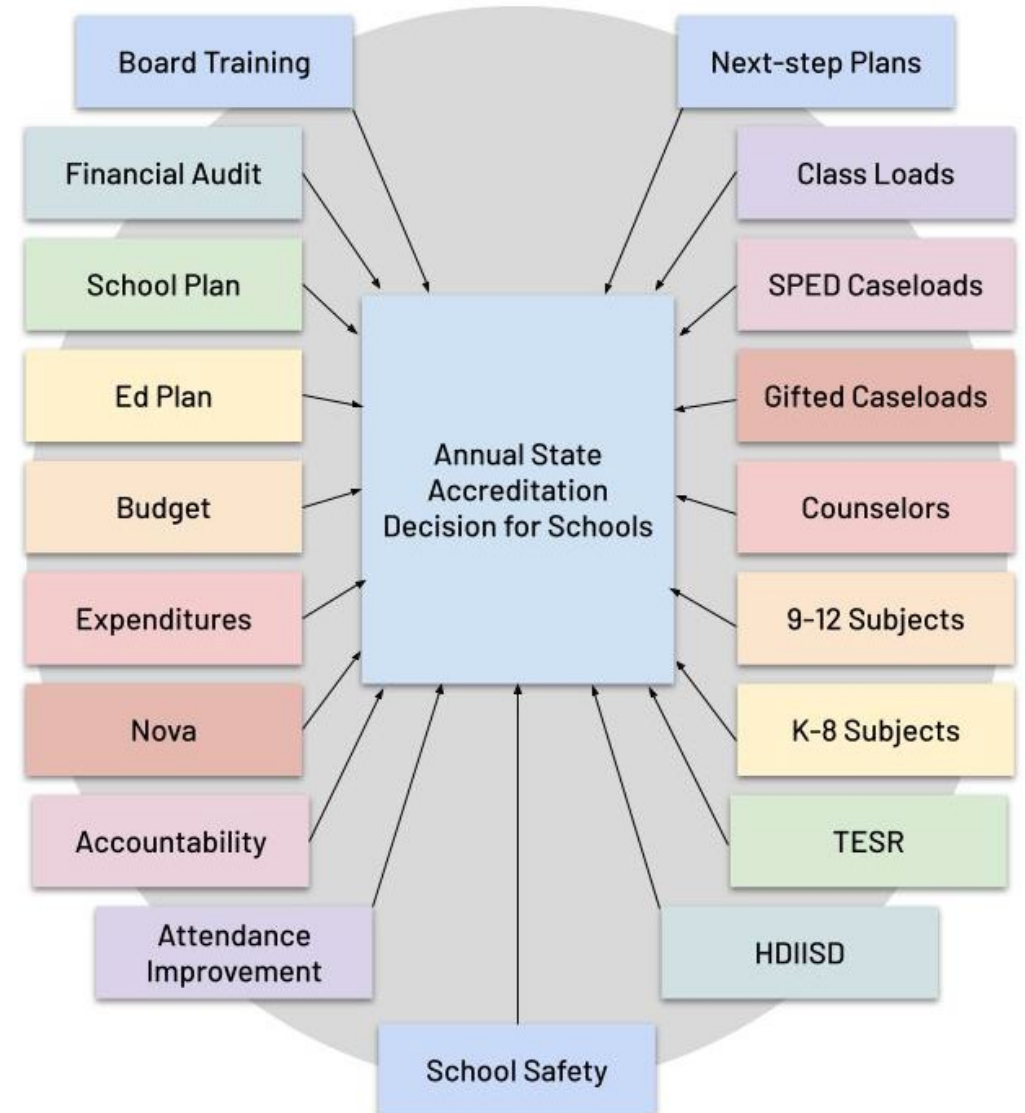
Timeline

Apr. – Jun.

Highlights

- Focus on meeting the needs of MY groups
- Budget will not be approved without an approved Ed Plan

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



3.3 Operating Budget

6.19.4 NMAC & Public School Finance Act

Theory of Action

When operating budgets are complete, accurate, timely, and compliant with state statute, regulation, and PED requirements, school districts and charter schools can ensure resources are allocated effectively to support instruction, maintain financial stability, and meet student needs. A strong budget submission process ensures equitable distribution of funds, promotes fiscal accountability, and directly supports improved student outcomes.

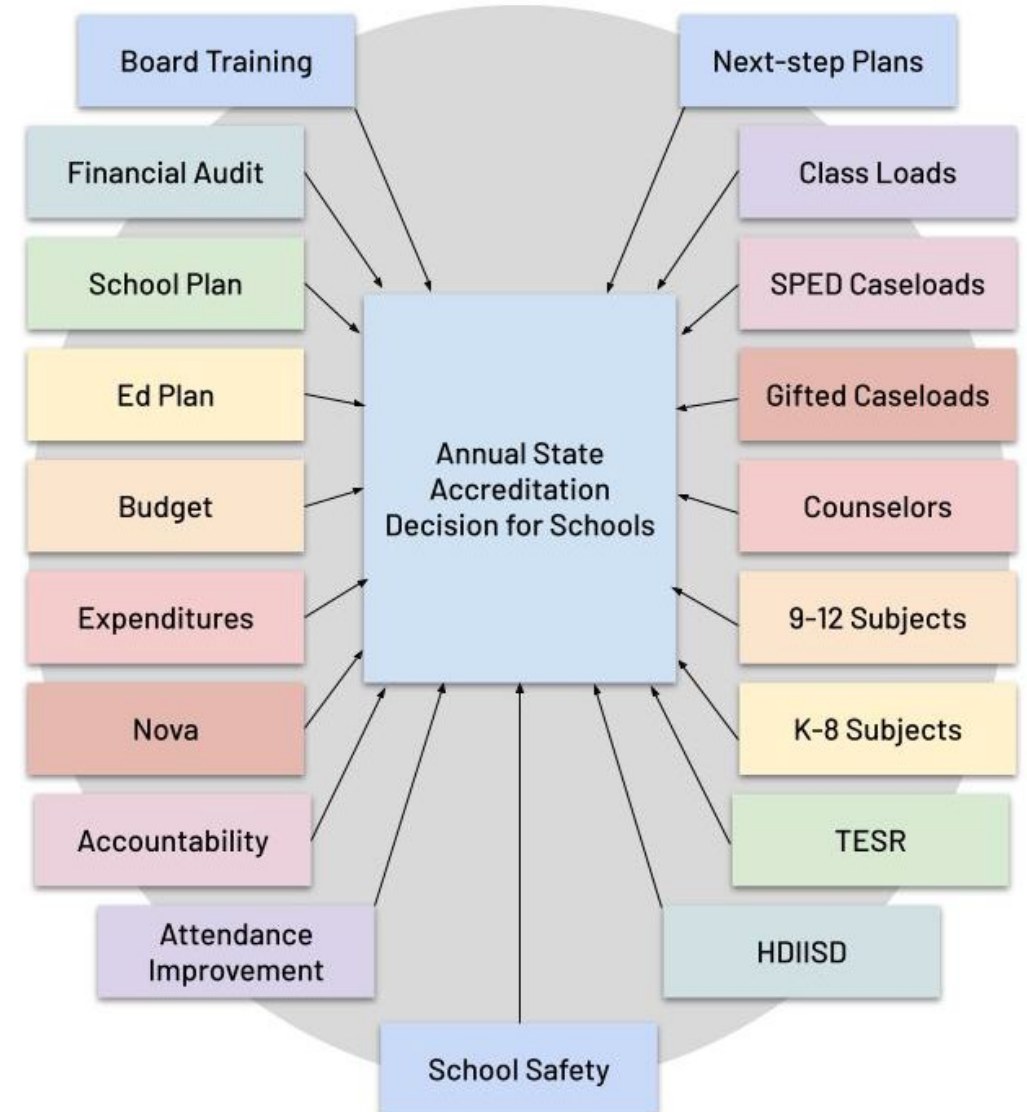
Timeline

Apr. – Jun.

Highlights

- Timely and accurate
- Prioritizing instruction (fund 11000, functions 1000, 2100, 2200)
- Program code alignment of SEG revenue and budgeted expenditures

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



3.4 School-level Expenditures

6.19.4 NMAC, Public School Finance Act, Assessment and Accountability Act

Theory of Action

Timely, accurate financial reporting provides a transparent view of how resources are allocated, enabling thorough equity reviews and meaningful evaluation of whether spending aligns with student needs. Delays or excessive district-level lump coding obscure spending patterns, weaken transparency, and slow critical interventions. Policymaking depends heavily on these timely reports, which play a vital role in securing adequate and equitable funding for districts and charter schools statewide.

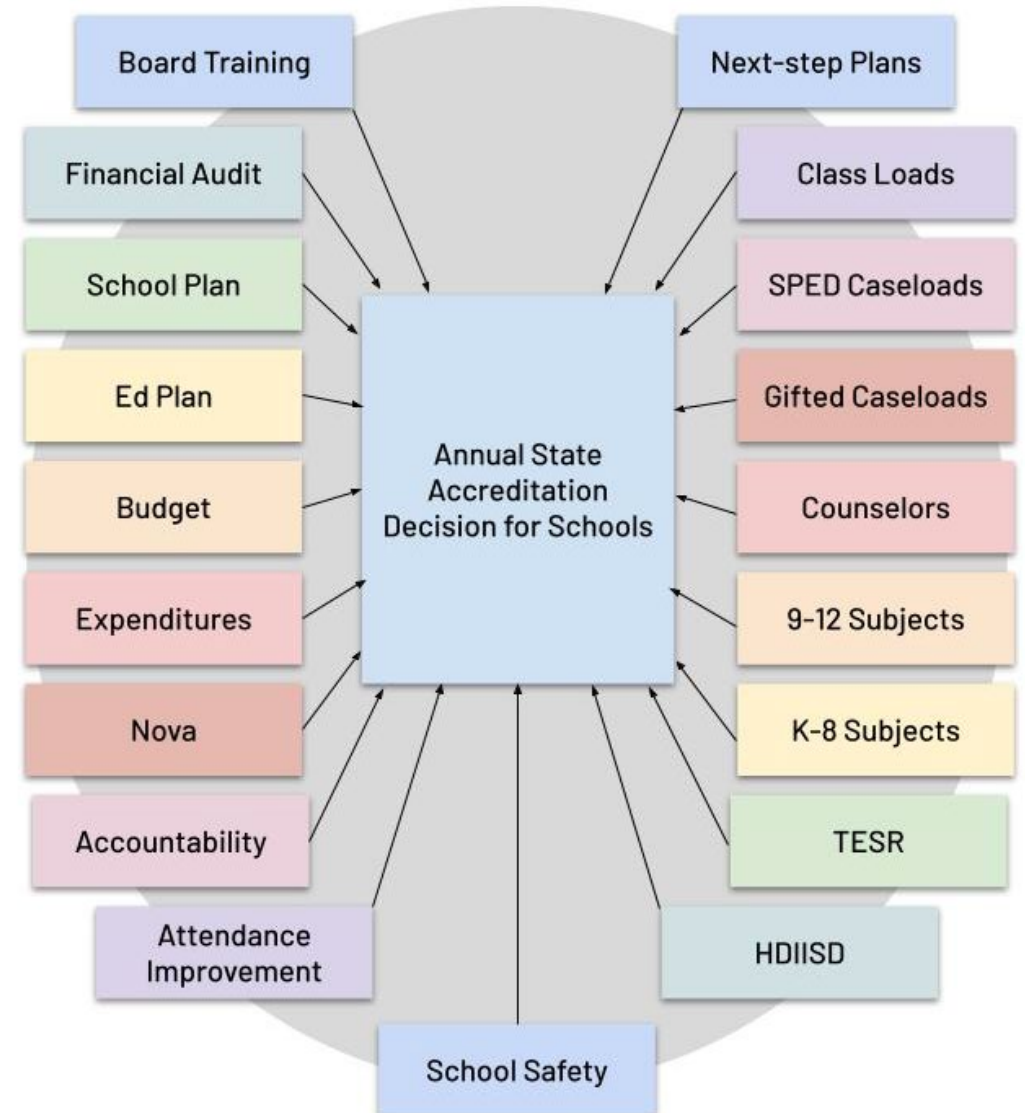
Timeline

Quarterly due on the last working day of next month

Highlights

- Timely
- Program code alignment of SEG Revenue and School-level expenditures

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



5.1 Accountability Data

6.19.4 NMAC

Theory of Action

When all eligible students participate in math, reading, and ELP assessments, the experience of learners at each school may be fairly represented by achievement outcomes and local and state decisions about education policy and funding may be directed appropriately to support improved teaching, learning, and school leadership.

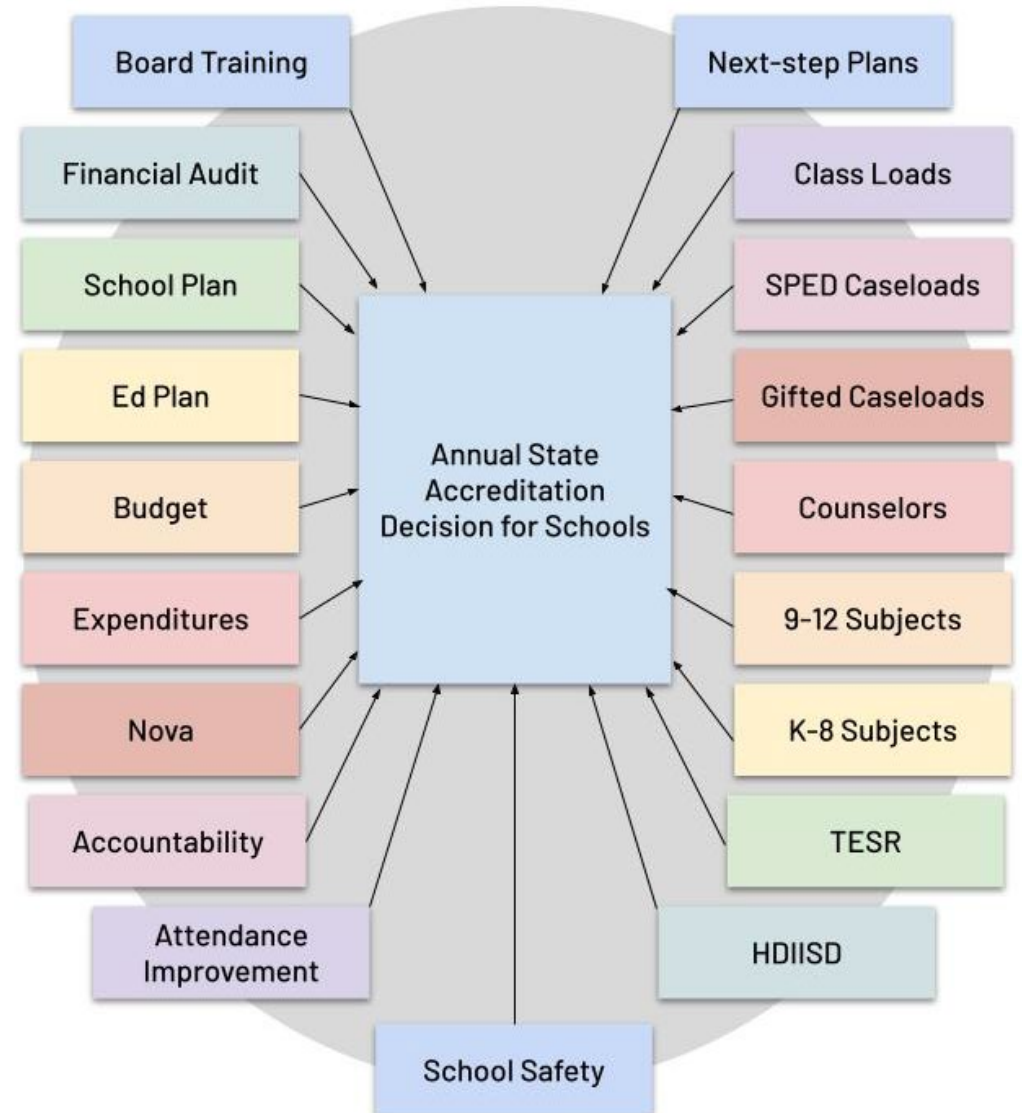
Timeline

Graduate verification report validated with Accountability Bureau staff EOY – Aug. 30.

Highlights

- All schools with graduates submit graduate data to Nova through the local Student Information System.

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



6.1 Attendance Improvement

Attendance for Improvement Act

Theory of Action

Schools will develop and submit high-quality Attendance Improvement Plans that are data-driven, aligned to root cause analysis, and include evidence-based strategies tailored to their students' needs. With training from the Safe and Healthy Schools Bureau, schools will be better equipped to implement targeted interventions that address the underlying causes of chronic absenteeism, so that student attendance improves, leading to increased instructional time, stronger engagement, and ultimately, improved academic performance and long-term student success.

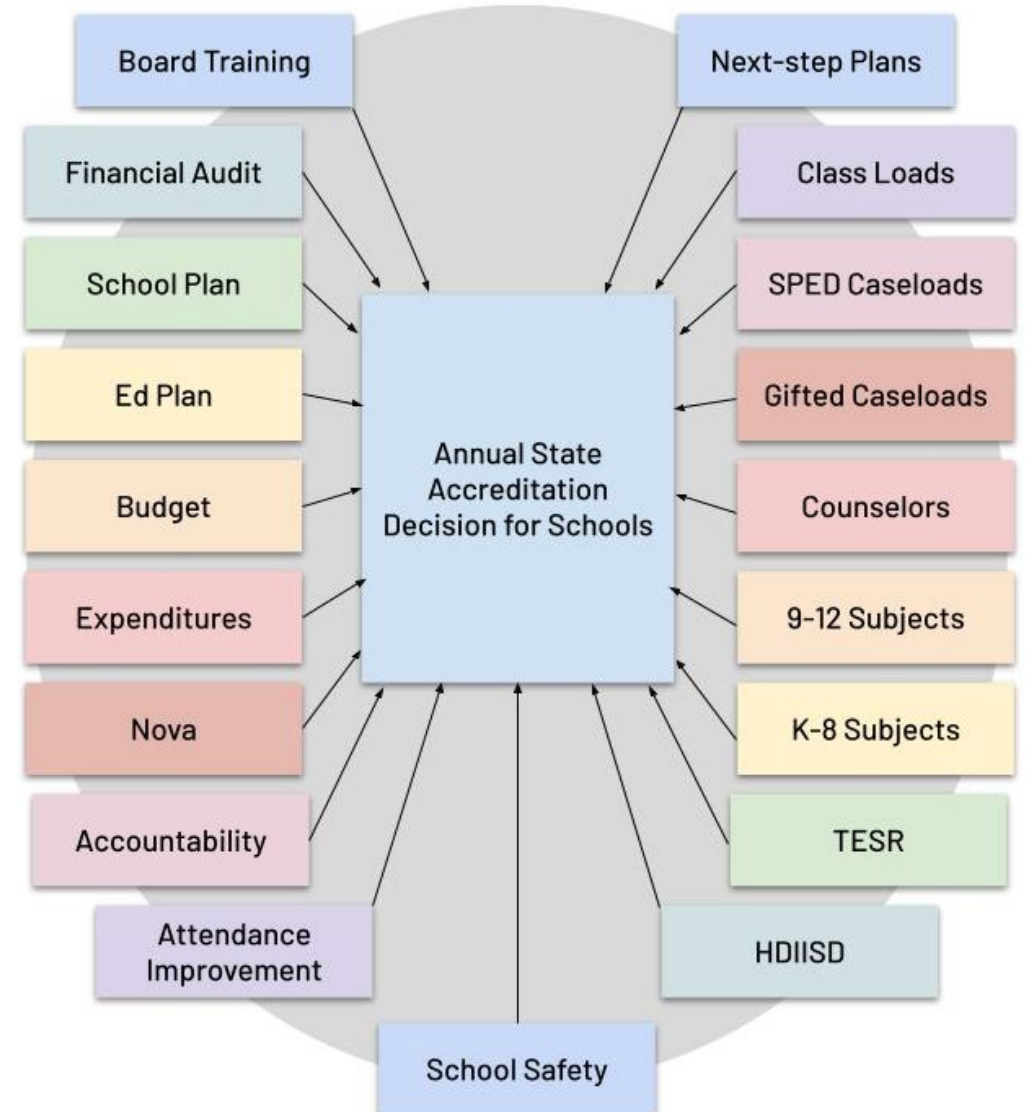
Timeline

Aug. 1 – Oct. 3

Highlights

- Review and approve policy for attendance aligned with statute
- Initiate the enforcement of provisions for excessively absent
- Receive annual report and publish on website

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



7.1 Safe School Plan

[6.12.7 NMAC](#) & [6.12.6.8 NMAC](#)

Theory of Action

School boards, superintendents, principals and all staff will be responsible and accountable for development and implementation of policies and procedures to include; conducting and participating in training to enable all students to have a safe learning environment with all statutory and NMAC requirements being upheld as outlined in the requirement rubric.

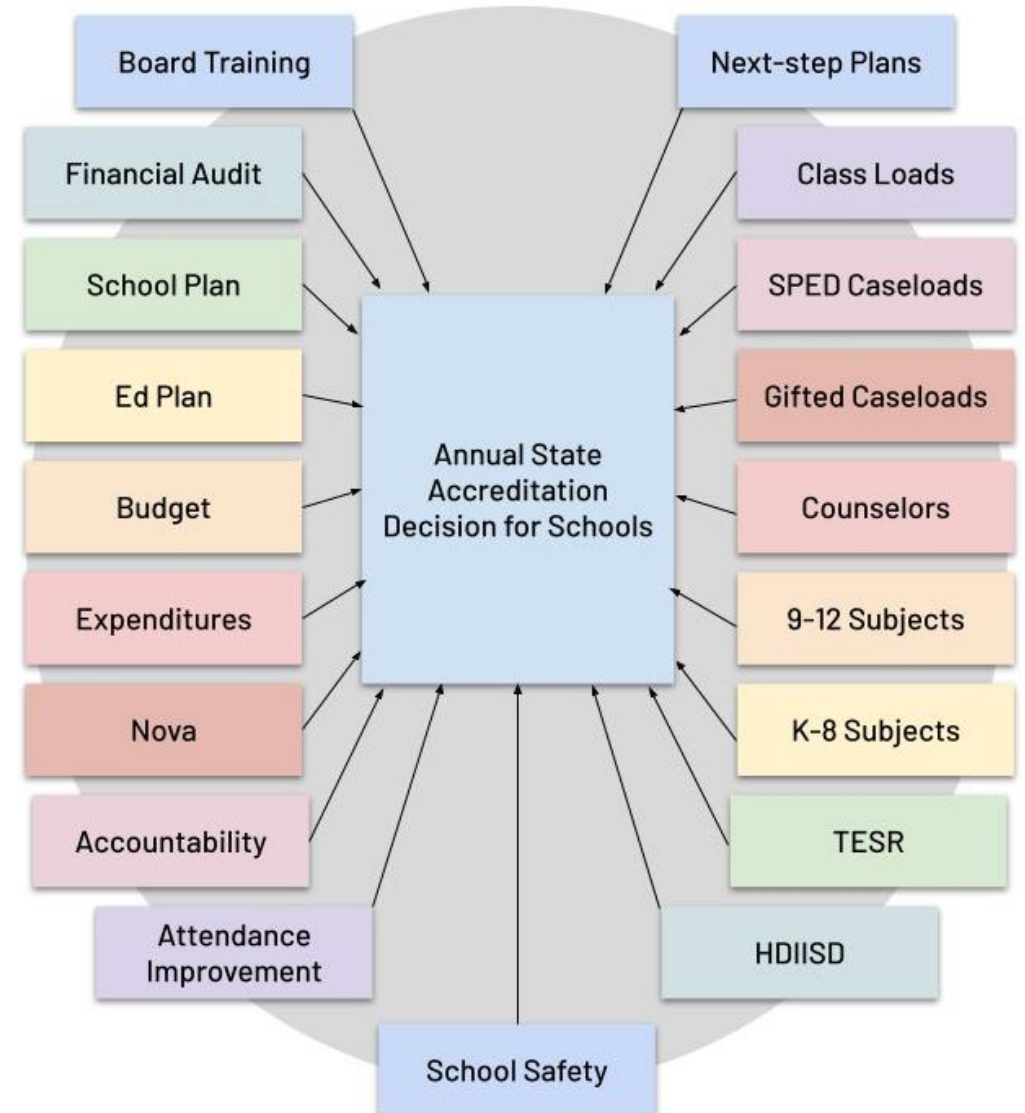
Timeline

Sep. 2 – Nov. 1

Highlights

- Set bullying prevention policies and publish them
- Set policy and procedures for reporting bullying and harassment incidents
- Establish and be advised by the District School Health Advisory Council on wellness policy

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



8.1 Next-step Plans

Section 22-13-1.1 NMSA 1978

Theory of Action

Students will have career exploration opportunities, postsecondary planning, goal setting, and the tools, knowledge, and resources to graduate with their cohort. Students will have ongoing opportunities to plan for their academic, personal/social and career success in high school and beyond.

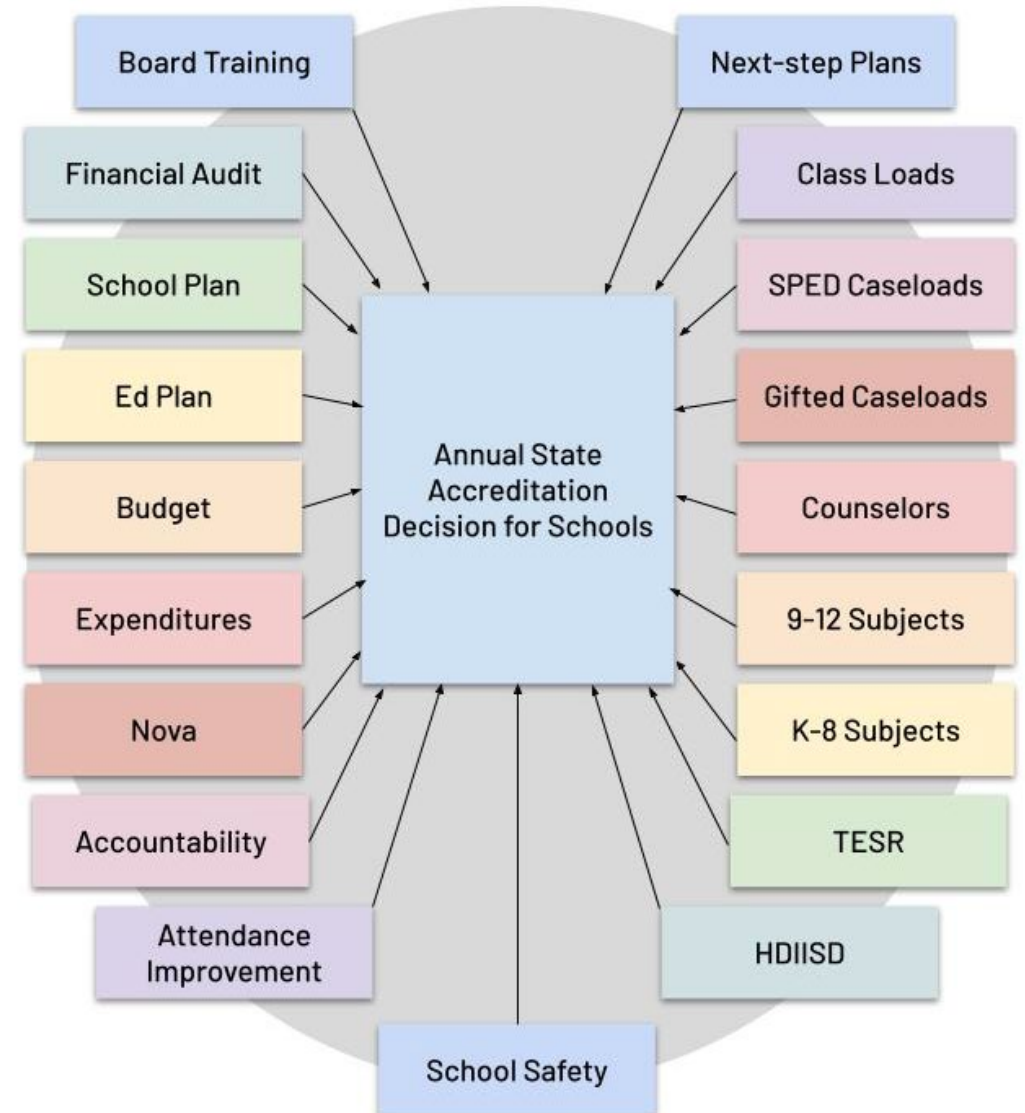
Timeline

Apr. 1 - EOY

Highlights

- Set policy so that Next-step plan is aligned with district graduation requirements and graduate profile
- “Ensure that each high school student develops a next-step plan” (Section 22-13.1-1(F) NMSA 1978)

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



9.1 Class loads and class sizes

School Personnel Act

Theory of Action

By ensuring compliance with these requirements, New Mexico creates classrooms where students receive the attention they need, achievement gaps are narrowed, and high-quality instruction can thrive statewide.

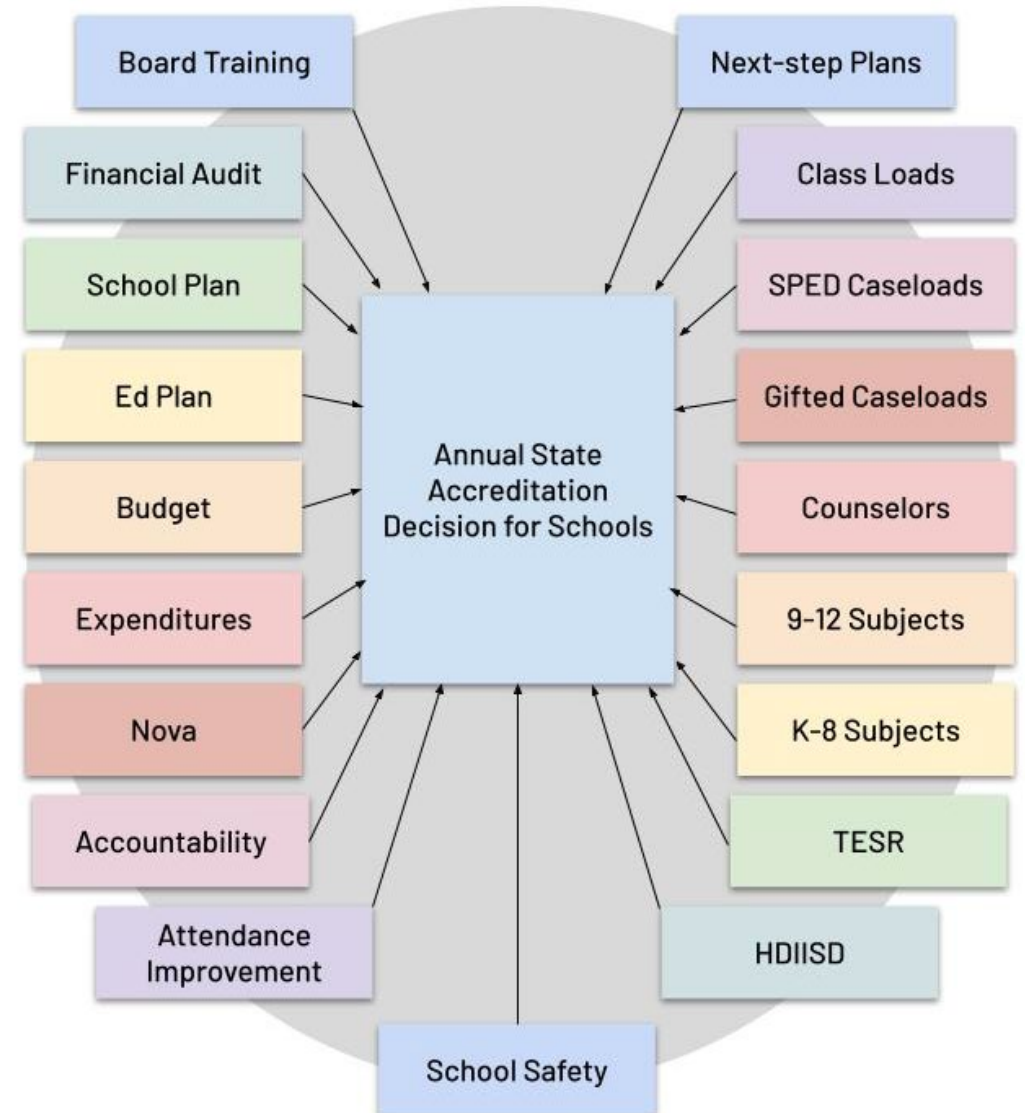
Timeline

Snapshots on the 80th and 120th day, verified in Ed Plan with budget

Highlights

- Set policy to attract and retain qualified and competent teachers aligned with the School Personnel Act
- May provide sabbatical leave for certified employees
- Provide facilities to accommodate appropriate class sizes

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



9.2-9.3 Caseloads (SPED & Gifted)

[6.29.1.9\(I\) NMAC](#) & [6.31.3 NMAC](#)

Theory of Action

When caseload requirements are met, students with disabilities receive instruction and services from teachers with manageable caseloads that support high-quality, individualized instruction in the provision of a Free Appropriate Public Education (FAPE).

Adhering to gifted caseload will allow for improved identification and service provision to gifted students and students in the talent pool.

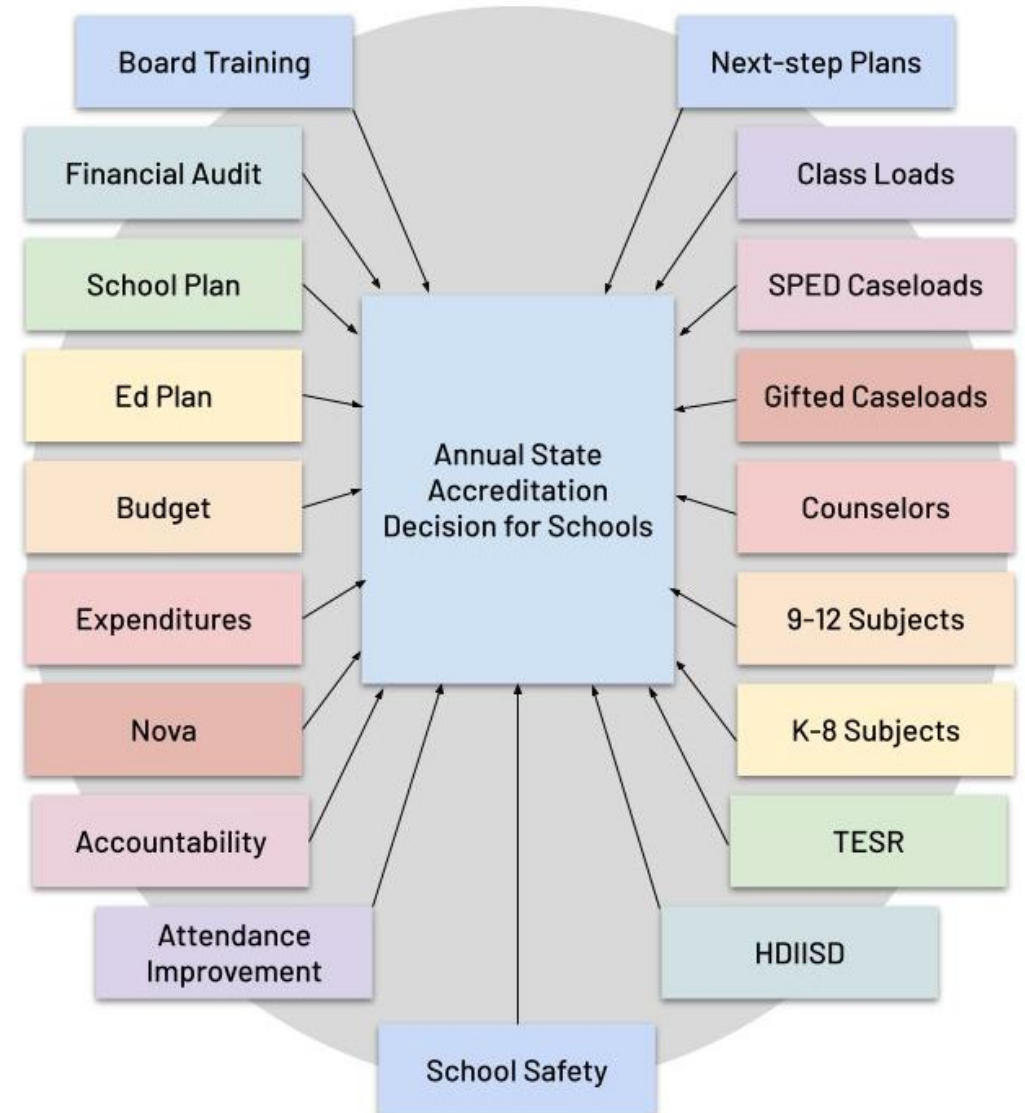
Timeline

40th day (SPED & Gifted), 80th day and 120th day reporting

Highlights

- Set policy to attract and retain qualified and competent SPED and gifted educators.
- Approve of waiver requests including plans to reduce caseloads

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



9.5 9-12 Subjects of Instruction

Section 22-13-1.1 NMSA 1978

Theory of Action

The Required Subject Areas - High School Credit-Bearing Classes accreditation process will gauge each school's alignment to current high school graduation requirements to ensure New Mexico students are provided the necessary courses to graduate with their cohort and support college and career readiness.

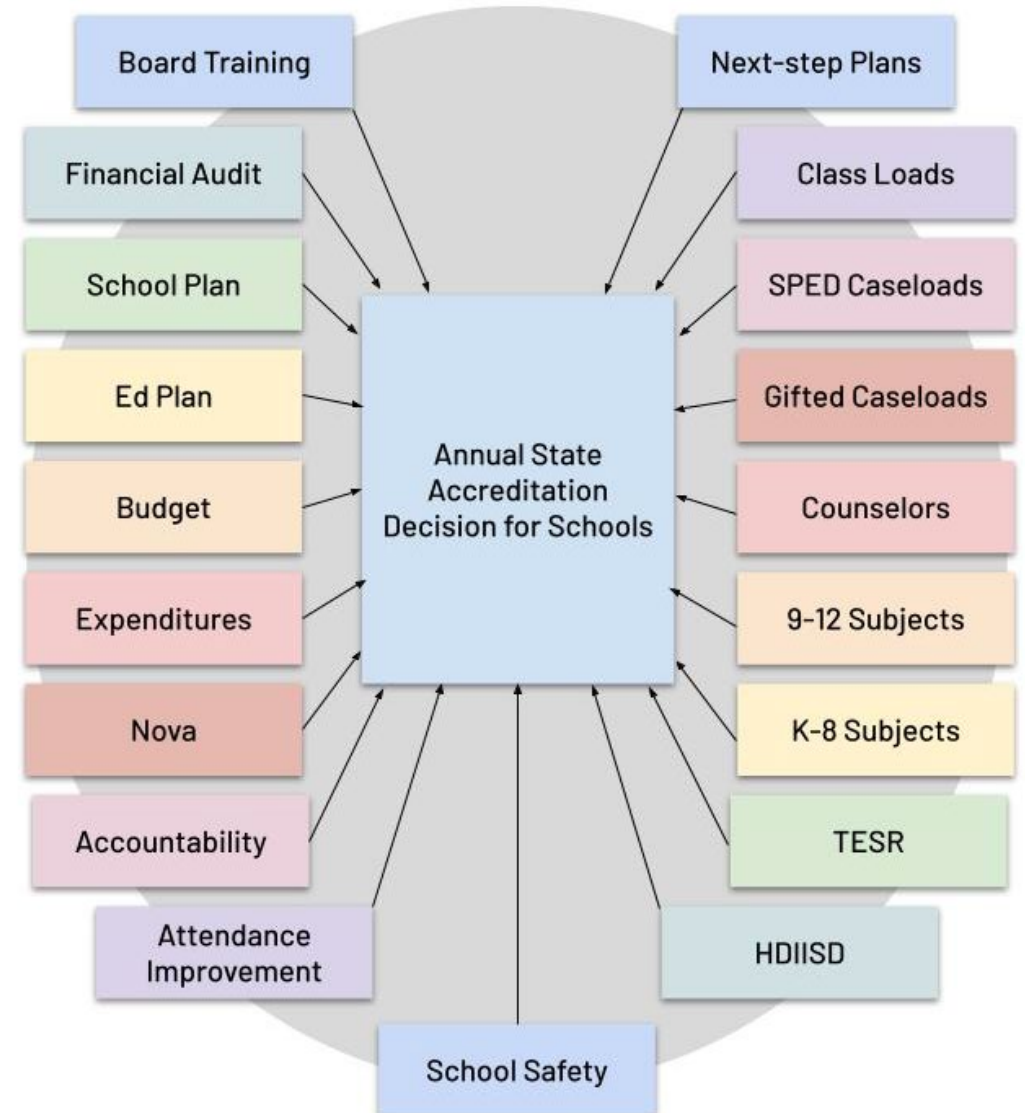
Timeline

EOY and 120th day reporting

Highlights

- Ensure course offerings provide minimum course requirements to graduate in statute
- Select 2 more course requirements to graduate
- Approve the graduate profile for the district

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



9.6 K-8 Subjects of Instruction

Section 22-13-1 NMSA 1978 & 6.19.4 NMAC

Theory of Action

When instruction across all required subject areas is provided as mandated by rule and statute, then every student will receive a comprehensive, sequential, and standards-based education and students will acquire necessary academic, creative, physical, and life skills to thrive in higher education, careers, and civic life.

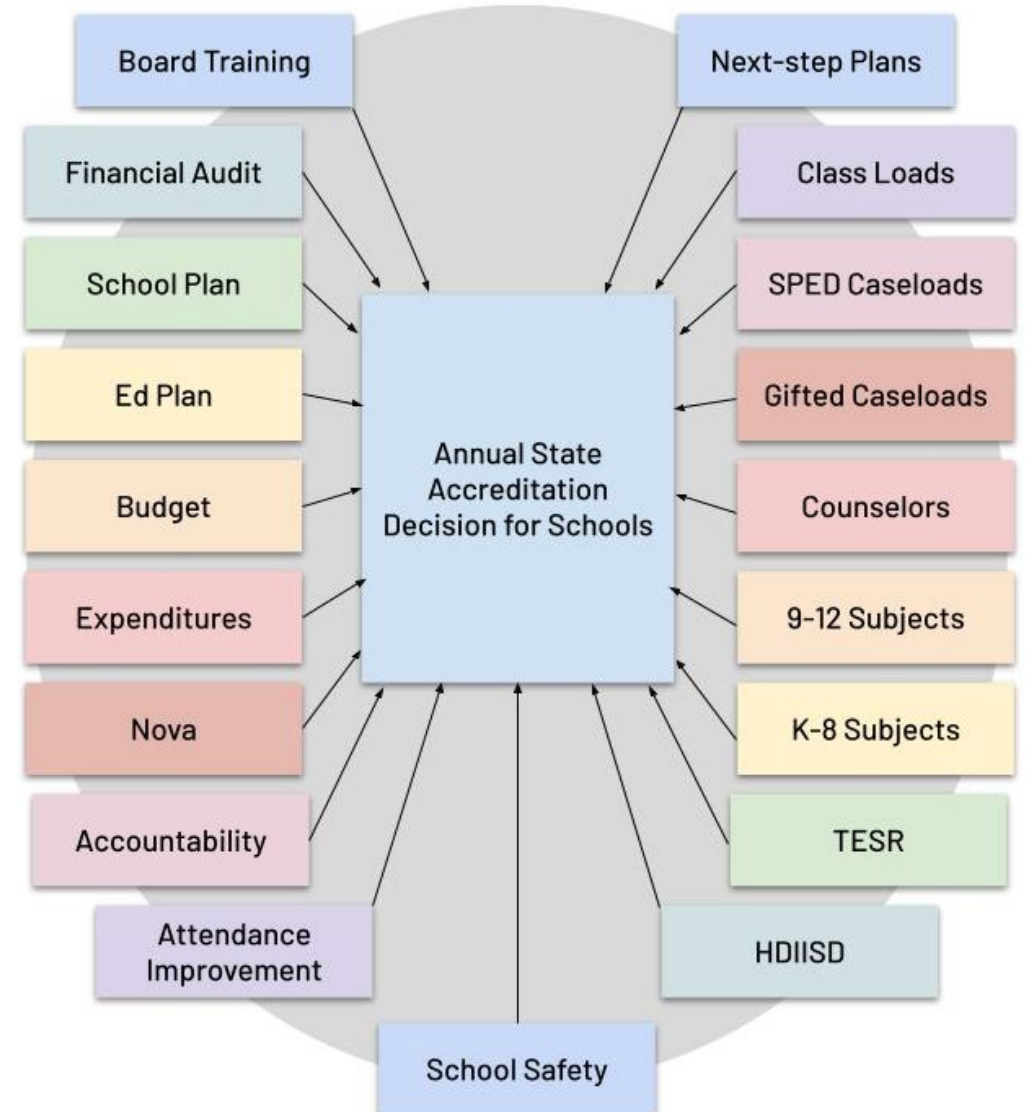
Timeline

40th and 120th day reporting

Highlights

- NM PED is not enforcing requirements in law for FY27
- Continue to review requirements in law and make plans to meet those requirements if not fully yet

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27



10.1 & 10.2 Tribal Education

Indian Education Act & 6.35.3 NMAC

Theory of Action

(combined) Ultimately, the benefit for students is improved access to culturally and linguistically relevant instruction, increased academic achievement, and stronger support systems that reflect and respect their cultural identity.

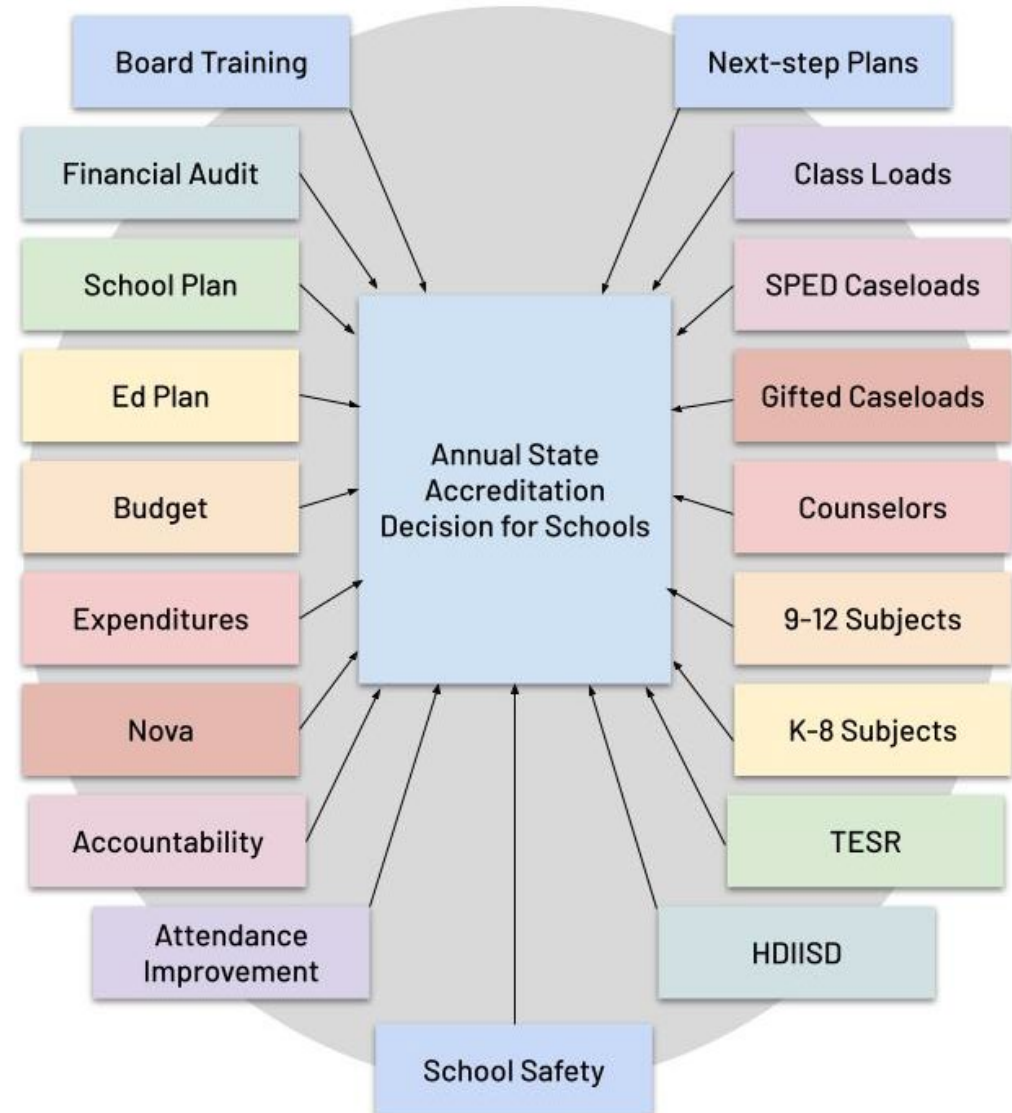
Timeline

Sep. 30 (TESR), Jan. 15 (Systemic Framework), Apr. 15 (Needs Assessment)

Highlights

- TESR for districts with tribal lands within boundaries
- HDIISDs create a Systemic Framework for culturally related education, tribal consultation requirements, Needs Assessment

PED Bureaus' Annual Evaluation of Evidence Collected from Schools FY27





Annual Accreditation Procedures

Discussion Question:

Which specific evidence component presents the greatest challenge for your district or charter school, and what opportunities do you have to address this?

Annual Accreditation Status Determination

- **Approval** – school meets department standards for all components
- **Conditional Approval** – Years 1 and 2 after a year in which any component does not meet standards, offered extra support
- **Disapproval** – not eligible for approval or conditional approval

For each school, a memorandum issued through OBMS to superintendents July, 2026 determines accreditation status in the new fiscal year.

For More Information

Steven Heil, Lead Data Analyst

Assessment, Research, Evaluation, and Accountability

Steven.Heil@ped.nm.gov

(505) 309 – 1855

All accreditation resources cited in these slides are available on our website:

<https://web.ped.nm.gov/bureaus/accreditation/>