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SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

July 14, 2025

MEMORANDUM

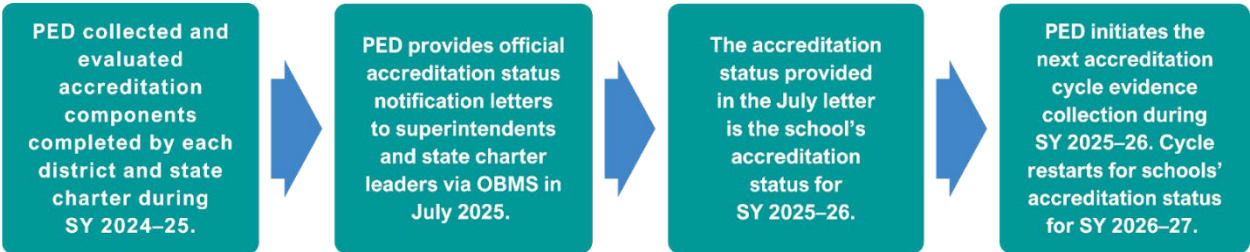
TO: Superintendents and Charter School Administrators

FROM: Mariana D. Padilla, Secretary of Public Education Initial
MDP

RE: Pilot Year: SY 2025–26 Accreditation Status Letters and Office Hours

This memorandum provides important information on accreditation status notifications for the pilot year (SY 2025–26), including next steps, office hours, and support resources. State law requires the Public Education Department (PED) to “assess and evaluate public schools for accreditation” ([Section 22-2-2\(F\) NMSA 1978](#)). [6.19.4 NMAC \(Accreditation Procedures\)](#) outlines current accreditation requirements for schools. On July 22, 2025, accreditation status letters will be issued through the Operating Budget Management System (OBMS) to each superintendent and charter school leader.

As this is a **pilot year**, please note that all schools will receive a letter of **approved accreditation status**. The accreditation status identified in the letter is applicable to SY 2025–26. These letters also summarize the pertinent evidence submitted to the PED during SY 2024–25. During the upcoming school year, evidence for the following year’s status will be collected. Below is a high-level overview of this cycle:



Superintendent and Charter Director Letters in OBMS—distribution by July 22, 2025

The letters within OBMS will also include:

- School accreditation status statement;
- A summary of the evidence submitted to the PED during SY 2024–25. Although each school has received an approved accreditation status for SY 2025–26, the letter also provides school-specific information needed to address areas that might not yet meet department standards; and
- A list of the PED bureau contacts for each accreditation component.

Additionally, the PED will host Superintendent and Charter School Leader Office Hours on July 28, 2025. Registration links are in the schedule below.

Superintendent/Charter Director Notification to School Principals

Superintendents and charter directors are required to share the accreditation status notifications with each school head principal before the PED Accreditation Presentation for School Principals on July 30, 2025 (see schedule below).

To help support local communications, the PED will provide two repeat, optional principals' Zoom information sessions. Registration links are in the schedule below.

Additional Resources

The PED has [presented](#) in various venues to superintendents and charter leaders, including the Education Leaders calls with the Secretary, the recent School Law Conference, and the 2025 Spring Budget Workshop. The [public-facing Accreditation Schedule](#) offers additional resources on these presentations.

The PED website also provides more information about its implementation of [accreditation procedures](#).

The ten components of the accreditation review are described briefly below. Criteria that the bureaus use to evaluate evidence of each component are found in the [Accreditation Matrix](#).

1. Board training requirements ensure that school leaders are educated about the work of education. Charter School Division staff and Strategic Initiatives staff of the PED collect and evaluate this evidence.
2. Financial audits are required annually and Accounting and Auditing Bureau staff closely review any findings.
3. Budgets must document parent involvement. They are linked to district Education Plans and school plans developed at each site. School districts and charter schools are required to budget as much expenditure on special education, at-risk programs, and gifted education as these students generate for revenue in the statewide distribution. The School Budget Bureau analyzes submitted budgets prior to the start of each fiscal year and collects quarterly expenditure reports. School-level expenditures must be submitted and approved quarterly.

4. Student information systems communicate information to the Nova data collection system. Four times a year—on the 40th, 80th, 120th days, and at the end of year—Information Technology staff take a snapshot of these data, and school staff must validate their accuracy. As the state education agency, the PED relies on this information, as do the legislature, schools, and community members, so it is essential that school staff participate in validating submitted Nova data to ensure all four snapshots are accurate. One district failing to respond within the validation window can keep the whole state from meeting crucial reporting deadlines.

Furthermore, these data are required for federal reporting and utilized by the U.S. Department of Education for state monitoring. Reporting incomplete or inaccurate data can result in serious consequences, including the revocation of federal funds (e.g., Title I monies).

5. At each school district and charter school, district test coordinators communicate with Assessment, Research, Evaluation, and Accountability Division staff to properly administer and report the results of interim and summative assessments and to validate graduation data. The division expects test participation rates to reflect well on collaborative efforts and expects graduation data to be validated as accurate.
6. The Safe and Healthy Schools Bureau staff work with schools to ensure quality Attendance Improvement Plans are in place annually.
7. School Safety Plans must be updated every three years and are reviewed by Safe and Healthy Schools Bureau staff.
8. College and Career Readiness Bureau staff work with schools to comply with the law requiring individualized Next-Step Plans for students in grades 8–12. This ensures that each student’s unique interests and strengths are considered in planning a personalized learning path through high school and beyond.
9. Special education and gifted education caseloads are monitored by the PED using reports that draw information from each school’s student information system. Beginning in SY 2025–26, counselors’ caseloads will also be reported and included in school schedules alongside the students assigned to them.
 - Teachers’ class loads are required to be in compliance with the law, with assurance of compliance included in the annual Education Plan. Beginning in SY 2025–26, evidence to support that assurance will come from student information systems to be evaluated by Educator Growth and Development staff.
 - Graduation requirements will be monitored by the College and Career Readiness Bureau staff using reports from Nova based on student information system data.
 - Additionally, there will be new procedures for schools to use their student information system to submit evidence of required subjects of instruction in elementary grades.
10. The required tribal consultation, student needs assessment, and Tribal Education Status Report is applicable to only a subset of schools. These schools work with the staff of the Indian Education Division to make sure students from Pueblos, Tribes, and Nations have adequate educational planning, processes, and performance outcomes.

Required Next Steps for Superintendents and Charter Leaders

- Log into OBMS on July 22 to download your accreditation letter.
- Share the letter and school-specific information with each school principal.
- Register for and attend one Superintendent/Charter Leader Office Hours session.
- Encourage principals to attend one of the optional information sessions.

Upcoming Dates

Date	Activity	Resource Link(s)
July 22 8 a.m.	Superintendents and charter directors can retrieve letters of accreditation status in OBMS.	OBMS login
July 22 10 a.m.	Superintendents and Charter Directors Information on Accreditation Status Notification Letters	Zoom registration FAQ
July 28 10 a.m. (option 1) 3 p.m. (option 2)	Superintendents and Charter Directors Accreditation Office Hours	Zoom registration for 10 a.m. Zoom registration for 3 p.m. FAQ
July 30 9 a.m. (option 1) July 31 3 p.m. (option 2)	PED Accreditation Presentation for School Principals	Zoom registration for July 30 @ 9 a.m. Zoom registration for July 31 @ 3 p.m. FAQ

cc: Amanda DeBell, Deputy Secretary of Teaching, Learning, and Innovation
 Gregory Frostad, Assistant Secretary of Policy, Research, and Technology
 Candice Castillo, Deputy Secretary of Identity, Equity, and Transformation
 Katie Ann Juanico, Assistant Secretary of Indian Education