Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

May 4, 2021

DIVISION MEMORANDUM
No. 146, s. 2021

DIVISION ORIENTATION ON THE IMPLEMENTATION GUIDELINES ON THE VALIDATION PROCESSES OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE PER DEPED ORDER NO. 83, S. 2012

To: OIC-Assistant Schools Division Superintendent
Heads, SDO Functional Division/Section/Units
Public Schools District Supervisors
School Heads, Public Elementary, Junior and Senior High Schools
School SBM Coordinators
All Others Concerned

1. In reference to Regional Memorandum No. 133, s. 2021 entitled Implementation Guidelines on the Validation Processes of School-Based Management (SBM) Level of Practice per DepEd Order 83, s. 2012, this Office will conduct a **Division Orientation on May 6-7, 2021** via Zoom.

2. This activity generally aims to establish systematized and standardized procedures in the conduct of SBM validation.

3. The participants to this activity are the Asst. Schools Division Superintendent, Chiefs of Division-SGOD and CID, Education Program Supervisors, Public Schools District Supervisors, Senior Education Program Specialists, Education Program Specialists II, Planning Officer, All Public School Principals and School SBM Coordinators.

4. All participants are required to register prior to the activity using these links:
   Batch 1 - http://bit.ly/BTN_SBMOrientation1
   Batch 2 – http://bit.ly/BTN_SBMOrientation2
   Batch 3 – http://bit.ly/BTN_SBMOrientation3
   Batch 4 - http://bit.ly/BTN_SBMOrientation4

5. Attached to this Memorandum are the following:
   a. Enclosure 1: Schedule and List of Participants
   b. Enclosure 2: SDO SBM Validating Team and District SBM Validating Team
   c. Enclosure 3: Regional Memorandum No. 133, s. 2021

6. Immediate and wide dissemination of this Memorandum is enjoined.

ROLAND M. FRONDA, EdD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encl: As stated
Reference: Regional Memorandum No. 133, s. 2021
To be included in the Perpetual Index
Under the following subjects

GUIDELINES SBM VALIDATION

SO3
May 4, 2021

Enclosure 1: **Schedule and List of Participants**

DATE	TIME	PARTICIPANTS	No. of Participants
May 6, 2021 (Batch 1)	9:00 AM	PSDSs	2
		Dinalupihan District (East and West)	80
		Bagac District	26
		EPSs in-charge of the districts	3
		SGOD in-charge of the districts	3
		TOTAL	**114**
May 6, 2021 (Batch 2)	1:30 PM	PSDSs	3
		Hermosa District	40
		Orani District	38
		Pilar District	28
		EPSs in-charge of the districts	3
		SGOD in-charge of the districts	3
		TOTAL	**115**
May 7, 2021 (Batch 3)	9:00 AM	PSDSs	3
		Mariveles District	58
		Morong District	24
		Samal District	24
		EPSs in-charge of the districts	3
		SGOD in-charge of the districts	3
		TOTAL	**115**
May 7, 2021 (Batch 4)	1:30 PM	PSDSs	3
		Limay District	32
		Orion District	32
		Abucay District	30
		EPSs in-charge of the districts	3
		SGOD in-charge of the districts	3
		TOTAL	**103**

Enclosure 2: **SBM Division Validating Team**

Chairperson –	**ROLAND M. FRONDA, EdD, CESO VI** OIC-Schools Division Superintendent
Co-Chairperson	**WILLIAM RODERICK R. FALLORIN** OIC-Asst. Schools Division Superintendent
Team Leaders	**RAMON C. PEREZ** SGOD Chief
	MILAGROS M. PENAFLOR, PhD CID Chief
Secretariat	**HERMIE G. DURAN** SBM Coordinator
Members	**EDWIN R. BERMILLO, EdD** Education Program Supervisor
	RUEL B. LINGAD, EdD Public Schools Division Supervisor

District SBM Validating Team

Chairperson:	PSDS In-Charge of the District
Co-Chairperson:	EPS In-Charge of the District
Member:	SGOD In-Charge of the District

Enclosure 4. Regional Memorandum No. 133, s. 2021

Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON

DEPARTMENT OF EDUCATION
RECORDS SECTION REGIONAL OFFICE NO. III
RECEIVED
By: _____ Date: APR 27 2021

REGIONAL MEMORANDUM
No. 133 s. 2021

IMPLEMENTATION GUIDELINES ON THE VALIDATION PROCESSES OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE PER DEPED ORDER 83, SERIES 2012

To: Assistant Regional Director
Schools Division Superintendent
CID/SGOD Chiefs
SBM Coordinators

1. The Department of Education Region III issues Implementation Guidelines on The Validation Processes Of School-Based Management (SBM) Level Of Practice Per DepEd Order No. 83, s. 2012 which will serve as the guidelines on the validation of SBM level of practice of schools in the twenty SDOs of Region III.

2. These guidelines provide the mechanisms and processes to further strengthened the implementation of SBM and thereby scale-up levels of practice by the schools in Region 3.

3. Corollary to this, the different context and types of schools- with their respective PPAs implemented based on their ESIPs, AIPs and other official documents shall be given due consideration and recognition in the assessment and validation of school performance.

4. All previous regional policies, processes or systems related to School-Based Management Assessment and Validation of school level of practice which are inconsistent to this Regional Implementing Guidelines are hereby repealed, rescinded, or modified accordingly.

5. This Implementing Guideline shall take effect immediately.

6. Immediate dissemination and strict compliance are hereby directed.

MAY B. ECLAR, CESO III
Regional Director

Encls: As stated
Ftad2/ftad5
April 20, 2021

Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; **Email Address:** region3@deped.gov.ph
Certificate No. AJA17-0077

Enclosure to RM No. 133, s. 2021

IMPLEMENTATION GUIDELINES ON THE VALIDATION PROCESSES OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE PER DEPED ORDER 83, SERIES 2012

I. Rationale

The implementation of the Governance of Basic Education Act of 2001 (RA 9155) provides the mandate for decentralizing the system of school management and recognizes the role of the Local Government Units (LGUs) and other stakeholders as partners in education service delivery.

Consequently, the Department of Education launched the Schools First Initiative (SFI) in 2015 to empower the school and its community stakeholders to effectively address access and quality issues in basic education.

Pursuant to the above mandates, the Department of Education issued DepEd Order No. 83, s. 2012 to further strengthen the School-Based Management (SBM) practice and re-emphasize the centrality of the learners and the involvement of relevant community in basic education service delivery.

However, after eight (8) years of implementation, issues and challenges were expressed by the schools in the Schools Division Offices (SDOs) regarding difficulties in the operationalization of policies and guidelines at the school level and in understanding on how to make SBM work in terms of improving governance practice and achieving organizational effectiveness.

This is evident in the inconsistency in the Validation of SBM Level of Practice of Schools on quality aspects and appreciation of innovation of schools implemented to resolve their diverse and unique challenges. Thus, a more relevant guidelines responsive and appropriate to the needs and condition of each school is highly significant.

Acting on this matter, the Department of Education Regional Office 3, through the Field Technical Assistance Division (FTAD), has conceptualized the implementing guidelines to further strengthened the implementation of SBM and thereby scale-up levels of practice by the schools in Region 3. The different context and types of schools- with their respective PPAs implemented based on their ESIPs, AIPs and other official documents shall be given due consideration and recognition in the assessment and validation of school performance.

Corollary to this, the SBM level of practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators.

The Schools Division Offices and School administrators shall be guided by this official document to harmonize and unify the SBM assessment and validation in both public elementary and secondary schools in adherence to the transcending framework and happy school's advocacy of the region which aims to level up the SBM level of practice of all its schools and to achieve improved educational outcomes.

II. Scope

This Implementation Guidelines on The Validation Processes of School-Based Management (SBM) Level of Practice shall be used by the School Heads- for self-assessment on the SBM level of their respective level of practice in the 20 SDOs of Region 3; Division SBM Validating Team for validating and monitoring the schools on the implementation of SBM in their respective SDOs particularly certifying Level 2 schools; and, Regional SBM Validating Team- for validating and monitoring the SBM level of practice of the schools specifically the Level 3 in the SDOs.

The Regional Office and Schools Division Offices (SDO) are hereby directed to reorganize the RO/SDO SBM Validating Team as SBM Task Force in the region and in each division. The teams shall now be called the Regional SBM Validating Teams and Division SBM Validating Teams.

III. Definition of terms

Accountability and Continuous Improvement- A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

Advanced (Accredited Level) – School-Based Management level of practice 3 that ensures the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining.

Curriculum and Instruction- The curriculum provides for the development needs of all types of learners in the school community

Developing – School-Based Management level of practice 1 where structures and mechanisms are within acceptable level and extent of community participation and impact on the learning outcomes.

Leadership and Governance - A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

Management of Resources - Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

Maturing – School-Based Management level of practice2 where continuous improvement process is introduced and sustained through the integration of wider community participation and improve significantly performance and learning outcomes.

Stakeholder – refers to anyone who invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives.

- may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers' unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines.

Transcending school – school goes beyond the limits, overstep or surpass the highest SBM level of practice leading to a happy, quality, accessible, relevant and liberating education.

IV. Implementation Arrangements

A. Preliminary Activities

1. The Regional Office and Schools Division Offices (SDO) shall reorganize the RO/SDO SBM Validating Team as SBM Task Force in the region and in each division. The teams shall now be called the Regional SBM Validating Teams and Division SBM Validating Teams.

2. The composition of the Regional SBM Validating Team per dimension shall be the following:

2.1. *Leadership and Governance*

Team Leader: FTAD/PPRD Chiefs

Secretariat: Regional SBM Coordinator

Members: Education Program Supervisors – FTAD, PPRD, CLMD

2.2. *Curriculum and Instruction*

Team Leader: FTAD/CLMD/HRDD Chiefs

Secretariat: Regional SBM Coordinator

Members: Education Program Supervisors – HRDD, CLMD, QAD

2.3. *Accountability and Continuous Improvement*

Team Leader: FTAD/QAD Chiefs/Administrative Officer

Secretariat: Regional SBM Coordinator

Members: Education Program Supervisors – Finance, PPRD, QAD, CLMD

2.4. *Management of Resources*

Team Leader: FTAD/ Finance /ESSD Chief

Secretariat: Regional SBM Coordinator

Members: Education Program Supervisors – FTAD, ESSD Representatives, CLMD

3. The chiefs of the aforementioned FDs shall be the one to designate their representatives.

4. Likewise, the composition of the Division SBM Validating Team from SDO per principle shall be the following:

Team Leader: SGOD/CID Chief
Secretariat: SBM Coordinator
Members: RO/SDO Supervisors, PSDSs

5. The chiefs of the aforementioned chiefs shall be the one to designate their representatives.

B. Roles and functions of SBM Validating Team

The SBM Validating Team shall perform the following tasks and responsibilities:

1. The SDO SBM Validating Team shall:

1.1. evaluate, monitor and validate the schools under their jurisdiction;

1.2. recommend to the Schools Division Superintendent for approval the result of the validation of schools;

1.3. recommend to the Schools Division Superintendent SBM Level 3 schools for validation and accreditation by the Regional Validating Team;

1.4. submit the list of schools adjudged as Level 2 to the Schools Division Superintendent to be awarded Certificate of Recognition by the Schools Division Office.

2. The Regional SBM Validating Team shall:

2.1. validate the schools with SBM Level 3 submitted by the SDO;

2.2. submit the results of the validation to the SBM Coordinator for possible provision of technical assistance;

2.3. recommend to the Regional Director the schools to be given Certificate of Accreditation;

2.4. organize through the FTAD an Awarding Ceremony for the recognition of accredited SBM Level 3 schools.

C. Guides and Instructions

The School Heads/ RO/SDO SBM Validating Team shall strictly adhere to the prescribed guides and pertinent steps in the SBM validation process such as:

1. The basis of SBM validation shall be 3 years back of artifacts following the ESIP coverage.

2. The SBM validation shall consist of two activities namely:

2.1 The Self-Assessment to determine the school's level of SBM practice by school leaders themselves; and the

2.2 The DOD (Documentary Analysis, Observation, Discussion) utilizing an SBM assessment tool as reference to gather data in analyzing the four (4) principles such as: Curriculum and Instruction, Leadership and Governance, Accountability and Continuous Improvement, and, Management of Resources with focused attention on the relevance and impact of innovative PPAs employed by schools.

3. The DOD shall follow the two (2) essential steps in evaluating the validity of an evidence of SBM level of practice which are as follows:

3.1 Conduct Document Analysis (using artifacts)

3.2 Conduct observations to obtain process evidence (individual or group interviews)

4. The validators shall be guided by the following indicators in the appreciation of innovations:

4.1 Has all the needed documents from its conception to implementation;

4.2 Has been signed and approved by immediate supervisor and Schools Division Superintendent;

4.3 Has accomplished significant improvement as an intervention school problems or issues as indicated in the rubric under Curriculum and Instruction.

4.4 Has been adopted by all school stakeholders or by other levels of governance in the achievement of desired learning outcomes.

5. The SBM Validating Team shall discuss the synthesized documentary and process evidence, (consensual decision) based from the above processes.

D. Process Flow of SBM Validation

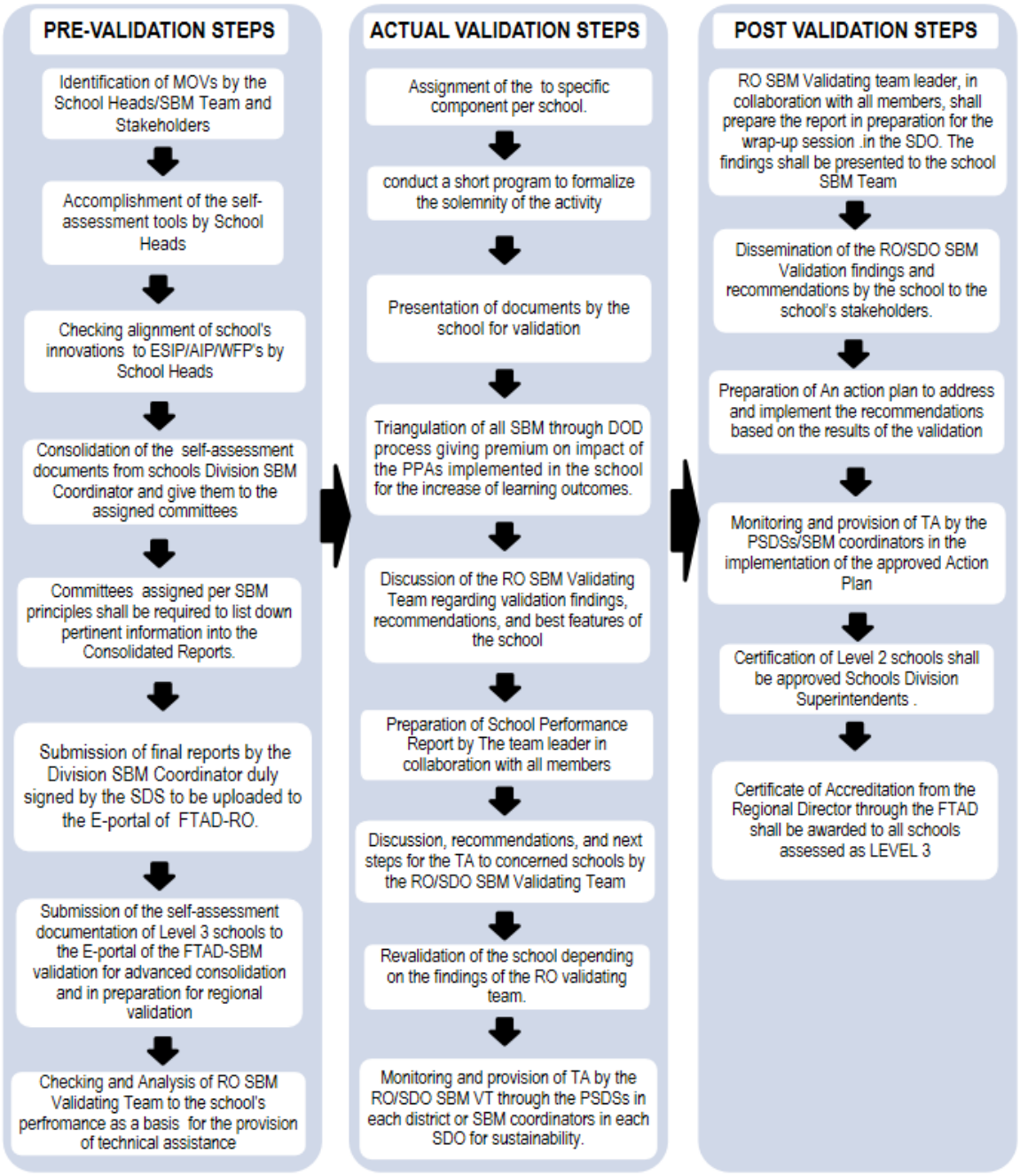
1. The process flow of SBM Validation (Figure 1) shows the different steps to be followed for a systematic validation process.

2. The SBM Validation process has three phases namely:

a. Pre-Validation Steps
b. Actual Validation Steps
c. Post-Validation Steps

3. Under each phase different steps are undertaken to ensure integrity of the SBM validation.

Figure 1: PROCCESS FLOW OF SBM VALIDATION



D.1 Pre-validation Steps

1. The school leader shall convene with the different stakeholders in accomplishing the assessment tool to identify the means of verifications (MOVs) or the evidences to justify the indicated rating.

2. School heads shall accomplish the self-assessment tool *(see attached Appendix A).* In determining the points per principle use the Contextualized SBM Assessment Tool. This document shall be strictly checked and monitored by the Division SBM Validating Teams in coordination with the FTAD-RO and in preparation for the RO-SBM Validating Team.

3. The school heads shall reflect upon and identify their own respective innovative outputs, effective practices per principle as a result and impact of PPAs conducted to improve learner outcomes.

4. The SBM validators shall likewise look into the alignment of these implemented innovative PPAs to the ESIP, AIP and WFPs with consideration to the goals and activities stipulated in the OPCRF and IPCRF documents which have a significant/evident impact upon the learning outcomes of the learners.

5. The PSDS in-charge or the SBM Validating Team leader shall review and validate the accuracy of the documents before submitting to the Division SBM Coordinator.

6. The Division SBM Coordinator shall collate self-assessment documents from schools and give them to the assigned committees during the planning meeting.

7. The committees assigned per SBM dimension shall be required to list down pertinent information into the Consolidated Reports on The Validation of The Schools' SBM Level of Practice (*See Appendix B).*

8. The Division SBM Coordinator shall prepare and submit the final reports of the SBM validation duly signed by the SDS to the E-portal of FTAD-RO. The Submission is a month before the date of the validation to give the Regional SBM Validating Team members enough time to read and assess its contents in preparation for the actual school validation.

9. Through the recommendation of the SDO, the validated Level 3 schools are required to submit self-assessment documentation to the E-portal of the FTAD-SBM validation for advanced consolidation and in preparation for regional validation

10. The Regional SBM Validating Team shall strictly check and analyze the SBM performance of the schools as a basis for the provision of technical assistance.

D.2. Actual Validation Steps

1. The RO and SDO SBM Validating Team shall be assigned to specific principle per school.

2. The school shall conduct a short program to formalize the solemnity of the activity:

- Invocation
- Welcome Remarks of School Head
- Short Presentation of School Profile, Innovations, and Best Practices
- Introduction of RO/SDO SBM Validating Team members as SBM Validating Team by the SDO team leader
- Brief Overview of the D-O-D Process by the RO/SDO SBM Validating Team leader

3. The schools shall present their respective documents to validate the data on intermediate learning outcomes or innovative programs under continuous improvement for upscaling learning outcomes.

4. The RO/SDO SBM Validating Team's validation process shall follow a triangulation method by analyzing the documents, conduct of interviews with the teachers, learners, and external stakeholders. The impact of the PPAs implemented shall be given premium so that innovations shall be properly appreciated and recognized specifically in the aspect of curriculum and instruction which underscores learning outcomes.

5. The Regional SBM Validating Team shall discuss the validation findings, recommendations, and best features of the school to provide school heads an overview of their performance and the things that needs further TA for improvement.

6. The team leader, in collaboration with all members, shall prepare the report on school's performance using the template indicated in *Appendix C. RO/SDO Validators Tool Template*

7. The Regional validating team shall convene with the Division validating team for discussion, recommendations, and next steps for the provision of TA to the concerned schools. In the event that self-assessment results is higher than the evaluation of the RO/SDO SBM Validating Team, the level shall be retained or deferred until such time that school can comply with the needed requirements being asked for by the validators.

8. Revalidation of the school shall be done after one (1) month depending on the findings of the RO validating team.

9. The RO/SDO SBM Validating Team through the PSDSs in each district or SBM coordinators in each SDO, shall be expected to monitor and provide technical assistance to the school in the whole process.

D.3 Post Validation Steps

1. The Regional SBM Validating team leader, in collaboration with all members, shall prepare the report in preparation for the wrap-up session. *See Appendix B: Consolidated Reports on The Validation of The Schools' SBM Level of Practice*. The findings shall be presented to the school SBM Team.

2. The school shall disseminate the Findings and recommendations given by the RO SBM validating team to the school's stakeholders.

3. An action plan to address and implement the recommendations shall be prepared by the school.

4. The PSDSs/SBM coordinators shall monitor and provide technical assistance in the implementation of the action plan recommended by the Division SBM Coordinator and duly-approved by the Schools Division Superintendent.

5. Level 2 schools shall be duly-certified by the Schools Division Superintendents.

6. All schools assessed as LEVEL 3, after thorough validation by the RO/SDO SBM Validating Teams, shall receive Certificate of Accreditation from the Regional Office signed by RD led by the Field Technical Assistance Division.

G. Scoring Guides

1. The four (4) principles were assigned percentage weights on the basis of their relative importance to the aim of school on improved learning outcomes and school operations, based on intermediate learning outcomes of DepEd. The Description of SBM Levels of Practice are as follows:

Level I: Developing – Developing structures and mechanisms with acceptable level and extent of community participation and impact on the learning outcomes. MOVs indicate early or preliminary stages of implementation.

Level II: Maturing – Introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes. MOVs indicate planned practices and procedures are fully Implemented.

Level III: Advanced (Accredited Level) – Ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local

community and is self-renewing and self-sustaining. MOVs indicate practices and procedure satisfy quality Standards.

2. Each principle has its corresponding standard means of verification documents based on the intermediate learning outcomes of the DepEd. However, the MOVs are dependent on the context of the schools or whether such programs are relevant to the existing targets for school performance. Alignment of all MOVs in every PPAs conducted shall be referred to the ESIP, OPCRF, AIP, WFP and other pertinent official documents.

3. The following are the four (4) principles with its corresponding definitions, indicators, standard means of verifications (MOVs), and percentage weight based on specific intermediate outcomes as follows:

INDICATORS	MEANS OF VERIFICATION
A. LEADERSHIP & GOVERNANCE - *A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.* (30%)	
1.In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community.	**Documentation on the process of developing, enhancing, implementation with stakeholders' participation on the following:**
	1. Approved School Improvement Plan
	- School Memorandum
2. The development plan (e.g. SIP) is regularly reviewed by the school community to keep it up responsive and relevant to emerging needs, challenges and opportunities.	- Letter of Invitation
	- Activity Completion Report (ACR)
	2. Approved Annual Implementation Plan
	- School Memorandum
	- Letter of Invitation - Activity Completion Report
3.The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	**3. Approved Office Performance Commitment and Review Form**
	- School Memorandum
	- Minutes of the meeting
	- ACR
	- School Organizational Structure
4.A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	- Process Flow
	4. Programs, Projects, Activities (PPAs) as indicated in the SIP/AIP/OPCRF
	- School Memorandum
	- Minutes of the Meeting
	- Project Proposal
	- ACR

5.A long term program is in operation that addresses the training and development needs of school and community leaders.	- Innovative Program for the Improvement of ACCESS
	- Other regular school programs:
	✓ Wash in School Program
	✓ Gulayan sa Paaralan
	✓ Feeding Program
	✓ Others
	5. Modes of Dissemination
	- School Website
	- Facebook Account Page
	- Leaflets/Brochures/Newsletters
	- Transparency/Bulletin Board
	- School Paper
	- Communication Plan, Flow and system
	6. School-based implementing guidelines on Child Protection Policy, Anti-Bullying, etc.
	- School Memorandum
	- Consultation Report (Attendance and Pictures)
	- Proposed school implementing guidelines
	- School Handbook with Dissemination Report (pictorials, attendance)
	- Intake Sheets
	7. eBEIS – Performance Indicators
	- Gross Enrolment Rate
	- Net Enrolment Rate
	- Cohort survival Rate
	- Transition Rate
	- School Leaver Rate
	- Repetition Rate
	- Completion Rate
	- ALS Completion Rate (% of ALS learners who completed either elementary or secondary level in accordance with the requirements)
	- ALS A&E Passer Rate (% of ALS Learners who passed the ALS Accreditation and Equivalency Test)
B. CURRICULUM AND INSTRUCTION - *The curriculum provides for the development needs of all types of learners in the school community* (30%)	
1.The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved.	**1. Teachers' Portfolio**
	- RPMS/IPCRF portfolio (proportion of teachers meeting PPST career stage 3 in all domains (Highly Proficient)
2.The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	- Monthly Supervisory Plan
	- Classroom Observation Tool
	- Observation Notes
	- Class Program
	- Sample Lesson Plan
3. A representative group of school and community stakeholders develop the methods	- DepEd emails and FB accounts
	- School Leadership with Designation

and materials for developing creative thinking & problem solving.	- List of localized, contextualized IMs with sample (Big Books, MTB dictionary, etc.)
4.The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	- School initiated SLM/las (sample) - School Forms - Improved/Localized LMs/IMs/DLLs - Instructional Materials ✓ List of Visual |Aids, Digitized IMs and Quality Assured and accepted Localized LMs
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.	**2. Training Development Plan** - Teacher's Developmental Needs
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.	- LAC/INSET implementation Plan (LAC template per DepEd/Division Memorandum Issuances) a. Project Proposal b. School Memorandum c. Technical Working Group d. ACR with financial and monitoring report
7. Methods and resources are learner and community- friendly, enjoyable, safe, inclusive, accessible and aimed at developing self- directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.	e. Sample certificate and program - Technical Assistance Plan (based on DepEd/Division Memorandum Issuances) - TA report with results, analysis and pictures - Certificates of Attendance to Trainings/Webinars (Division/Region/National/International
	3. Learner's Outcome
	- Performance Indicators (Drop-Out, Graduation, Cohort-Survival, etc.) - Learners' Tracking system/Program Report ✓ Learners' profile with their learning needs - Learners' Portfolio - Alternative Delivery Mode (ADM) - Periodic Assessment Results with analysis ✓ Summative Test results - Proportion of Students performing at proficient level a. Numeracy level b. Literacy Level ***In the absence of NAT, the results of the reading test in Filipino and English and numeracy test shall be considered – with reference to the policy standard set by the CLMD.*** The percentage weight for the learning outcomes shall be: 10% - Filipino Reading Test

10% - English Reading Test

10% - Numeracy Test

To determine the improvement of learning outcomes, the rating standard below shall be followed:

% of Decrease	Rating
76-100% or 0 non-reader/non-numerates	3
51-75%	2
26-50%	1
25 and below	0

Overall

Rating Standards	Rating
Highly Proficient (90-100%)	3
Proficient (75-89%	2
Nearly Proficient (50-74%)	1
49 and below	0

4. School's Best Practices/Remarkable Accomplishments

- School initiated programs/projects
- Log sheet/logbook showing names of visitors who benchmarked schools initiated programs
- Best practices
- Innovations

✓ Programs for improvement of the learning environment and increased learning outcomes

- Continuous Improvement (CI) projects
- Institutionalized programs for inclusive education
- Literary Services
- Guidance Services

✓ Guidance Forms

✓ Guidance Records and Reports

- Computer/Science/TLE Laboratory (if any)
- Learners' initiated projects
- Classroom Structuring
- Reading Centers/Study Sheds (Reading Books)
- Co-curricular Activities Report (ex. Scouting, Religious Instructions, Science Camp, Education Summit, etc.)

5. School Research Outcomes

- List of Researchers (proposals and completed)
- Dissemination Plan and Report on Research Outcomes

Innovations/Interventions/Enrichment/Remediation Programs

a. Project Proposal

b. ACR

6. Sample Assessment Tool

- Table of specification
- Formative/Summative Test
- Periodic Tests Questions
- Evaluation Notebooks
- Test/Item Analysis

	- Item Bank per learning area
	- Rubric Used
	- Enhanced Assessment Tools adopted from partners
c. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT - *A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.* (25%)	
1. Roles and responsibilities of accountable person/s and collective body/ ies are clearly defined and agreed upon by community stakeholders	**1. School Monitoring and Evaluation Adjustment**
	- SMEA Committee
	- SMEA meetings with School Memorandum
	- Minutes of meeting
	- ACR
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	- SMEA Plan with
	a. Quarterly schedule of reporting with stakeholders
	b. Dissemination Report relative to SMEA results
	- Quarterly/Semestral SMEA Results
	- Repor on Midyear Assessment and Year End Performance
	- WinS TWG
3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community	**2. School Organizational Structure**
	- Functional organizations/teams/committees
	a. MPTA (DO 54 s. 2009, DO 67 s. 2009)
	b. SGC
	c. SSG/SPG (DM 4 s. 2012)
	d. Finance Team
	e. SPT (School Planning Team)
	f. SMEA Team
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	g. Grievance Committee
	h. Faculty Club
	i. HR PTA
	j. SBM Team
	k. CPP Committee
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve a basis for feedback, technical assistance, recognition and plan adjustment.	l. QA Team for school LRMD
	m. Organized school Quality Management System
	n. Others
	Attachments are but not limited to
	o Structures/Charts
	o Constitutions and By-Laws
	o Terms of Reference (TOR) Roles and Responsibilities
	o Designation/Appointment
	o Oath of Office
	o Invitation Letter
	o School Memorandum
	o Minutes of the Meeting
	o List of Project Proposals (from Principle 1)
	o ACR

	o Enhanced School Process (QMS) like in enrolment, module distribution and retrieval (process flow)
	3. Feedback Mechanism
	- Feedback from stakeholders regarding school policies
	✓ Feedback Tools
	Suggestion Box, Clients' Satisfaction Survey, Checklist Form, Survey Questionnaire, Tracer Study Tool, Text Brigade
	- Summary of Suggestions and actions taken
	- Survey Results, analysis and intervention
	4. Stakeholders' Recognition
	- Institutionalized School Recognition and Incentive System on:
	✓ Internal Stakeholders
	Learners
	a. Criteria
	b. School Memorandum
	c. Quarterly Lerarners' Recognition
	d. List of Awardess
	e. Sample Certificates
	f. Pictorials
	g. ACR on the Awarding Activity
	Teachers
	a. Criteria
	b. School Memorandum
	c. Quarterly Lerarners' Recognition
	d. List of Awardess
	e. Sample Certificates
	f. Pictorials
	g. ACR on the Awarding Activity
	Parents
	a. Criteria
	b. School Memorandum
	c. Quarterly Lerarners' Recognition
	d. List of Awardess
	e. Sample Certificates
	f. Pictorials
	g. ACR on the Awarding Activity
	- Esternal Stakeholders
	a. ACR on Stakeholders' Convergence
	b. List of Awardees
	c. Sample Certificate
	d. Pictorials
	e. Rubric/Criteria
	- Awards received by the Students/Pupils and the School across governance levels (Division/Region/National/International)
	a. List of Awards
	b. Sample Certificates
	c. Pictorials

	5. School Performance and Accomplishments
	- School Report Card (SRC)
	- State of the School Address (SOSA)
D. MANAGEMENT AND RESOURCES - ***Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.*** **(15%)**	
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	**Documentation on the process of developing/ enhancing/ implementing of the following:**
	1. Approved Work and Financial Plan
	- School Memorandum
	- Minutes of the Meeting
2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.	- Attendance
	- Pictures
	2. Approved School Operating Budget (SOB)
	- School Memorandum
	- Minutes of the Meeting
	- Attendance
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	- Pictures
	3. Social Mobilization and Networking System
	- Brigada Eskwela Report (Acknowledgement Receipt, Delivery Receipt, Pledges, Deed of Donations, MOA/MOU
	- Records of Donations with pictures
	- Inventory of projects given by stakeholders
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.	- Percentage of financial contribution from stakeholders and other partners
	- Financial Report of School PPAs
	- State of Barangay Address
	- Barangay Development Plan
	- Barangay IRA
5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	- Report on the Barangay Assistance to schools
	- Innovations for the collective and judicious utilization and transparent, effective and efficient resources management system
	4. School Finance
	- Liquidation report
	- Income Generating Project
	- Canteen Report
	- No adverse COA Findings on MOOE liquidation
	5. School Plan and Resources
	- Annual Procurement Plan
	- Human Resource Development Plan
	- Financial Management Development Plan
	- Technology Resource Improvement Plan
	- School Physical Development Plan
	- Physical Facilities Improvement of School
	- IGP Sustainability Plan
	- Resource Allocation and Mobilization Plan
	- School size Titling

	6. School Inventory Resources
	- Human Resources
	a. Pupil/Students Classroom Ratio
	b. Teacher-Learner Ratio
	- School Facilities
	a. Seat-learner ratio
	b. Functional Library
	c. Rooms
	d. Furniture
	e. Equipment
	- Technological Resources
	a. ICT package/e-classroom package
	b. Internet Access
	- Electricity connection
	- WinS Assessment

4. The DOD Process shall be following the scoring guide in appreciating the MOVs presented:

Numerical Rating Scale	Description
0	No evidence
1	Evidence indicates **developing** structures and mechanisms are in place to demonstrate ACCESs
2	Evidence indicates **planned** practices and procedures are fully implemented and aligned to ACCESs
3	Evidence indicates practices and procedures satisfy **quality standards**

5. The score/points shall be taken from the rubric provided per DO No.83, s. 2012 as the school head assesses their SBM practice.

6. The points garnered shall be multiplied by its corresponding percentage weight.

H. Scoring Steps

1. Count the number of check marks in each criterion and record in the appropriate circle in the summary table (sub-total) for the area/standard rated;

2. Multiply the number of check marks in each column by the points assigned for each level (1-3). Then add the sub-total to get the total score.

3. Get the average rating for the principle by dividing the total score by the number of indicators of the principle;

4 Record the average ratings for the principle in the Summary Table for the computation of the General Average;

5 Multiply the rating for each principle by its percentage weight to get the weighted average rating;

6 To get the total rating for the four principles, get the sum of all weighted ratings. The value derived is the overall school rating. Every end of each principle, the school needs to compute the total rating to get the weighted mean following the percentage of each principle.

I. Sample Computation with Equivalent Points

Compute the scores by principle following the formula below: Total Score/Points x weighted percentage allotted to each principle

Principle 1: Leadership and Governance (30) *Total Score: 9* *No. of Indicators: 5* *Weighted Percentage 30%* *9/5 x .30 =.54 points earned for Leadership and Governance*	***Principle 3: Accountability and Continuous Improvement (25)*** *Total Score: 9* *No. of Indicators: 5* *Weighted Percentage 25%* *9/5 x .25 =.45 points earned for Accountability and Continuous Improvement*
Principle 2: Curriculum and Instruction (30) *Total Score: 12* *No. of Indicators: 7* *Weighted Percentage 30%* *12/7 x .30 =.51 points earned for Curriculum and Instruction*	***Principle 4: Management of Resources (15)*** *Total Score: 10* *No. of Indicators: 5* *Weighted Percentage 15%* *10/5 x .15 =.3 points earned for Management of Resources*

Below is the sample result of the final rating:

Areas	Weight	% weight	Numerical Rating	Descriptive Rating
A. SBM Assessment Score (DOD) and Intermediate Learning Outcomes	Leadership and Governance (30) Curriculum and Instruction (30) Accountability and Continuous Improvement (25) Management of Resources (15) **Total 100%**	.54 .51 .45 .30	1.80	Maturing
TOTAL	*100%*	*FINAL RATING*	*1.80*	*Maturing*

Numerical Rating Scale	Description
0.50 – 1.49	Developing
1.50 – 2.49	Maturing
2.50 – 3.0	Advanced

V. Monitoring and Evaluation

Field Technical Assistance Division (FTAD), in close collaboration with Quality Assurance Division (QAD) and with the coordination with the Regional SBM Validating Team shall conduct annual review of the effectiveness and efficiency of the implementation of the policy in achieving its objectives.

Periodic consultations from the field shall be done to ensure the compliance of the SDOs in the implementation guidelines and to further enhance the mechanisms and processes for effective and efficient validation of schools' level of practice and the provision of technical assistance in School-Based Management.

Feedback from the M & E shall be reported during the Division

Monitoring, Evaluation, and Adjustment (DMEA) and Regional Monitoring, Evaluation, and Adjustment (RMEA).

References:

DepEd Order 83, Series 2012
RA 9155
BESRA

APPENDICES

APPENDIX A

SBM SELF-ASSESSMENT TOOL TEMPLATE

Name of School:
_____

School Type:
_____

Location:
_____

Date Established:
_____

Last SBM Level/Rating:
_____

Name of School Head:
_____

The Committees (list down the names)

I. LEADERSHIP AND GOVERNANCE

Chairman: _____
Secretary: _____
Members: _____
_____
_____
_____
_____
_____
_____
_____

II. CURRICULUM AND INSTRUCTION

Chairman: _____
Secretary: _____
Members: _____
_____
_____
_____
_____
_____
_____
_____

III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Chairman: _____
Secretary: _____
Members: _____
_____
_____
_____
_____
_____
_____
_____
_____

IV. MANAGEMENT OF RESOURCES

Chairman: _____
Secretary: _____
Members: _____
_____
_____
_____
_____
_____
_____
_____
_____

Introduction (Brief background of the school)

_____
_____
_____
_____
_____
_____
_____

Address: Matalino St. D.M. Government Center, Maimpis, City of San Fernando (P)
Telephone Number: (045) 598-8580 to 89; **Email Address:** region3@deped.gov.ph

Certificate No. AJA17-0077

I. LEADERSHIP AND GOVERNANCE A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

LEADERSHIP AND GOVERNANCE (30)	**LEVEL OF PRACTICE**				**STANDARD MOVs**
1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community**.**	**LEVEL 0** Not Evident	**LEVEL I Indicator** The development plan guided by the school's vision, mission and goal (VMG) is developed through the leadership of the school and the **participation of 50% community stakeholders**.	**LEVEL 2 Indicator** The development plan is evolved through the shared leadership of the school and the participation of **51-80% community stakeholders**.	**LEVEL 3 Indicator** The development plan is enhanced with the **81-100 % community participation** in performing the leadership roles with the school providing technical support.	ESIP AIP OPCRF IPCRF SMEA EBEIS-Performance Indicators such as: Gross Enrolment Rate Net Enrolment Rate Cohort Survival Rate Transition Rate School Leaver Rate Repetition Rate Completion Rate ALS Completion Rate Percentage of ALS learners who completed either elementary
2. The development plan (e.g. SIP) is regularly reviewed by the school community to keep it up responsive and relevant to emerging needs, challenges and opportunities	**LEVEL 0** Not Evident	**LEVEL I Indicator The school** leads the regular quarterly review and improvement of the development plan	**LEVEL 2 Indicator The school and 75-80% community stakeholders** working as full partners, lead the quarterly review and improvement of the development plan	**LEVEL 3 Indicator The school and 81-100 % of the community stakeholders** lead the quarterly review and improvement process; the school stakeholders facilitate the process.	

3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	**LEVEL 0** Not Evident	**LEVEL I Indicator The school** defines the organizational structure, and the roles and responsibilities of stakeholders.	**LEVEL 2 Indicator The school and 51-80%** community collaboratively define the structure and the roles and responsibilities of stakeholders.	**LEVEL 3 Indicator** Guided by an agreed organizational structure, the school and **81-100 % of the community stakeholders** lead in defining the organizational structure and the roles and responsibilities; school provides technical and administrative support.	or secondary level in accordance with the requirements ALS A&E Passer Rate Percentage of ALS Learners who passed the ALS Accreditation and Equivalency Test Innovative Programs for the improvement of Access
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems	**LEVEL 0** Not Evident	**LEVEL I Indicator** A network has been collaboratively established and is continuously improved by the school community **yearly.**	**LEVEL 2 Indicator** The network actively provides stakeholders information for making decisions and solving learning and administrative problems **twice a year.**	**LEVEL 3 Indicator** The network allows easy exchange and access to information sources beyond the school community **every quarter**.	
5. A long term program is in operation that addresses the training and development needs of school	**LEVEL 0** Not Evident	**LEVEL I Indicator** Developing structures are in place and analysis of the competency	**LEVEL 2 Indicator** Leaders undertake training modes for **2 quarters** that are	**LEVEL 3 Indicator** Leaders assume responsibility for their own training and	

and community leaders.		and development needs of leaders is conducted; result is used to develop a long term training and development program **every year.**	convenient to them (on-line, off-line, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning process. .	development **every quarter**. School community leaders working individually or in groups, coach and mentor one another to achieve their VMG.	
Sub-Total					

Total ____
Weighted Mean ____
Weighted Percentage **30%**

<table>
<tr><td colspan="3">I. LEADERSHIP AND GOVERNANCE</td></tr>
<tr><td colspan="2">Findings:</td><td>Recommendations:</td></tr>
<tr><td>SCORE:</td><td colspan="2">Best Features:</td></tr>
</table>

= **Total Score** = **5**	**Reviewed By:** **Approved By:**

II. CURRICULUM AND INSTRUCTION The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved.

CURRICULUM AND INSTRUCTION (30)	LEVEL OF PRACTICE				STANDARD MOVs
1. The curriculum provides for the development needs of all types of learners in the school community	**LEVEL 0** Not Evident	**Level 1 Indicator** All types of learners of the school community are identified, their learning curves assessed; appropriate programs with its support materials for each type of learner is developed with 26-50 percent decrease of the non-numerates and non-literates	**Level 2 Indicator** Programs are 100% implemented and closely monitored to address performance discrepancies, benchmark best practices, coach low performers, mentor potential leaders, reward high achievement, and maintain environment that makes learning meaningful and enjoyable with 51-75 decrease of the non-numerates and non-literates	**Level 3 Indicator** The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes (see the table under the MOVs) and products of learning. Teachers' as well as students' performance is motivated by intrinsic rather than extrinsic rewards. The schools' differentiated programs are frequently benchmarked by other schools.	Proportion of Students performing at proficient level *(in the absence of NAT, the results of the reading test in Filipino & English and numeracy test shall be considered.) – with reference to the policy standards set by CLMD.)* *To determine the improvement of learning outcomes, the rating standard below shall be followed:*
					% of Decrease / ***Rating*** *100% or 0 non-ders/non-numerates* / *3* *75%* / *2* *50%* / *1* *and below* / *0*
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community	**LEVEL 0** Not Evident	**LEVEL 1 Indicator** Local beliefs, norms, values, traditions, folklores, current events, and existing technologies are documented and used to develop a lasting curriculum. Localization	**LEVEL 2 Indicator** The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and pleasurable, produces desired learning outcomes, and directly improves	**LEVEL 3 Indicator** Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools. There is marked increase in number of projects that uses the community as learning	

		guidelines are agreed to by school community and teachers are properly oriented. Developed localized curriculum in **4 learning areas**	community life. Ineffective approaches are replaced and innovative ones are developed. Developed localized curriculum in **6 learning areas.**	laboratory, and the school as an agent of change for improvement of the community. Developed localized curriculum in **all learning areas.**
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving	**LEVEL 0** Not Evident	**Level 1 Indicator** A representative team of school and community stakeholders assess content and methods used in teaching creative, critical thinking and problem solving. Assessment results are used as guide to develop materials. Developed learning materials in **4 learning areas in all grade levels.**	**Level 2 indicator** Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on school, family and community. Developed learning materials in **6 learning areas in all grade levels.**	**Level 3 Indicator** Materials and approaches are being used in school, in the family and in community to develop critical, creative thinking and problem solving community of learners and are producing desired results. Developed learning materials in **all learning areas in all grade levels.**
4.The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	**LEVEL 0** Not Evident	**Level 1 Indicator** A school- based monitoring and learning system is conducted regularly and cooperatively; and feedback is shared with stakeholders. The system uses a tool that monitors the holistic development of learners **once a year**	**Level 2 indicator** The school-based monitoring and learning systems generate feedback that is used for making decisions that enhance the total development of learners **for 2 quarters.** A committee take care of the continuous improvement of the tool.	**Level 3 Indicator** The monitoring system is accepted and regularly used for collective decision making **every quarter.** The monitoring tool has been improved to provide both quantitative and qualitative data.
5. Appropriate assessment tools for teaching and learning are continuously	**LEVEL 0** Not Evident	**Level 1 Indicator** The assessment tools are reviewed by the school and assessment results are shared	**Level 2 indicator** The assessment tools are reviewed by the school community and results are shared	**Level 3 Indicator** School assessment results are used to develop learning programs that are

reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.		with school's stakeholders **once a year.**	with community stakeholders for **2 quarters.**	suited to community, and customized to each learner's context, results of which are used for collaborative decision-making **every quarter**.	
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.	**LEVEL 0** Not Evident	**Level 1 Indicators.** Stakeholders are aware of child/ learner- centered, rights- based, and inclusive principles of education. Learning managers and facilitators conduct activities aimed to increase ***50% of stakeholders*** awareness and commitment to fundamental rights of children and the basic principle of educating them.	**Level 2 indicators.** ***75-80% of Stakeholders*** begin to practice child/ learner-centered principles of education in the design of support to education. Learning managers and facilitators apply the principles in designing learning materials.	**Level 3 Indicators** Learning environments methods and resources are community driven, inclusive and adherent to child's rights and protection requirements with ***81-100% of stakeholders*** adherence to child/learner-centered principles. Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.	
7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self- directed learners. Learners are equipped with essential knowledge, skills, and values to	**LEVEL 0** Not Evident	**Level 1 Indicators.** Practices, tools and materials for developing self-directed learners are ***100%*** observable in school, but not in the home or in the community. Learning programs are designed and developed to produce learners who are responsible and	**Level 2 indicators.** Practices, tools and materials for developing self-directed learners are observable in the school and ***51-80% i***n the community. The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners.	**Level 3 Indicators.** There is continuous exchange of information, sharing of expertise and materials among the schools, home and community for the development of self-directed learners with ***81-100%*** are observable in the school and ***81-100 %*** in the	

assume responsibility and accountability for their own learning.		accountable for their learning.		home and in the community. The program is mainstreamed but continuously improved to make relevant to emergent demands.	
Sub-Total					

Total ____
Weighted Mean ____
Weighted Percentage **30%**

II. CURRICULUM AND INSTRUCTION	
Findings:	**Recommendations:**
SCORE: **= Total Score** **7** **=**	**Best Features:**
	Reviewed By: **Approved By:**

III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT 25%	**LEVEL OF PRACTICE**				**Evidence**
1. Roles and responsibilities of accountable person/s and collective body/ ies are clearly defined and agreed upon by community stakeholders.	**LEVEL 0** Not Evident	**LEVEL 1 Indicator** There is an active party that initiates clarification of the roles and responsibilities in education delivery with ***50% of stakeholders participation.***	**LEVEL 2 Indicator** There is ***51-80% stakeholders*** engagement in clarifying and defining their specific roles and responsibilities.	**LEVEL 3 Indicator** Shared and participatory processes with ***81-100% stakeholders*** **engagement** in determining roles, responsibilities and accountabilities of stakeholders in managing and supporting education.	
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	**LEVEL 0** Not Evident	**Level 1 Indicators.** Performance accountability is practiced at the school level with ***50% gaps addressed.***	**Level 2 Indicators.** A community-level accountability system is evolving from school-led initiatives with ***51-80% gaps addressed.***	**Level 3 Indicators.** A community-accepted performance accountability, recognition and incentive system is being practiced with ***81-100% gaps addressed***.	

3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community	**LEVEL 0** Not Evident	**LEVEL 1 Indicators.** The school articulates the accountability assessment framework with basic components, including implementation guidelines to the ***50 % of stakeholders***.	**LEVEL 2 Indicators**. ***51-80% of Stakeholders*** are engaged in the development and operation of an appropriate accountability assessment system.	**LEVEL 3 Indicators.** ***81-100% of School community stakeholders*** continuously and collaboratively review and enhance accountability systems' processes, mechanisms and tools.	
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	**LEVEL 0** Not Evident	**LEVEL 1 Indicators.** The school, with the participation ***50% of stakeholders***, articulates an accountability assessment framework with basic components, including implementation guidelines.	**LEVEL 2 Indicators**. ***51-80%Stakeholders*** are engaged in the development and operation of an appropriate accountability assessment system.	**LEVEL 3 Indicators.** ***81-100%Stakeholders*** continuously and collaboratively review and enhance accountability systems; processes, mechanism and tools.	
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve a basis for feedback, technical assistance, recognition and plan adjustment.	**LEVEL 0** Not Evident	**Level 1 Indicators.** The school initiates periodic performance assessment with the participation of ***50% stakeholders***.	**Level 2 Indicators.** Collaboratively conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance with ***51-80% stakeholders participation***.	**Level 3 Indicators.** School-community-developed performance assessment is practiced and is the basis for improving monitoring and evaluation system, providing technical assistance, and recognizing and refining plans with ***81-100% stakeholders participation***.	

Sub-Total					

Total ____
Weighted Mean ____
Weighted Percentage **25%**

III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT (20)	
Findings:	**Recommendations:**
SCORE: **= Total Score / 5** **=**	**Best Features:**
	Reviewed By: **Approved By:**

IV. MANAGEMENT OF RESOURCES

Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

MANAGEMENT OF RESOURCES 15%	LEVEL OF PRACTICE				Evidence
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	**LEVEL 0** Not Evident	**LEVEL1 Indicator 50% of Stakeholders** are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.	**LEVEL 2 Indicator** Resource inventory is characterized by regularity, with **51-80% of participation** of stakeholders, and communicated to the community as the basis for resource allocation and mobilization.	**LEVEL 3 Indicator** Resource inventories are systematically developed and with **81-100% stakeholders** engagement in a collaborative process to make decisions on resource allocation and mobilization.	
2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.	**LEVEL 0** Not Evident	**LEVEL 1 Indicator 50% Stakeholders participation** in the development of an educational plan in resource programming and in the implementation of the educational plan.	**LEVEL 2 Indicator 51-80% Stakeholders are regularly engaged** in the planning and resource programming and in the implementation of the educational plan.	**LEVEL 3 Indicator 81-100% Stakeholders collaborate** to ensure timely and need-based planning and resource programming and support continuous implementation of the educational plan.	

3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	**LEVEL 0** Not Evident	**LEVEL 1 Indicator 50 % of Stakeholders** support judicious, appropriate, and effective use of resources.	**LEVEL 2 Indicator 51-80% of Stakeholders** are engaged and share expertise in the collaborative development of resource management system.	**LEVEL 3 Indicator 81-100% of Stakeholders** sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system.	
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.	**LEVEL 0** Not Evident	**LEVEL 1 Indicator 50% of Stakeholders** are invited to participate in the development and implementation of monitoring, evaluation and reporting processes on resource management.	**LEVEL 2 Indicator 51-80% of Stakeholders** collaboratively participate in the development and implementation of monitoring, evaluation and reporting resource management.	**LEVEL 3 Indicator** 81-**100% of Stakeholders** are engaged, held accountable and implement a collaboratively developed a system of monitoring, evaluation and reporting resource management.	

5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	**LEVEL 0** Not Evident	**LEVEL1 Indicator** An engagement procedure to identify and utilize partnerships with **50% stakeholders** for improving resource management is evident.	**LEVEL2 Indicator 51-80% Stakeholders** support a system of partnerships for improving resource management.	**LEVEL3 Indicator** An established system of partnership is managed and sustained by **81-100% stakeholders** for continuous improvement of resource management.	
Sub-Total					

Total ____
Weighted Mean ____
Weighted Percentage 15

IV. MANAGEMENT OF RESOURCES	
Findings:	**Recommendations:**
SCORE: = **Total Score** **5** =	**Best Features:**
	Reviewed By: **Approved By:**

APPENDIX B

CONSOLIDATED REPORTS ON THE VALIDATION OF THE SCHOOLS' SBM LEVEL OF PRACTICE

Name of School:_____
Previous Rating:_____
Date of Validation:_____ Current Rating:_____

Principle	Self-Study Rating	Actual Rating	Percentage	Final Self-Study Rating	Final Actual Rating
Leadership and Governance			x .30		
Curriculum and Learning			x .30		
Accountability and Continuous Improvement			x .25		
Management of Resources			x .15		
	Overall Rating 100				

Validated by:

_____

_____

_____

_____

Appendix C. RO/SDO VALIDATORS TOOL TEMPLATE

School:_____ **Previous Rating:**_____

Date of Validation:_____ **Current Rating:**_____

LEADERSHIP AND GOVERNANCE (30)

General Objective: A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

Principle	Self-Study Rating	Actual Rating
1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community.		
2. The development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunity.		
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.		
4. A leadership network facilitates communication between and among school and community leaders for informed decision- making and solving of school community wide- learning problems.		
5. A long term program is in operation that addresses the training and development needs of school and community leaders.		
TOTAL		

FINDINGS	RECOMMENDATIONS

COMMENDATIONS	

Validated by:

_____
Signature Over Printed Name

_____
Signature Over Printed Name

CURRICULUM AND INSTRUCTION (30)

General Objective: The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved.

Name of School:_____ **Previous Rating:**_____

Date of Validation:_____

Principle	Self-Study Rating	Actual Rating
1. The curriculum provides for the needs of all types of learners in the school community.		
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.		
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.		
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.		
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.		
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.		

7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self- directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.		
TOTAL		

Current Rating:_____

FINDINGS	**RECOMMENDATIONS**
COMMENDATIONS	

Validated by:

_____
Signature Over Printed Name

_____
Signature Over Printed Name

ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT (25)

General Objective: A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

Name of School:_____ **Previous Rating:**_____

Date of Validation:_____ **Current Rating:**_____

Principle	Self-Study Rating	Actual Rating
1. Roles and responsibilities of accountable person/s and collective body/ ies are clearly defined and agreed upon by community stakeholders.		
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.		
3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.		
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.		
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.		
TOTAL		

FINDINGS	RECOMMENDATIONS

COMMENDATIONS	

Validated by:

_____
Signature Over Printed Name

MANAGEMENT OF RESOURCES

General Objective: Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

Name of School:_____ **Previous Rating:**_____

Date of Validation:_____ **Current Rating:**_____

Principle	Self-Study Rating	Actual Rating
1. Regularly resource inventory is collaboratively undertaken by learning managers. Learning mangers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.		
2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.		
3. In place is a community developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.		
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.		
5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.		
TOTAL		

FINDINGS	RECOMMENDATIONS

COMMENDATIONS	

Validated by:

_____
Signature Over Printed Name