



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

APR 13 2026

DIVISION MEMORANDUM
No. 163 s. 2026

CONDUCT OF YEAR-END SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT AND CONSOLIDATED STATUS REPORTING PURSUANT TO DEPED ORDER NO. 007, S. 2024

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
All Public School Heads
All Others Concerned

1. This Office disseminates the herein attached Regional Memorandum titled Conduct of Year-End School-Based Management (SBM) Self-Assessment and Consolidated Status Reporting Pursuant to DepEd Order No. 007, s. 2024, for reference of all concerned.
2. Please access the following links for SBM Self-Assessment and Consolidation Report:
 - a. SBM Self-Assessment Form
<https://tinyurl.com/SBMYESelfAssessment>
 - b. SBM Consolidation Report
<https://tinyurl.com/CONSOLIDATIONSBM2026>
3. Below is the timeline of activities:

Activity	Date	Responsible Office
Dissemination of Division Memorandum	April 13, 2026	SGOD SMME
Conduct of SBM Self-Assessment	April 13-16, 2026	Schools (School Head)
Submission of School Reports to SDO thru the link provided	April 16, 2026	Schools
Consolidation and analysis of SDO Reports	April 17, 2026	SGOD SMME



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Submission of SDO Reports to the Regional Office	April 20, 2026	SGOD SMME
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4. Immediate and wide dissemination of this Memorandum is desired.

CAROLINA S. VIOLETA, EdD, CESO V
Schools Division Superintendent

JERRY DIMLA CRUZ, DEM, CESO VI
Assistant Schools Division Superintendent

References: As stated

To be indicated in the Perpetual Index
Under the following subjects:

SBM
Self-Assessment
Technical Assistance

SO3/hgd
April 13, 2026

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REGIONAL MEMORANDUM

No. "L, s. 2026

CONDUCT OF YEAR-END SCHOOL-BASED MANAGEMENT (SBM)
SELFASSESSMENT AND CONSOLIDATED STATUS REPORTING
PURSUANT TO DEPED ORDER NO. 007, S. 2024

To Schools Division Superintendents
Assistant Schools Division Superintendents
CID/SGOD Chiefs
Division SBM Coordinators
Public Elementary and Secondary School Heads

1. In line with the Department of Education's commitment to decentralization, shared governance, and continuous school improvement, all public elementary and secondary schools are directed to conduct the Year-End School-Based Management (SBM) Self-Assessment using the prescribed SBM Self-Assessment Checklist under DepEd Order No. 007, s. 2024. Private schools implementing SBM are likewise encouraged to participate.

2. This mechanism ensures that schools nurture a culture of self-reflection, selfmanagement, and self-improvement, thereby strengthening governance, accountability, and transparency in the delivery of quality basic education. Hence, the Year-End SBM Self-Assessment and Consolidated Reporting aims to:

- 2.1 Determine the extent of SBM practices across schools in all SDOs.
- 2.2 Identify strengths and gaps across areas that require improvement or technical assistance.



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- 2.3 Provide evidence-based inputs for planning and technical assistance.
- 2.4 Support continuous improvement Encourage schools to integrate results into their SIPS and AIPs.
- 2.5 Generate consolidated data to inform regional and national policy refinement, resource allocation, and strategic planning.
- 2.6 Ensure SBM implementation is documented, monitored, and reported transparently for accountability.

3. The roles and responsibilities in the Year-End SBM Self-Assessment process are clearly distributed across three levels of governance. This tiered accountability structure ensures that continuous improvement is embedded at every level of governance.

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- 3.1 At the school level, each institution must prepare and submit their reports to the SDO highlighting their current SBM level, strengths, areas for improvement, priority interventions, and technical assistance needs.
 - 3.2 Schools Division Offices (SDOs) play a crucial intermediary role by consolidating and validating the reports submitted by schools. They are responsible for identifying division-wide trends, gaps, and best practices, which provide a broader perspective on SBM implementation across multiple schools. SDOs are also expected to provide technical assistance to schools and integrate findings into their monitoring and evaluation systems, ensuring that identified gaps are addressed through targeted interventions.
 - 3.3 At the regional level, the Regional Office through the FTAD assumes oversight and strategic responsibility by conducting a review of the consolidated division reports, conducts regional monitoring and evaluation, and provides technical assistance to both SDOs and schools, if necessary.

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4. Please refer to Attachment A for the SBM Self-Assessment and Consolidated Reporting Template that presents the number of schools per degree of manifestation—whether practices are always, frequently, rarely, or not yet manifested. This quantitative data is complemented by qualitative insights, such as summaries of strengths and areas for improvement, ensuring that the report captures both measurable prog-ess and contextual realities.

5. Please be guided by the Timeline of Activities as stipulated in Attachment B to guarantee a smooth and coordinated implementation process.

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6. Immediate dissemination and compliance with this Memor directed.

TOLENTINO G. AQUINO
Regional Director

Encl.: As stated

References: None

To be indicated in the Perpetual Index under
the following subjects:
TECHNICAL ASSISTANCE WELFARE
PUBLIC CONCERNS RELATIONS

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April 6, 2026

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Attachment A. SBM Self-Assessment and Consolidated Reporting Template
Part A. School Profile

School Name	
School ID	
District	



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Division	
School Head	
SBM Coordinator	
Date of Assessment	

Part B. Degree of Manifestation (Checklist Results)

SBM Dimension	Always Manifested	Frequently Manifested	Rarely Manifested	Not Yet Manifested	Evidence/Remarks
Curriculum and Teaching					
Learning Environment					
Leadership					
Governance and Accountability					
Human Resources and Team Development					
Finance and Resource Management and Mobilization					

Part C. Strengths and Best Practices on the Six Dimensions of SBM

Dimension	Strengths/Best Practices Identified	Supporting Evidence
Curriculum and Teaching		
Learning Environment		
Leadership		

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Governance and Accountability		
Human Resources and Team Development		
Finance and Resource Management and Mobilization		

Part D. Areas for Improvement

Dimension	Gaps/ Challenges Identified	Proposed Interventions
Curriculum & Teaching		
Learning Environment		
Leadership		
Governance and Accountability		
Human Resource and Team Development		
Finance and Resource Management and Mobilization		

Part E. Technical Assistance

Level	Type of Assistance Needed/Provided	Responsible Office/Unit	Timeline
School			
Division			

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Part F. Recommendations

Dimension/Area	Recommendations for Regional Support and Policy Enhancement
Curriculum and Teaching	
Learning Environment	
Leadership	
Governance and Accountability	

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Human Resources and Team Development	
Finance and Resource Management and Mobilization	

Activi	Res onsilble Office	Schedule
Dissemination of Regional Memorandum	Regional Office	April 6, 2026
Conduct of School SBM Self-Assessment	Schools	April 7-17, 2026
Submission of School Re orts to SDO	Schools	April 20, 2026

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Division Consolidation and Analysis	SDOs	April 21-24, 2026
Submission of Division Reports to Regional Office	SDOs	April 27, 2026
Regional Review and Policy Recommendation	Regional Office	April 28-30, 2026

Part G. Training Needs Assessment (TNA) Summary

Domain	Capacity Level 1-5	Training Needs Identified	Suggested Mode of Delivery
Curriculum and Teaching			
Learning Environment			
Leadership			
Governance and Accountability			
Human Resources and Team Development			
Finance and Resource Management and Mobilization			

Attachment B. Timeline of Activities



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Center for Quality Improvement and Accreditation



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Regional Analysis and Ca aci -Buildin Plan	Regional Office	April 28-May 8, 2026
Presentation of Findings and Trainin Desi	Regional Office	May 15, 2026

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