



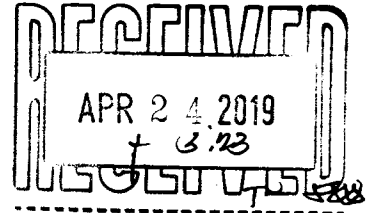
April 11, 2019

**REGIONAL ORDER**  
 No. 02, s. 2019

46742

**POLICY GUIDELINES ON THE UTILIZATION OF SCHOOL-BASED  
 MANAGEMENT (SBM) ASSESSMENT TOOL WITH CONTEXTUALIZED  
 MEANS OF VERIFICATIONS (MOVs)**

To: Schools Division Superintendents  
 SBM Coordinators  
 School Heads, Public Elementary &  
 Secondary Schools



1. The Department of Education-Regional Office 1 issues the enclosed Policies and Guidelines on the Utilization of School-Based Management Assessment Tool with contextualized Means of Verifications to all public elementary and secondary schools within the region.
2. This Policy and its implementing guidelines shall be effective immediately upon issuance and shall remain in force and in effect until revoked.
3. All Regional Orders/Memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. Immediate dissemination and strict compliance with these guidelines is directed.

**MALCOLM S. GARMA**  
 Regional Director

Inc.: As stated  
 FTAD/sqc

RELEASED

APR 12 2019

BY:



DocuMan S FTAD190002



**IMPLEMENTING GUIDELINES ON THE UTILIZATION OF SCHOOL-BASED  
MANAGEMENT (SBM) ASSESSMENT TOOL WITH CONTEXTUALIZED  
MEANS OF VERIFICATIONS (MOVs)**

**I. GENERAL PROVISIONS**

**Section 1. Statement of Policy**

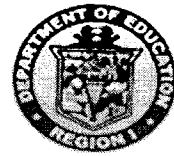
Article II, Section 17 of the 1987 Constitution of the Republic of the Philippine states that "The state shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development." Article XIV, Section 1 also states that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all."

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 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. To be able to deliver to the Filipino people the quality education they need, Republic Act 9155 or the Governance of Basic Education Act of 2001 was signed and enacted into law. Section 2 of RA 9155 states that the policy and principle for the governance of basic education shall be translated into programs, projects and services developed, adapted and offered to fit local needs.

Pursuant to the above mandate, 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 basic education service delivery.

With the implementation of the Rationalization Plan that took place last 2015, in compliance to DepEd Order No. 52 s. 2015, the Field Technical Assistance Division (FTAD) was created to facilitate the delivery of quality basic education and create an enabling environment for schools and learning centers. Moreover, Field Technical Assistance Division (FTAD) is also mandated to lead, coordinate and integrate the provision of technical assistance to Schools Division Offices. For that, Field Technical Assistance Division (FTAD) was assigned to lead the monitoring and assessment of the School-Based Management level of practice to all Schools Division Offices with the support and assistance of the reorganized Regional Field Technical Assistance Teams (RFTATs).

Hence, this Regional Policy and its implementing guidelines shall be effective immediately upon issuance. The Schools Division Offices and School administrators shall adhere to this Regional Policy to harmonize and unify the SBM assessment in both public elementary and secondary schools. In fact,



both transcending framework and happy schools advocacy of the Region aim to level up the SBM level of practice of all schools.

To fully achieve the purpose, a School-Based Management (SBM) assessment tool was crafted with contextualized Means of Verifications (MOVs). This tool is in consonance to DepED Order No. 83 s. 2012. The School-Based Management Assessment Tool is guided by the four principles of ACCESs (A Child (Learner) – and Community-Centered Education Systems). These are:

1. Principle of Collective leadership and Governance
2. Principle of Community-Based learning
3. Principle of Accountability for Performance and results
4. Principle of convergence to Harness Resources for education

ACCESs is both a product and process. As a product, it is the ultimate outcome of the communities/barangays working together to protect the right of every child for quality education and better life. As a process, it is an approach to effectively decentralize and bring to reality the mainstreaming of education as a tool for human development and total community transformation.

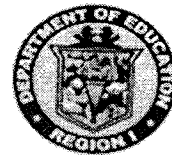
In any case, the SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. A team of practitioners and experts from the district, division, region and central office validates the self-study/assessment before a level of SBM is established. The purpose of self-assessment is to determine the school's level of SBM practice. An SBM assessment tool is used to gather data, which are analyzed for evidence using the DOD (Documentary Analysis, Observation, Discussion) process. DOD is an acronym of Document Analysis, Observation, and Discussion-three essential steps in evaluating the validity of an evidence of an SBM practice. Below are the steps:

1. Conduct Document Analysis (using artifacts)
2. Conduct observations to obtain process evidence (individual or group interviews)
3. Discuss the synthesized documentary and process evidence. (consensual decision)

To further check the level of implementation of SBM in the region, the Department of Education Regional Office I, through the Field Technical Assistance Division (FTAD), contextualized the Means of Verifications/artifacts in each criterion of the SBM Assessment tool.

In fact, the contextualized Means of Verifications (MOVs)/artifacts of the tool was based on the collective efforts of both the region and divisions. A Focal Group Discussion (FGD) was conducted between and among the FTAD, QAD representative, SBM Coordinators, SGOD Chiefs, and selected school administrators to gather inputs, insights and appropriate Means of Verifications (MOVs)/artifacts of the schools.

Furthermore, FTAD endorsed the assessment tool to all the Regional Division Chiefs to further check and integrate other inputs/MOVs/artifacts. Finally, the contextualized Means of Verifications (MOVs)/artifacts of the SBM assessment tool was submitted to Quality Assurance Division (QAD) to quality assure and integrate the inclusion of the Document Analysis, Observation, Discussion



(DOD) process to the tool prior the approval of Assistant Regional Director and Regional Director.

Related researches are in support to the SBM Assessment Tool like that of Datu<sup>1</sup> (2016) who states that SBM generate public confidence. She also states that the wide knowledge and skills of administrators, perseverance of teachers and pupils, cooperation of parents and community coupled with strong networking and linkages are ingredients to a successful SBM program. This also affirms the study of Bucud<sup>2</sup> (2016), which states that community participation plays a vital role in the implementation of SBM.

The SBM Assessment Tool aims to determine the SBM level of the schools of the fourteen (14) schools division offices which shall be used by the following:

- a. School Heads- for self-assessment on the SBM level of practice.
- b. SDO SBM Monitoring Teams - for monitoring the schools on the implementation of SBM.
- c. Regional Field Technical Assistance Teams (RFTATs)- for validating the SBM level of practice of the schools.

With the reorganization of the SBM Task Forces, the Regional Office and Schools Division Offices are hereby directed to reorganize the SBM Task Forces. The teams shall now be called the Regional SBM Coordinating Teams/Regional Field Technical Assistance Teams (RFTATs) and Division SBM Coordinating Team/Division Field Technical Assistance Teams (DFTAT).

## Section 2. References

- 1987 Philippine Constitution
- Republic Act 9155 of 2001
- DepEd Order No. 83 s. 2012

## Section 3. Definition of Terms

### ACRONYM

**SBM** – School-Based Management

**ACCESSs** -(A Child (Learner) –and Community-Centered Education Systems)

**BHROD**- Bureau of Human Resource and Organizational Development

**SED**- School Effectiveness Division

**RFTATs** – Regional Field Technical Assistance Teams

**DFTATs** – Division Field Technical Assistance Teams

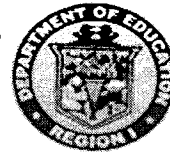
**MOVs** – Means of Verifications

**CIGPs** – Concerns, Issues, Gaps and Proposed solutions.

**MOA**- Memorandum of Agreement.

<sup>1</sup>Datu, M.D. (2016). Implementation of School-Based Management Program in Magsingal District.

<sup>2</sup>BERF 2016, Bucud R. (2016). Community Participation in School-Based Management ; The Effect of Decentralization on community Participation in School Management in the Philippines, RMIT University.



**MOU**- Memorandum of Understanding.

**MOOE**- Maintenance and Other Operating Expenses.

**BAC** – Bids and Awards Committee

**WinS** –Water, Sanitation, and Hygiene in Schools.

**DOD** - Document Analysis, Observation, Discussion.

- is an exciting growth experience. Analysis of documents, artifacts, and processes unfold the progress made, objectives achieved, new techniques developed, best practices mainstreamed, prices won-despite limited resources and physical, social and political constraints.

**Advanced (Accredited Level)** – School-Based Management level of practice – level 3.

- 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.

**Assessment** – refers to the wide variety of methods or tools that educators use To evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

**Artifacts** – are things used by the school community to achieve educational goals, e.g. Daily Lesson Log (DLL), ESIP.

**Contextualize** – refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful and useful to the learners.

**Developing** - School-Based Management level of practice – level 1.

- Developing structures and mechanisms with acceptable level and extent of community participation and impact on the learning outcomes.

**Genderized Comfort room** -is a public toilet that all people, regardless of gender identity or expression, can use.

**Indigenize** – to adapt (beliefs, customs, etc.) to local ways.

**Indigenous Education**- specifically focuses on teaching indigenous knowledge, models, methods, and content within formal or non-formal educational systems.

**Maturing** - School-Based Management level of practice – level 2.

- Introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes.

**Stakeholder** – refers to anyone who is 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.



## II. GUIDELINES

### Section 4. Rules and Regulations

#### A. Guides and Instructions

**The School Heads/DFTATs/RFTATs shall strictly adhere to the prescribed guides and scoring instructions in the SBM Assessment Tool for the SBM Level of Practice.**

1. The four (4) principles were assigned percentage weights on the basis of their relative importance to the aim of school (improved learning outcomes and school operations);

- |   |       |
|---|-------|
| ▪ Leadership and Governance                 | - 30% |
| ▪ Curriculum and Learning                   | - 30% |
| ▪ Accountability and Continuous Improvement | - 25% |
| ▪ Management of Resources                   | - 15% |

2. Each principle has several indicators. Based on the results of the D-O-D (Document Analysis, Observation, Discussion), summarize the evidences, and arrive at a consensus on the rating that will be given to each indicator;

3. Rate the items by ticking the appropriate circles. These are the points earned by the school for the specific criteria. The rating scale is:

0-No Means of Verifications (MOVs)

SBM Level 1-MOVs indicate early or preliminary stages of implementation.

SBM Level 2-MOVs indicate planned practices and procedures are fully Implemented.

SBM Level 3- MOVs indicate practices and procedure satisfy quality Standards.

4. 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;

5. Multiply the number of check marks in each column by the points (1-3);

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

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

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

Sample Computation:

Compute the scores by principle following the formula below:

Total Score/Points x weighted percentage allotted to each principle

No. of Indicators



Principle 1: Leadership and Governance

Total Score:	9	$9/5 \times .30 = .54$ points earned for
No. of Indicators:	5	Leadership and Governance
Weighted Percentage	30%	

9. To get the total rating for the four principles, get the sum of all weighted ratings. The value derived is the school rating based on DOD;
10. The level of practice will be computed based on the criteria below:
  - 60% based on improvement of learning outcomes (in the absence NAT disregard the 60%)
  - 40% according to the validated practices using the MOVs & DOD
11. The final scoring criteria as described in item 10 will be used after the operational try out.
12. All schools shall conduct self-assessment to be strictly checked and monitored by the DFTATs/Division Coordinating Team.
13. The DFTATs/Division Coordinating Team shall strictly monitor the self-assessment of all public elementary and secondary schools ready for the RFTATs' and Central Office validation.
13. The RFTATs/Regional SBM Coordinating Team shall strictly check and validate the assessment of the DFTATs. In the absence of the SBM PASBE, all schools assessed as LEVEL III after the thorough validation will receive Certificate of Recognition from the Regional Office led by the Field Technical Assistance Division.
14. The Central Office –BHRD-School Effectiveness Division (SED) may monitor and assess the SBM level of practice of any schools in the region, which is in consistent with the mandate of School Effectiveness Division for Central Office policy enhancement or creation of new policy along SBM.

### **B. Description of SBM Levels of Practice**

**LEVEL I: DEVELOPING** -Developing structures and mechanisms with acceptable level and extent of community participation and impact on the learning outcomes.

**LEVEL II: MATURING** - Introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes.

**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.



### III. Miscellaneous Provisions

#### **Section 5. Separability Clause**

Any part or provision of this Regional Memorandum which may be held invalid or unconstitutional shall not affect the validity and effectivity of other provisions.

#### **Section 6. Repealing Clause**

All prior Regional Orders/Memoranda or other issuances, or provisions thereof, which are inconsistent, are hereby repealed, revised, or modified accordingly.

#### **Section 7. Effectivity**

This Regional Memorandum shall take effect immediately upon issuance.





Field Technical Assistance Division  
**SCHOOL-BASED MANAGEMENT ASSESSMENT TOOL**  
 (DepED Order NO. 83 s. 2012)  
 With CONTEXTUALIZED MEANS OF VERIFICATIONS (MOV<sub>s</sub>)

**Objective:**

This tool aims to determine the SBM level of practice of the schools of the fourteen (14) schools division offices which shall be used by the following:

- a. School Heads - for self-assessment on the SBM level of practice.
- b. SDO SBM Monitoring Team - for monitoring the schools on the implementation of SBM.
- c. Regional Field Technical Assistance Team - for validating the SBM level of practice of the schools.

**I. GENERAL INFORMATION**

Division	
Name of School	
School Address	
School ID	
Name of Principal	
CP No.	
SBM Coordinator	
CP. No	

**II. SCHOOL PROFILE**

**A. Number of Enrolment**

G R A D E L E V E L	ELEMENTARY			JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL				
		Male	Female	Total		Male	Female	Total		Male	Female	Total
Kinder					VII				XI			
I					VIII				XII			
II					IX							
III					X							
IV												
V												
VI												
<b>TOTAL</b>												

**B. Number of Teachers**

	Male	Female	Total
Elementary			
Junior High Sch.			
Senior High School			



**Republic of the Philippines**  
**DEPARTMENT OF EDUCATION**  
**Region 1**  
**City of San Fernando, La Union 2500**



**C. Performance Indicators**

A C C E S S	INDICATORS	SY 2016 - 2017				SY 2017 - 2018				% of Increase			
		Kinder	Elem	JHS	SHS	Kinder	Elem	JHS	SHS	Kinder	Elem	JHS	SHS
	Gross Enrolment Ratio												
	Net Enrolment Ratio												

E F F I C I E N C Y	INDICATORS	SY 2016 - 2017			SY 2017 - 2018			% of Increase		
		Elem	JHS	SHS	Elem	JHS	SHS	Elem	JHS	SHS
	Cohort Survival Rate									
	Completion Rate									
	School Leaver Rate									
	Dropout Rate									
	Transition Rate									

Q U A L I T Y	NAT MPS	NAT Grade 6			NAT Grade 10		
		SY 2016-2017	SY 2017-2018	% of Increase	SY 2016-2017	SY 2017-2018	% of Increase
	Problem Solving Skills (PS)						
	Information Literacy Skills (IL)						
	Critical Thinking Skills (CT)						



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**Instruction:** Tick (✓) the circle based on the means of verifications (MOVs)/ artifacts presented by the respondent. Take note of the responses by applying DOD (Document Analysis , Observation & Discussion) for the MOVs not indicated below for others.

A. LEADERSHIP AND GOVERNANCE		1. <i>In place is a development plan (e.g. SIP developed collaboratively by the stakeholders of the school and the community).</i>	
Indicators	Evidences/MOVs/Artifacts	Score	
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 some invited community stakeholders	<b>SBM Level 1</b> <input type="checkbox"/> Enhanced SIP with stakeholders <input type="checkbox"/> Annual Implementation Plan (AIP)		
The development plan is evolved through the shared leadership of the school and the community stakeholders	<b>SBM Level 2</b> <input type="checkbox"/> Approved copy of ESIP/AIP <input type="checkbox"/> Signed resolutions of school and stakeholders highlighting the review of ESIP/AIP with photos showing school personnel leading the development of plans		
The development plan is enhanced with the community performing the leadership roles, and the school providing technical support	<b>SBM Level 3</b> <input type="checkbox"/> Attachments of ESIP manifesting the community stakeholders leading the approval of the resolutions and development of plans with the assistance and support from the school. <input type="checkbox"/> Others _____		
		2. <i>The development plan (e.g. SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.</i>	
Indicators	Evidences/MOVs/Artifacts	Score	
The school leads the regular review and improvement of the developed plan	<b>SBM Level 1</b> <input type="checkbox"/> Copy of ESIP/AIP reviewed by school with Narrative Report and attachments		
The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan	<b>SBM Level 2</b> <input type="checkbox"/> Report on reviewed ESIP/AIP by school and stakeholders with proper documentations		
The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process	<b>SBM Level 3</b> <input type="checkbox"/> Copy of Scheduled ESIP/AIP review led by stakeholders with proper documentations <input type="checkbox"/> Others _____		
		3. <i>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.</i>	
Indicators	Evidences/MOVs/Artifacts	Score	
The school defines the organizational structure, and the roles and responsibilities of stakeholders	<b>SBM Level 1</b> <input type="checkbox"/> Organizational structure like SGC,PTA, SPT, SSG, SPG, Child Protection Committee, Grievance committee, BAC, Canteen Organization		

Indicators	Evidences/MOVs/Artifacts	Score
<i>The school and community collaboratively define the structure and the roles and responsibilities</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li>○ Copy of roles and responsibilities of each stakeholder</li> <li>○ Minutes of the meeting on the identification of roles and responsibilities of each stakeholder</li> </ul>	
<i>Guided by an agreed organizational structure, the community stakeholders lead in defining the organizational structure and the roles and responsibilities; school provides technical and administrative support</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li>○ Approved organizational structure of stakeholders with defined roles and responsibilities.</li> <li>○ Copy of School manual or handbook of operation</li> <li>○ Others _____</li> </ul>	
	<p><b>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.</b></p>	
Indicators	Evidences/MOVs/Artifacts	Score
<i>A network has been collaboratively established and is continuously improved by the school community.</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li>○ School Report Card</li> <li>○ School Accomplishment Reports / Year End Report</li> <li>○ Transparency and Accountability Board</li> <li>○ Minutes of the meetings (dissemination &amp; reporting with photos)</li> <li>○ Printed copy of EBEIS/LIS</li> <li>○ Compilation Student &amp; Family Contact Details</li> </ul>	
<i>The network actively provides stakeholders information for making decisions and solving learning and administrative problems.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li>○ Line of communication is open and manifested through texts/calls, fb postings, group chats and other similar networks</li> <li>○ Presence, photos of tarpaulin postings and</li> <li>○ Files of issuances of memo/ memoranda, notice of meetings, Resolution/letters</li> <li>○ Regular meetings with photos</li> </ul>	
<i>The network allows easy exchange and access to information sources beyond the school community.</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li>○ Published/ List of Distributed school paper</li> <li>○ List of Continual Improvements Projects</li> <li>○ Document on Creation of school and community recognized networks like social media networks with documentation and easy access to the school community</li> <li>○ Others _____</li> </ul>	
	<p><b>5. A long term program is in operation that addresses the training and development needs of school and community leaders.</b></p>	
Indicators	Evidences/MOVs/Artifacts	Score
<i>Developing structures are in place and analysis of the competency and development needs of leaders is conducted; result is used to develop a long-term training and development program</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li>○ Copy of Staff Development Plan</li> <li>○ Copy of OPCRF/IPCRF</li> <li>○ SLAC Session Plan</li> <li>○ Copy of Program Implementation of INSET, Training Matrix and photos</li> </ul>	
<i>Leaders undertake training modes that are 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 progress</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li>○ List of Child Protection Committee</li> <li>○ Report on Accomplishment of SPG</li> <li>○ Report of Students' Rules of Discipline/Constitution &amp; By-Laws</li> </ul>	

<p>Leaders assume responsibility for their own training and development. School community leaders working individually or in groups, coach and mentor one another to achieve their VMG</p>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress Report on Learning and Development Program</li> <li><input type="checkbox"/> Report on training and mentoring leaders</li> <li><input type="checkbox"/> Copies of long-term training and development plans</li> <li><input type="checkbox"/> Others _____</li> </ul>		
<p><b>Sub Total:</b></p>	<p style="text-align: center;">Level 1</p>	<p style="text-align: center;">Level 2</p>	<p style="text-align: center;">Level 3</p>
<p style="text-align: center;"><b>Percentage Weight of Leadership and Governance (30%):</b></p>			
<p><b>B. CURRICULUM AND INSTRUCTION</b></p>	<p><b>1. The curriculum provides for the development needs of all types of learners in the community.</b></p>		
<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Evidences/MOVs/Artifacts</b></p>	<p style="text-align: center;"><b>Score</b></p>	
<p>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</p>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report on Child Mapping</li> <li><input type="checkbox"/> Students Portfolio</li> <li><input type="checkbox"/> Inventory Report on Physical Facilities</li> <li><input type="checkbox"/> Printed Copy of Oral Reading PHIL-IRI results</li> <li><input type="checkbox"/> Copy of Remedial Reading Support Program</li> <li><input type="checkbox"/> Copy of School Readiness Year-end Assessment Result (SREYA)</li> <li><input type="checkbox"/> Portfolio Assessment in all learning area</li> </ul>		
<p>Programs are fully 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</p>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compilation of Tests Papers and Table of Specification (TOS)</li> <li><input type="checkbox"/> Accomplishment Report on Curriculum Programs/Projects</li> <li><input type="checkbox"/> Monitoring Report on Instructional Progress</li> <li><input type="checkbox"/> Documentation of best practices and implemented projects, activities and programs (PAPs)</li> <li><input type="checkbox"/> Copy of Staff Development Plan</li> </ul>		
<p>The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teacher's as well as student's performance is motivated by intrinsic and extrinsic rewards. The school's differentiated program is frequently benchmarked by other schools</p>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report on Awards and Recognitions</li> <li><input type="checkbox"/> Copy of incentives and awards mechanism</li> <li><input type="checkbox"/> List of Teacher and Student Awardees in different discipline</li> <li><u>Intrinsic reward is evident through:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of Awardees on highly motivated teachers and students</li> <li><input type="checkbox"/> List of Awardees on internal stakeholders awards</li> </ul> </li> <li><u>extrinsic reward is evident through:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of Awards, recognition, promotion and incentives for teachers</li> <li><input type="checkbox"/> Lists of Awards and distinction and even cash incentives to students</li> </ul> </li> <li><input type="checkbox"/> Others _____</li> </ul>		
	<p><b>2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.</b></p>		
<p style="text-align: center;"><b>Indicators</b></p>	<p style="text-align: center;"><b>Evidences/MOVs/Artifacts</b></p>	<p style="text-align: center;"><b>Score</b></p>	
<p>Local beliefs, norms, values, traditions, folklores, current events and existing technologies are documented and used to develop a lasting curriculum. Localization guidelines are agreed to by school community and teachers are properly oriented.</p>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compilation of Localized Curriculum</li> <li><input type="checkbox"/> Collection of Localized teaching devices and materials</li> <li><input type="checkbox"/> Compilation of history of municipalities and barangays</li> <li><input type="checkbox"/> Documented stories of local heroes and successful people in the community</li> </ul>		
<p>The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and</p>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers daily lesson log integrating the contextualized and localized curriculum</li> <li><input type="checkbox"/> Submitted output of students in any subject manifests the principle of contextualization and localization</li> </ul>		

<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>pleasurable; produces desired learning outcomes and directly improves community life. Ineffective approaches are replaced and innovative ones are developed.</i>	<input type="checkbox"/> Documented community activities on local beliefs and traditions	
<i>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 laboratory, and the school as an agent of change for improvement of the community.</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Filed copy of benchmarking activity with letters requesting permit for benchmarking by other schools <input type="checkbox"/> Logbook of visitors signatures/attendance <input type="checkbox"/> Documentation of benchmarking activity <input type="checkbox"/> Others _____	
	<b>3. A representative group of school and community stakeholders develop methods and materials for developing creative thinking problem solving.</b>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>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.</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Copy of organized Monitoring and Evaluation Team <input type="checkbox"/> Indigenized lesson exemplars for IPED <input type="checkbox"/> Portfolio of performance output of learners <input type="checkbox"/> Reports on classroom teaching and learning evaluation	
<i>Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on school, family and community.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Number of Contextualized curriculum <input type="checkbox"/> Number of Developed Modules/SIM of teachers in the different learning areas <input type="checkbox"/> Copy of Inventory of instructional materials	
<i>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.</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Reports on Classroom Observation <input type="checkbox"/> Reports on performance and competencies of learners <input type="checkbox"/> Collection of Action Plan or Research implemented with results <input type="checkbox"/> Others _____	
	<b>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.</b>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>A school-based monitoring and learning system is conducted regularly and cooperatively; and feedback is shared with stakeholders.</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Compilation of Monthly Supervisory Report <input type="checkbox"/> Collection of Post-Observation Tools <input type="checkbox"/> Duly acknowledged monitoring report by the stakeholders or letter of transmittal <input type="checkbox"/> Stakeholders conference <input type="checkbox"/> Filed copy of teacher-made holistic rubric of performance assessment of learners Stakeholders conference	
<i>The system uses a tool that monitors the holistic development of learners.</i>		
<i>The school-based monitoring and learning systems generate feedback that is used for making decisions that enhance the total development of the learners.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Copy of School Learning Action Cell (SLAC) Plan <input type="checkbox"/> Compiled SLAC Session Guides <input type="checkbox"/> Approved Assessment Tool on total development of learners	

Indicators	Evidences/MOVs/Artifacts	Score
A committee takes care of the continuous improvement of the tool.		
The monitoring system is accepted and regularly used for collective decision-making.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Results of School-based Monitoring of PAPs <input type="checkbox"/> Monthly Accomplishment Report on Monitoring the Implementation of PAPs. <input type="checkbox"/> Others _____	
The monitoring tool has been improved to provide both quantitative and qualitative data.		
	<p><b>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 the relevant life skills.</b></p>	
Indicators	Evidences/MOVs/Artifacts	Score
The assessment tools are reviewed by the school and assessment results are shared with school's stakeholders.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Formative Test Results <input type="checkbox"/> Summative Test Results <input type="checkbox"/> Copy of NAT/NCAE Results/English Language, Literacy and Numeracy Assessment (ELLNA) <input type="checkbox"/> Copy of BEEA Results <input type="checkbox"/> Minutes of Parent-Teachers Conference and attendance sheet (with photos optional)	
The assessment tools are reviewed by the school community and results are shared with community stakeholders.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Report on the review of assessment tool by community stakeholders are copy furnished <input type="checkbox"/> Acknowledgement receipt of report by the community stakeholders	
School assessment results are used to develop learning programs that are suited to community, and customized to each learner's context, results of which are used for collaborative decision-making.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Copy of Needs Assessment report and recommendations <input type="checkbox"/> Copy of Action Plan on School Assessment Results <input type="checkbox"/> Number of Developed learning programs <input type="checkbox"/> Others _____	
	<p><b>6. Learning Managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective to all children and demonstrate behaviors consistent to the organization's vision, mission and goals.</b></p>	
Indicators	Evidences/MOVs/Artifacts	Score
Stakeholders are aware of child/learner- centered, rights-based, and inclusive principles of education.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Availability of Guidance Room <input type="checkbox"/> Availability of Clinic <input type="checkbox"/> Availability of Canteen <input type="checkbox"/> Availability of CR in classroom <input type="checkbox"/> Availability of School Library <input type="checkbox"/> Availability Reading Corners <input type="checkbox"/> Availability Community Learning Center for ALS <input type="checkbox"/> Posted Fire Exit Plan <input type="checkbox"/> Copy of Fire Inspection Certificate <input type="checkbox"/> Posted Evacuation Plan	
Learning Managers and facilitators conduct activities aimed to increase stakeholder's awareness and commitment to fundamental rights of children and the basic principle of educating them.		
Stakeholders begin to practice child/learner-centered principles of education in the design of support to education.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Learning Management System <input type="checkbox"/> Record of special children with special needs <input type="checkbox"/> Collection of teacher-made modules, books and visual aids <input type="checkbox"/> Availability of audio-visual materials	
Learning managers and facilitators apply the principles in designing learning materials		

Indicators	Evidences/MOVs/Artifacts	Score
<p>Learning environments, methods and resources are community driven, inclusive and adherent to child's rights and protection requirements.</p> <p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment</p>	<p><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li>○ Classroom conducive to learning; well-ventilated and furnished with appropriate progressive and informative materials (e.g. updated bulletin boards, pupils' accomplishment charts, etc.</li> <li>○ Compilation of curriculum guides, lesson plans, memos, DepEd orders</li> <li>○ Availability of Genderized and Clean comfort rooms, and provision of recreational facilities</li> <li>○ Others _____</li> </ul>	
	<p>7. <i>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.</i></p>	

Indicators	Evidences/MOVs/Artifacts	Score
<p>Learning programs are designed and developed to produce learners who are responsible and accountable for their learning.</p> <p>Practices, tools and materials for developing self-directed learners are highly observable in school, but not in the home or in the community.</p>	<p><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li>○ Copy of School calendar of activities</li> <li>○ Records of parents' involvement to reading program</li> <li>○ Records of Home Visitation conducted</li> <li>○ MOA to the stakeholders and parents</li> </ul>	
<p>Practices, tools, and materials for developing self-directed learners are beginning to emerge in the homes and in the community.</p> <p>The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners.</p>	<p><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li>○ Program monitoring report</li> <li>○ Copy of Improved modules and instructional materials</li> <li>○ Documentation on School managers tapped by community in sharing their expertise (e.g. as resource speakers, field demo, consultant, committee member, etc.</li> <li>○ Community leaders are invited to share their resources and expertise to the school during school activities</li> </ul>	
<p>There is continuous exchange of information, sharing of expertise and materials among the schools, home and community for the development of self-directed learners.</p> <p>The program is mainstreamed but continuously improved to make relevant to emergent demands.</p>	<p><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li>○ Minutes of the Meeting of the Regular conduct of internal and external stakeholders.</li> <li>○ Utilization of improved modules on ALS curriculum</li> <li>○ Operational Community Learning Centers for ALS</li> <li>○ Others _____</li> </ul>	

**Sub Total:**                      Level 1                      Level 2                      Level 3

**Percentage Weight of Curriculum and Learning (30%):**

**C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT**                      1. *Roles and responsibilities of accountable person/s and collective body/ies are clearly defines and agreed upon by community stakeholders*

Indicators	Evidences/MOVs/Artifacts	Score
<p>There is an active party that initiates clarification of the roles and responsibilities in education delivery.</p>	<p><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li>○ Copy of the List of Organized PTA</li> <li>○ Copy of the Organized School Governing Council</li> <li>○ Copy of the Organized School Faculty Club/Association or non- teaching association with documentations</li> <li>○ Copy of the other stakeholders organization</li> </ul>	



	O Copy of the List of BAC Members and Secretariat	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minutes of the Meetings</li> <li><input type="checkbox"/> Availability of constitution and by-laws of the organizations</li> <li><input type="checkbox"/> Handbooks and manuals of the organizations</li> <li><input type="checkbox"/> MOA and minutes of the regular meetings conducted</li> </ul>	
<i>Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education.</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Signed Memorandum of Agreement with stakeholders</li> <li><input type="checkbox"/> Notice of meetings &amp; attendance sheets</li> <li><input type="checkbox"/> Signed Minutes of the meetings with attachments of memorandums, attendance, photos,</li> <li><input type="checkbox"/> Others_____</li> </ul>	
	<p><b>2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.</b></p>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>Performance accountability is practiced at the school level.</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accomplishment Reports with CIGPs and recommendations in the school level</li> <li><input type="checkbox"/> Documentation of Best Practices on performance accountability</li> <li><input type="checkbox"/> Certificate of Recognition as 1 Star on WinS (Water, Sanitation, and Hygiene in Schools)</li> </ul>	
<i>A community-level accountability system is evolving from school-led initiatives.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community level's accountability system</li> <li><input type="checkbox"/> Recognition scheme</li> <li><input type="checkbox"/> List of awards and recognition programs with community stakeholders participation</li> <li><input type="checkbox"/> Photos</li> <li><input type="checkbox"/> Certificate of Recognition as 2 Star on WinS</li> </ul>	
<i>A community accepted performance accountability, recognition and incentive system is being practiced.</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programs of Community leaders initiative in giving awards and recognition</li> <li><input type="checkbox"/> Certificate of Recognition as 3 Star on WinS</li> <li><input type="checkbox"/> Others_____</li> </ul>	
	<p><b>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.</b></p>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
<i>The school articulates the accountability assessment framework with basic components, including implementation guidelines to the stakeholders</i>	<p style="text-align: right;"><b>SBM Level 1</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Reports on the conducts orientation among school and community stakeholders supported by meeting agenda, minutes of the meeting, pictures and attendance sheet</li> <li><input type="checkbox"/> Project Monitoring Report</li> <li><input type="checkbox"/> Filed M &amp; E Findings as basis for AIP Adjustments</li> </ul>	
<i>Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.</i>	<p style="text-align: right;"><b>SBM Level 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> OPCRF/IPCRF criteria and evaluation guidelines are properly disseminated to the stakeholders. (supporting documents- acknowledgment of the memo and guidelines)</li> </ul>	
<i>The school community stakeholders continuously and collaboratively review and enhance accountability systems' processes, mechanisms, and tools</i>	<p style="text-align: right;"><b>SBM Level 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Filed Memo/letters and agenda</li> <li><input type="checkbox"/> Minutes of deliberation among school and community stakeholders with documentations</li> <li><input type="checkbox"/> Others_____</li> </ul>	
	<p><b>4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.</b></p>	

Indicators	Evidences/MOVs/Artifacts	Score
The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines to the stakeholders.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Report on Feedback on Accountability Assessment <input type="checkbox"/> Utilized and Crafted Assessment Tool on SBM Framework <input type="checkbox"/> Minutes of the Meeting during the school's dissemination to community on the assessment framework	
Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Lists of Award and Recognition program <input type="checkbox"/> Record of feedback of the stakeholders <input type="checkbox"/> Serviceable Transparency Board <input type="checkbox"/> Filed Report on Monthly MOOE Liquidation <input type="checkbox"/> Monthly Report on Client Satisfaction Survey	
Stakeholders continuously and collaboratively review and enhance accountability systems, processes, mechanisms and tools.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> List of Recognition on the program duly acknowledged and approved assesment framework by the school and community stakeholders <input type="checkbox"/> Copy of Consultation agreements <input type="checkbox"/> Records of Assessment of PPAs <input type="checkbox"/> Others _____	

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.

Indicators	Evidences/MOVs/Artifacts	Score
School initiates periodic performance assessments with the participation of stakeholders.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Nutritional Status (Baseline Report) <input type="checkbox"/> Analyzed Monitoring & Evaluation Results reported to Stakeholders.	
Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Copies of Assessment with feedbacks from school ad community stakeholders . <input type="checkbox"/> Available Reports on the identified CIGPs based on the assessment.	
School-community developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing technical assistance, and recognizing and refining plans.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Solutions and recommendations are determined as a result of the identified CIGPs <input type="checkbox"/> Nutritional Status (Endline Report) <input type="checkbox"/> Others _____	

**Sub Total:**                      Level 1                      Level 2                      Level 3

**Percentage Weight of Accountability & Continuous Improvement (25%):**

**D. MANAGEMENT OF RESOURCES**                      1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.

Indicators	Evidences/MOVs/Artifacts	Score
Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Deed of Donations/Acceptance <input type="checkbox"/> School and community stakeholders are furnished with resource inventory which is readily available in the office of the school head <input type="checkbox"/> School Inventory of Resources <input type="checkbox"/> Monthly Reports on Canteen Funds	
Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Copy of Lists of Book of Donations <input type="checkbox"/> Documented Projects out from SEF Funds <input type="checkbox"/> MOOE is aligned with ESIP/WFP <input type="checkbox"/> Monthly Liquidation Report of MOOE <input type="checkbox"/> Fire Exit Plan/ Fire Safety Permit	

resource allocation and mobilization.	<input type="checkbox"/> Evacuation Plan 	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
Resource inventories are systematically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Documented Report on the Conduct of oral presentation, deliberation and justification of fund utilization among school and community stakeholders (e.g. minutes of the meeting, agenda, attendance sheet, pictures) <input type="checkbox"/> Others _____	
	<p style="text-align: center;"><b>2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.</b></p>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
Stakeholders are invited to participate in the development of an educational plan in resource programming, and in the implementation of the educational plan.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> DRRM Plan <input type="checkbox"/> Work Plan & Budget Matrix <input type="checkbox"/> Brigada Eskwela Reports <input type="checkbox"/> Letter of invitation duly received <input type="checkbox"/> Minutes of the meeting, attendance sheet with photos	
Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Adopt-A-School Program (ASP) Reports <input type="checkbox"/> Partnership/Networking Activities <input type="checkbox"/> Approved Work & Financial Plan	
Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Copies of agreements and plans by the internal and external stakeholders duly signed by them <input type="checkbox"/> Project proposals and resolutions duly signed by them <input type="checkbox"/> Others _____	
	<p style="text-align: center;"><b>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 resource.</b></p>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
Stakeholders support judicious, appropriate, and effective use of resource	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Copy of the duly approved resource management system of the school such as inventory of facilities and equipment, documents of purchased materials	
Stakeholders are engaged and share expertise in the collaborative development of resource management system.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Copy of the meeting agenda, minutes, attendance sheets during the collaborative meeting of stakeholders <input type="checkbox"/> Minutes of the meetings conducted on resource management system	
Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Progress Report of the School <input type="checkbox"/> PTA Certificate of Recognition for fund utilization <input type="checkbox"/> Records reflecting expenditures aligned with ESIP/AIP <input type="checkbox"/> Others _____	
	<p style="text-align: center;"><b>4. Regular Monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.</b></p>	
<b>Indicators</b>	<b>Evidences/MOVs/Artifacts</b>	<b>Score</b>
Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Letter of invitation duly acknowledged by stakeholders <input type="checkbox"/> Attendance Sheet <input type="checkbox"/> Record of program certification of downloaded school funds (MOOE, SBFP, etc)	

Indicators	Evidences/MOVs/Artifacts	Score
Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting process on resource management.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Copies of the revised monitoring, evaluation and reporting process duly approved by the stakeholders <input type="checkbox"/> Record of monitoring of PPAs with the involvement of stakeholders	
Stakeholders are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management.	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> Reports made from the result of monitoring and evaluation <input type="checkbox"/> Plan of action in meeting the gaps or in addressing the issues and concerns of stakeholders on fund management <input type="checkbox"/> Records of satisfaction <input type="checkbox"/> Others_____	
<b>5. There is a system that manages the network and linkages, which strengthens and sustains partnership for improving resource management.</b>		
Indicators	Evidences/MOVs/Artifacts	Score
An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident.	<p style="text-align: right;"><b>SBM Level 1</b></p> <input type="checkbox"/> Designation of coordinator for internal and external linkages <input type="checkbox"/> Liquidation Reports <input type="checkbox"/> Designation and Composition of BAC	
Stakeholders support a system of partnerships for improving resource management.	<p style="text-align: right;"><b>SBM Level 2</b></p> <input type="checkbox"/> Records of Expenditures aligned with ESIP/AIP <input type="checkbox"/> Financial Statements Memorandum of Agreement is forged between the school and the identified linkages and networks	
An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management	<p style="text-align: right;"><b>SBM Level 3</b></p> <input type="checkbox"/> MOA/MOU are operationalized and implemented (e.g. programs of activities, timetable, reports, attendance sheets and pictures) <input type="checkbox"/> Copy of Audited Financial Statements <input type="checkbox"/> Documentation of Income and Generating Projects <input type="checkbox"/> Others_____	
<b>Sub Total:</b> Level 1 _____                      Level 2 _____                      Level 3 _____		
<b>Percentage Weight of Management of Resources(15%):</b> _____		
<b>GRAND TOTAL :</b> _____		<b>LEVEL :</b> _____

**I. INTERVIEW GUIDE: (will be used by RO/SDO Validator)**

**A. Funding Sources ( Aside from MOOE)**

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**B. SBM-PASBE Implementation/ Assessment**

1. Have you attended a Division Capacity Program?

---

2. When did you have it?

---

3. Have you conducted SBM Orientation in your school?

---

4. Who were the participants?

---

5. Have you done self-assessment?

---

6. How did you conduct it?

---

7. Who conducted it?

---

**C. Issues & Concerns (This must be solicited through interview)**

Priority Needs	Problems Met/Challenges	TA Needed from the RO

**D. What areas of concern that need significant improvement have you included in your re-entry plan?**

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**II. CUMULATIVE SCORES OF VALIDATORS PER PRINCIPLE**

SBM DIMENSION	Cumulative Scores Of Validators Per Principle	Weight	Result
A. Leadership & Governance		0.30	
B. Curriculum & Instruction		0.30	

**I. INTERVIEW GUIDE: (will be used by RO/SDO Validator)**

**A. Funding Sources ( Aside from MOOE)**

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**B. SBM-PASBE Implementation/ Assessment**

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**II. CUMULATIVE SCORES OF VALIDATORS PER PRINCIPLE**

SBM DIMENSION	Cumulative Scores Of Validators Per Principle	Weight	Result
A. Leadership & Governance		0.30	
B. Curriculum & Instruction		0.30	

<b>C. Accountability &amp; Continuous Improvement</b>		<b>0.25</b>	
<b>D. Management of Resources</b>		<b>0.15</b>	
		<b>TOTAL</b>	

**SBM LEVEL OF PRACTICES**

<b>Levels</b>	<b>Numerical Rating Scale</b>	<b>Description</b>
Level 1	.5 -1.4	Developing
Level 2	1.5 -2.4	Maturing
Level 3	2.5- 3.5	Advance

**Monitored By:**

\_\_\_\_\_  
Signature over printed name  
**DO Monitor**

\_\_\_\_\_  
Signature over printed name  
**Respondent**

\_\_\_\_\_  
Position

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Validated By:**

\_\_\_\_\_  
Signature over printed name  
**RO Monitor**

\_\_\_\_\_  
Signature over printed name  
**Respondent**

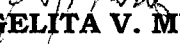
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Date

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Date


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**LORENZO C. AGUSTIN**  
Chief, Field Technical Assistance Division

**Quality Assured by:**

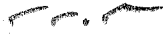
  
**OLIVER P. GUTIERREZ**  
EPS, QAD

  
**OSCAR P. FLORES**  
Chief, Quality Assurance Division

**Recommending Approval:**

  
**JESSIE L. AMIN**  
Officer In-Charge  
Office of the Assistant Regional Director

**Approved:**

  
**MALCOLM S. GARMA**  
Regional Director