Division Advisory
No. 13 , s. 2022

RELEASED
SDO DAGUPAN
BY: _____
DATE APR 19 2022
TRACKING NO. 2449

To: Assistant Schools Division Superintendent
        Chief Education Supervisors
        Education Program Supervisors
        Public Schools District Supervisors
        School Heads
        SBM Coordinators
        Assistant SBM Coordinators/Alternates
        All Others Concern

From: **AGUEDO C. FERNANDEZ, CESO V**
        Schools Division Superintendent

Subject: **SUBMISSION OF SDO VALIDATED POTENTIAL SBM LEVEL III SCHOOLS**

Date: April 19, 2022

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1. The DepEd Region I Memorandum No. 411, s. 2022 through the Field Technical Assistance Division shall conduct the revalidation of the potential level III elementary and secondary schools submitted by the Division Office after validation using the Enhanced SBM Assessment Tool.

2. Through the Regional Memorandum No. 77, s. 2022 on the Policy Guidelines on the Enhanced School-Based Management (SBM) Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs) which aims to provide guidelines and promotes objective assessment of the schools' level of practices and validation of learning outcome.

3. The guidelines generally aim to improve the schools SBM level of practice towards good leadership, management performance, and effective delivery of basic education services which will lead to the improvement of the learning outcome.

4. Attached are the Regional Memorandum No. 411, s. 2022 and Regional Memorandum No. 77, s. 2022 for reference and guidance.

5. For information and immediate dissemination.

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By: _____ Date: 4-18-22

APR 18 2022

REGIONAL MEMORANDUM
No. ___411_____, s. 2022

SUBMISSION OF SDO VALIDATED POTENTIAL SBM LEVEL III SCHOOLS

To: **Assistant Regional Director**
Schools Division Superintendents
SGOD Chiefs
Division SBM Coordinators
Public Schools District Supervisors
Elementary and Secondary School Heads

1.   To further strengthen the School-Based Management (SBM) practice and re-emphasize the centrality of the learners and the involvement of stakeholders in the delivery of basic education, DepEd Region I issued Regional Memorandum No. 077, s. 2022 on Policy Guidelines on the Enhanced School-Based Management (SBM) Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs). The enhanced tool will be used during the self-assessment, SDO validation, and RO validation.

2.   The guidelines generally aim to improve the schools SBM level of practice towards good leadership, management performance, and effective delivery of basic education services which will lead to the improvement of the learning outcomes.

3.   The Schools Division Offices are requested to submit the list of validated potential SBM Level III of practice of public elementary and secondary schools recommended for RO Validation through the Division SBM Coordinators.

4.   The following template shall be used by the SDOs to consolidate the SBM level III or advanced school. This shall be encoded in this link https://tinyurl.com/SBMRecommendedSchools and to be submitted on or before May 30, 2022.

School	School ID Number	School Head	Learning Outcomes (Validated Score)	SBM Level of Practice (Validated Score)	Total Score	SBM Level	Remarks
Mahusay ES			2.75	2.64	2.70	III	Recommended for RO Validation

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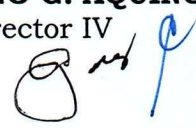
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5.   Immediate dissemination of this memorandum is desired.

TOLENTINO G. AQUINO
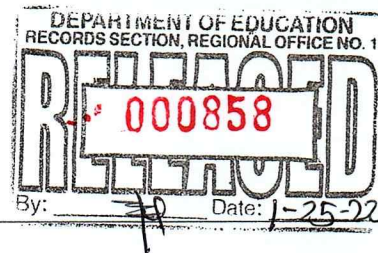Director IV

Reference: Regional Memorandum 077, s. 2022
To be indicated in the <u>Perpetual Index</u>
        under the following subjects:

        School-based Management   Policy
        Contextualized   Education

Republic of the Philippines

Department of Education

Region I

Office of the Regional Director

JAN 2 5 2022

REGIONAL MEMORANDUM
No. 077 , s. 2022

POLICY GUIDELINES ON THE ENHANCED SCHOOL-BASED MANAGEMENT (SBM) ASSESSMENT PROCESS, VALIDATION, AND TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

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

1.   The Department of Education (DepEd) Regional Office 1 issues the enclosed Policy Guidelines on the Enhanced School-based Management (SBM) Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs).

2.   The guidelines generally aim to improve the schools SBM level of practice towards good leadership, management performance, and effective delivery of basic education services which will lead to the improvement of the learning outcomes.

3.   This policy guidelines on SBM shall be effective immediately upon issuance and remain in force and in effect until revoked. This can be downloaded through the link: https://tinyurl.com/SBMPolicy.

4.   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.

5.   Immediate dissemination and strict compliance with these guidelines are directed.

TOLENTINO G. AQUINO
Director IV

Reference: DepEd Memorandum (No. 83, s. 2012)
To be indicated in the Perpetual Index
        under the following subjects:

        School-based Management   Policy
        Contextualized   Education
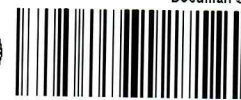
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FTAD/rgm/PolicyGuidelinesSBM
January 25, 2022

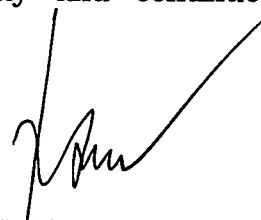**DepEd Region 1: Built on character; empowered by competence.**

SECTION 7. EFFECTIVITY

These guidelines shall take effect immediately upon issuance.

SECTION 8. MONITORING AND EVALUATION

The Schools Division Office (SDOs) shall monitor or track schools with SBM Level I and Level II practices and give necessary technical assistance as to the sustainability and improvement of SBM Practices. The Regional Office shall likewise conduct technical assistance to priority SDOs and schools. SBM Level III (Advanced) schools shall be monitored by the RO for sustainability and continuous improvement.

TOLENTINO G. AQUINO
Director IV

TITLE

This policy shall be referred to as **"Policy Guidelines on the Enhanced School-Based Management (SBM) Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs)**

I. GENERAL PROVISIONS

SECTION 1. STATEMENT OF THE POLICY

The Governance of Basic Education Act of 2001 (RA 9155) articulates that every unit in the education bureaucracy is responsible and accountable in continuously improving learning outcomes. Decentralizing the system of school management and recognizing the role of community leaders and other stakeholders as partners in education service delivery empower the school to effectively address the key performance indicators (KPIs) as to access, quality, and efficiency issues in basic education. Thus, the School-Based Management was identified as one of the Key Reform Thrusts (KRT) under the Basic Education Sector Reform Agenda (BESRA) envisioned to effect improvement at the school level.

SBM in basic education is a vehicle to institute reforms in schools. The enabling policies on SBM were also formulated which included the establishment of School Governing Council (SGC), conduct of Assessment on the Level of Practice, implementation of the Enhanced School Improvement Plan, and reporting of accomplishment through School Report Card (SRC). These policies were supported in the General Appropriations Act (GAA) for the installation of SBM in all public elementary and secondary schools.

Based on the issued policy guidelines, the following are the salient points that prompted the Regional Office to enhance the Policy on Regional Order No. 02, s. 2019 known as the Policy Guidelines of School-Based Management (SBM) Assessment Tool with Contextualized Means of Verification (MOVs). These are: (1) inclusion of SBM Norms and Criteria for the identification of the 60% learning outcomes as reflected in terms of KPIs and the final scoring matrix, (2) focus on SBM practices of schools rather than merely compliance to MOVs, and (3) align SBM Assessment in the New Normal Situation. Similarly, as reflected in the data obtained by the DepEd RO1-FTAD on the 2019 SBM consolidated report, it was found out that from among the 14 Schools Division Offices (SDOs), there were only 9.43% potential SBM Level III schools validated by the SDOs while 43.02% were categorized as Level I/Developing and 47.31% as Level II/Maturing.

It is then recommended to come up with the Enhanced SBM Assessment Process, Validation, and Tool with redefined contextualized Means of Verification (MOVs) aligned with the New Normal Situation. Thus, select members of the

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Regional Field Technical Assistance Team (RFTAT) were identified as a pool of experts of the Regional SBM Validation Team. The team reviewed the existing SBM tool analyzing the indicators based on its level of sophistication vis- a-vis the most significant MOVs. Adjustments were made to suit the existing practices of the schools in the Region. The SBM Assessment Tool was collaboratively further examined by select RFTAT with the Division SBM Coordinators, school heads, community leaders and other stakeholders of the identified pilot schools during the consultation meeting, validation process, and pilot-testing. Results of the pilot testing were carefully discussed, and agreements were incorporated in the Enhanced SBM process, and tools highlighting the learning outcomes via effective SBM practices. The Policy Guidelines on the Enhanced SBM process, and tools with contextualized MOVs was reviewed and recommended for approval by the Regional Policy, Review and Development Committee (PRDC).

Hence, the guidelines shall govern the implementation procedures of the Enhanced School-Based Management (SBM) Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs) covering the following areas/aspects: (a) Conduct of the Enhanced SBM Assessment Process and Validation; (b) Enhanced SBM Assessment Tool with Contextualized MOVs; and (c) Technical Assistance. Also, the annexes of the guidelines contain the Enhanced SBM Assessment Tool and its scoring instructions.

Therefore, this Policy shall provide standards and procedures in the assessment and validation of Level III schools on SBM Practice for the implementers, share their best practices for benchmarking, and inspire all systems to conduct the actual level of SBM practices and activities in DepEd Region I schools.

OBJECTIVES

The Enhanced SBM Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs) aims to:
a. ensure improvement of SBM level of practice in schools through community involvement;
b. harmonize and unify understanding of all concerned regarding the conduct of effective and efficient SBM assessment and validation in the new normal;
c. adapt SBM practices responsive to the needs of the learners and the community.
d. facilitate the provision of technical assistance in improving the level of SBM practice;
e. determine the SBM level of schools for the promotion of shared governance, continuous improvement and sustainability of good performance; and
f. identify outstanding accomplishments and best practices of the SBM implementers in achieving A Community- and Child (Learner)-Centered Education Systems (ACCESs) principles and its mandate in improving learning outcomes.

SCOPE OF POLICY

The policy guidelines on the Enhanced SBM Assessment Process, Validation, and Tool with Contextualized Means of Verification (MOVs) shall apply to all public schools both in elementary and secondary in the 14 SDOs of DepEd Regional Office I. It shall cover all schools – small, medium, large, and mega schools.

SECTION 2. REFERENCES

a. Basic Education Sector Reform Agenda (BESRA) 2006. School-Based Management.
b. DepEd Order No. 83 s. 2012. Implementing Guidelines on the Revised School Based Management Framework, Assessment Process and Tool (APAT).
c. DepEd Order No. 20, s. 2013. The Philippine Accreditation System for Basic Education (PASBE). Supplemental Guidelines to DepEd Order No. 83, s. 2012
d. Republic Act 9155. Governance of Basic Education Act of 2001.
e. DepEd Order No. 12, s. 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of Covid-19 Public Health Emergency
f. DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers
g. DepEd Order No. 24, s. 2020. National Adoption and Implementation of the Philippine Professional Standards for School Heads
h. DepEd Order No. 44 s. 2015. Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card
i. DepEd Memorandum No. 50, s. 2020. DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023
j. Regional Memorandum No. 081, s. 2021. Guidelines on the Enhanced and New Processes of SBM Level of Practice Validation for 2021
k. Regional Order No. 02, s. 2019. Policy Guidelines on the Utilization of School-Based Assessment Tool with Contextualized MOVs
l. Regional Memorandum No. 278 s. 2019. Guidelines on the Utilization of School-Based Management Assessment Tool with Contextualized MOVs
m. Republic Act 9155. Governance of Basic Education Act of 2001.
n. School Effectiveness Toolkit for the Implementation of the BE-LCP in Light of COVID-19 Public Health Emergency

SECTION 3. DEFINITION OF TERMS- For purposes of these Rules, the terms shall be defined as follows:

1. **ACCESs** refers to A Child- and Community- centered Education Systems (ACCESs), the guiding principles derived from the concepts of "right-based" education and community as "stewards or rights-bearers" in education. These principles underscored collective leadership and governance, community-based learning, accountability for performance and results, and convergence to harness resources for education which guide the SBM processes.

2. **Contextualized MOVs** refers to the educational process of relating the MOVs to a particular setting, situation, or area of application to make the SBM indicators relevant, meaningful, and useful to school heads and community leaders as they improve their actual level of SBM practice in the school context.

3. **DOD (Document Analysis, Observation & Discussion)** is a means of evaluating the validity or truthfulness of the evidence. It involves the three essential steps in evaluating the validity of the SBM level of practice as to documentary analysis, observation, and discussion

4. **SBM Level of Practice** refers to the levels which are described as Developing, Maturing, and Advanced.

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

    Level II: **Maturing**- Introducing and sustaining continuous improvement processes that integrate wider community participation and significantly improve performance and learning outcomes.

    Level III: **Advanced**- Ensuring the production of intended outputs/outcomes and meeting all standards of the system fully integrated in the local community and is self-renewing and self-sustaining.

5. **Enhanced SBM Assessment Tool** refers to the localization of some provisions of the policy on Regional Order No. 02, s. 2019 known as Policy Guidelines on the Utilization of School-Based Assessment Tool with Contextualized MOVs for the Identification of the 60% learning outcomes as reflected in terms of key performance indicators (KPIs) and 40% on the level of SBM practice. This is also used to gather data which are analyzed for evidence using the DOD (Documentary analysis, Observation, Discussion) process and to determine the areas of improvement to attain the advanced level.

6. **Means of Verification (MOVs)** are the tools used and processes followed to collect the data necessary to measure progress on SBM level of practices. The data collected may be quantitative or qualitative. Qualitative data is focused on open-ended and often collected through interviews, focus group discussions and other qualitative data collection methods whereas quantitative data is used to answer questions such as, how many, how often, what proportion, and how much, and is largely collected through surveys.

7. **Regional Field Technical Assistance Team (RFTAT)** has its counterpart in the division, the **Division Field Technical Assistance Team (DFTAT)**, the composite teams that provide technical assistance in improving the performance of schools.

8. **SBM Validation Team** refers to select pool of experts from RFTAT or DFTAT responsible for the validation of SBM practices of public elementary and secondary schools.

9. **School-Based Management (SBM)** is the Key Reform Thrust 1 (KRT1) of Basic Education Sector Reform Agenda (BESRA). This underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of learning outcomes.

10. **Self-Assessment** is conducted to determine the schools' level of SBM Practice. The output of the self-assessment is a report on what the school claims to be its SBM level of practice.

11. **Stakeholder** refers to anyone who invests in the welfare and success of a school and its students. This includes the **internal stakeholders** consisting of students/pupils' organizations, parent association, teachers' association, and non-teaching personnel in the school. The **external stakeholders** consist of various government agencies, local government units, barangay officials, non-government agencies, civic and social organizations, alumni, retirees,

professionals, and basic sectors like business, fisherfolk, farmers, indigenous people, cultural minority, and others.

12. **Validation** refers to the process of gathering data and other evidence through document analysis, observation, and discussion conducted by the division/regional office.

II. OPERATIONAL GUIDELINES

SECTION 4. RULES AND REGULATIONS

4.1 Procedures for the SBM Assessment and Validation

The SBM assessment process shall be done through self-assessment, SDO and RO validation. Its purpose is to determine the schools' level of SBM Practice.

4.1.1 Self -Assessment

All public schools, shall conduct Document Analysis, Observation and Discussion (DOD) and self-assessment of their SBM level of practice as to the indicators in the Enhanced SBM Assessment Tool. The following are the enumerated activities to be considered:

> **a.** The school shall organize a team or school assessment committee of at least 10 members composed of the school head, teachers, and other external stakeholders.
>
> **b.** The team shall use the assessment tool and gather evidence using DOD. During the assessment proper, the documentary analysis shall cover for 1 day, observation for 1 day, and half day for the discussion of data during the assessment proper.
>
> **c.** The team shall determine the School's Level of SBM Practice. The team shall arrive at consensus to what rating to give in each indicator based on documented evidence. As such, the resulting level as to Level I (Developing), Level II (Maturing) and Level III (Advanced) are descriptors of SBM level of implementation.
>
> **d.** The team shall provide the Schools Division Office (SDO) with the Executive Summary of the Self- Assessment Report indicating a rating of Level I/II/III. The executive summary contains the details on what the school claims to be its level of SBM Practice.

4.1.2 SDO Validation

When the school claims that they are ready for SBM Level II/III, the SDO shall facilitate and conduct validation through rigorous analysis of evidence supporting the SBM level. The following steps shall be considered in conducting SDO Validation:

a. The SDO shall organize the SDO Validation Team composed of the SBM Division Coordinator/School Management and Monitoring Evaluation (SMME) and Select members of the Division Field Technical Assistance Team with a minimum of 4 members.

b. The SDO SBM validating team may consider face-to-face, online, blended, or any other forms provided the quality of validation will not be compromised.

c. The SDO shall set the schedule in gathering evidence using DOD. The Documentary Analysis shall cover for 1 day, Observation for 1 day, and Discussion of data for a half-day period.

d. For qualified Level II schools, the SDO shall officially recognize validated schools through the issuance of certificate of recognition. Likewise, the DFTAT shall continuously provide technical assistance to improve the school's level of SBM practice from maturing to advanced.

e. For schools that failed to meet the standards for Level II SBM Practice, the DFTAT shall provide technical assistance to improve their level of SBM practice and shall recommend the school for revalidation.

f. If the school claims for Level III, the SDO shall conduct initial validation and recommend the school for RO validation.

4.1.3 RO Validation

The Regional SBM validation team shall facilitate and conduct validation either onsite or online. It shall be guided by the indicators in the Enhanced SBM Assessment Tool. These are the enumerated steps to be followed:

a. The RO shall organize the RO SBM Validation Team composed of the FTAD supervisors and select RFTAT leaders and members.

b. During the assessment process, the RO team shall plan the schedule for the conduct of DOD. The team shall gather evidence using Documentary Analysis for 1 day, Observation for 1 day and Discussion of data for a half-day.

c. For qualified Level III schools, the RO shall issue a Plaque/ Certificate of Recognition.

d. For schools that failed to meet the standards for Level III SBM Practice, the RFTAT and DFTAT shall provide technical assistance to improve their level of SBM practice.

e. The RO SBM Validators shall revalidate the school's SBM Level of Practice to qualify for the Advanced Level.

4.1.3 Recognition and Incentives of SBM Level III Schools

a. *Recognition*
The list of SBM implementers with SBM Level III practices shall be awarded through the conduct of the Regional SBM Congress or other related activities. Schools on Level III of SBM Practice shall be endorsed by the Regional Office for Philippine Accreditation System for Basic Education (PASBE) accreditation.

b. *Incentives*
SBM Level III schools are given priority in the nomination for awards and recognitions, scholarship programs, and special training. Likewise, the school shall be recommended as a potential Center of Excellence.

4.2 Enhanced SBM Assessment Tool

The Enhanced SBM Assessment Tool is guided by the four principles of ACCESs (A Child- and Community-centered Education Systems) of the School-Based Management (SBM) Assessment which focuses on collective leadership and governance, community-based learning, accountability for performance and results, and convergence to harness resources for education.

The enhanced tool is a system- oriented with an increasing level of sophistication in which the description of SBM practice and contextualized MOVs are scaled. This measures the extent of community involvement, principle-guided, evidence- based, learner-centered, process-focused, non-prescriptive, user-friendly, collaborative in approach, and outcome -focused. In addition, the scoring instructions of the tool emphasize that the schools shall be evaluated using the learning outcomes (60%) and SBM assessment score based on DOD (40%). As to learning outcomes, the following areas shall be considered: school data for the three (3) consecutive years on Completion Rate (25%), Promotion Rate (25%), Mean Percentage Scores (MPS) obtained from the average summative assessment scores of learners across the learning areas/ subjects (25%) and Simple Dropout Rate (25%).

Meanwhile, SBM assessment score shall be computed using the four (4) SBM principles namely: Leadership and Governance (30%), Curriculum and Learning (30%), Accountability and Continuous Improvement (25%), and Management of Resources (15%). The points shall be earned by the school for the specific indicator with the following rating scales: (a) 0- No evidence; (b) 1- which describes that the evidence indicates early or preliminary stages of implementation; (c) 2- the evidence indicates planned practices and procedures are fully implemented; (d) 3- indicates that practices and procedures satisfy quality standards.

Thus, the school with a rating of 2.50 to 3.00 shall be recognized as Advanced with Level III SBM status. Those with a rating of 1.50 to 2.49 shall be considered as Maturing (Level II) while 0.5 to 1.49 shall be described as Developing (Level I).

4.2.1 Submission of SBM Documents and/or Uploading of MOVs

Prior to the conduct of validation, the Field Technical Assistance Division (FTAD) shall manage and ensure the accomplishment of the preliminary activities.

The following specific procedures shall be observed during the submission of the documents by the schools for assessment and validation:

a. Schools shall scan appropriate and relevant evidence based on the last three (3) years that highlighted and sufficed all criteria and indicators as result of self-assessment. The list of evidence shall be prepared as indicated on the Enhanced SBM Assessment Tool.

b. All scanned documents shall be saved as Portable Document Format (PDF) file and submitted to the SDO.

c. All SDOs shall assess evidence documents and validate schools in their respective divisions.

d. The SDOs shall assist and recommend schools qualified for the RO validation.

e. The SDOs shall issue a Certificate of Authenticity and Veracity of the submitted documents signed by the Chairperson of the SDO SBM Validation Team to be included in the files for submission/uploading via FTAD email ftad.region1@deped.gov.ph

f. The FTAD shall check details of registration, prepare Google Drive folder, generate link, and coordinate with the SDO SBM Coordinator and the concerned school.

g. The FTAD shall check the completeness of all uploaded files and shall forward to the Regional Validation team before the conduct of the assessment and validation.

h. The uploaded files/ documents shall be scrutinized by the RO validation team using the RACCS criteria namely Relevance, Accuracy, Currency, Consistency, and Sufficiency.

III. MISCELLANEOUS PROVISIONS

SECTION 5. SEPARABILITY CLAUSE

If any clause, sentence, provision, or section of this policy is declared illegal or rendered invalid by competent authority, those provisions not affected by such declaration shall remain valid and effective.

SECTION 6. REPEALING CLAUSE

Any other guidelines, administrative order, office order, rule or regulation and/or parts thereof contrary to or inconsistent with the provisions of these guidelines is hereby repealed, modified, or amended accordingly.

ENHANCED SCHOOL-BASED MANAGEMENT (SBM) ASSESSMENT TOOL with CONTEXTUALIZED MEANS OF VERIFICATIONS (MOVs)

Part I. Introduction

The Enhanced School-Based Management (SBM) Assessment Tool is guided by the four (4) principles of ACCESs (A Child and Community-Centered Education Systems). The indicators are contextualized on the ideals of an ACCESs school system. The unit of analysis is the school system which are classified as *Developing (Level I), Maturing (Level II), Maturing (Level II)*, and *Advanced (Level III)*.

As per DepEd Order No. 83, s. 2012, the SBM Level of Practice is determined by a composite score derived from the sixty percent (60%) demonstrated learning outcome indicators derived from the school data for the three (3) consecutive years and forty percent (40%) from the result of the validated self-assessment process using the Enhanced SBM Assessment Tool with Contextualized MOVs. The projected change of certain indicators is scaled to reflect Developing to Advanced the school system's development process. Further, the provision of the Technical Assistance (TA) will also be highlighted to help school leaders to improve the SBM level of practices and learning outcomes indicators.

A team of practitioners and experts from the district, division, and region validates the Enhanced SBM Level of practice before a level of SBM practice is established. A school on the advanced level may apply for accreditation. The highest level, the "Advanced" is a candidacy for accreditation after a team of external validators confirmed the evidence of practices and procedures that satisfies quality standards.

Part II. Instructions to the Users

Please indicate using a check mark the extent of SBM practice for each indicator listed below (numbered) based on the validation team's consensual agreements after systematic D-O-D (Document Analysis – Observation- Discussion). On the other hand, for indicators with no evidence just indicate zero.

Part III. Rating Scale

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 procedure satisfy quality standards

ENHANCED SCHOOL-BASED MANAGEMENT (SBM)ASSESSMENT TOOL with CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

A. LEADERSHIP AND GOVERNANCE	Indicators	Suggested MOVs	Rating	Remarks
1. In place is a development plan (e.g. SIP) developed collaboratively by the stakeholders of the school and the community.	1. 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.	• Approved copy of School Improvement Plan/Annual Implementation Plan/ School Basic Education Learning Continuity Plan and other relevant documents showing the actual practice like the following: o Signed resolutions o Approved /signed minutes of the meetings		
	2. The development plan is evolved through the shared leadership of the school and the community stakeholders.			
	3. The development plan is enhanced with the community performing the leadership roles, and the school providing technical support.			
2. The development plan (SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	1. The school leads the regular review and improvement of the developed plan.	• Annual accomplishment reports and report cards • Other relevant documents showing the actual practice like the following: o Narrative Report and attachments o Minutes of Meetings o Notice of Meeting/ Agreements/Summary of Findings		
	2. The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan.			
	3. The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process.			

Indicator	Sub-indicators	Means of Verification
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.	1. The school defines the organizational structure, and the roles and responsibilities of stakeholders.	• Manual of Operation/Handbook / Constitution-by-Laws of any existing organizational structure such as School Governing Council (SGC), Parents-Teachers Association (PTA) and others with defined roles and responsibilities of the different working committees in the School PLanning Team. • Other relevant documents showing the actual practice like the following: o Approved Minutes of the Meetings o Approved Resolutions o Attendance, Pictorial, Notice of Meetings
	2. The school and community collaboratively define the structure and the roles and responsibilities.	
	3. 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.	
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.	1. A network has been collaboratively established and is continuously improved by the school community.	• Description of channels of communication established in the school such as meetings, forums, consultative conferences, summits and performance review via official social media like facebook page, official email address of the school, and others, • Aditional evidence/s that manifest actual practice of the indicators such as Minutes of Meetings, Agreements of Committees, SRC, School MIS, transparency reports, dashboard, online platforms etc.
	2. The network actively provides stakeholders information for making decisions and solving learning and administrative problems.	
	3. The network allows easy exchange and access to information sources beyond the school community.	

5. A long-term program is in operation that addresses the training and development needs of school and community leaders.	1. 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.	• Long-term Learning and Development Plan for school heads and community leaders • Additional evidence/s that manifest actual practice of the indicators such as: o LAC PLan and Accomplishment Reports o Accomplishment Report on Coaching and Mentoring		
	2. Leaders undertake training modes that are convenient to them (online, offline, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress.			
	3. 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.			
Sub-total				
Percentage Weight of Leadership and Governance (30%)				

ENHANCED SCHOOL-BASED MANAGEMENT (SBM)ASSESSMENT TOOL with
CONTEXTUALIZED MEANS OF VERIFICATIONS (MOVs) FOR FY 2021

B. CURRICULUM AND LEARNING	Indicators	Suggested MOVs	Rating	Remarks
1.The curriculum provides for the development needs of all types of the learners in the community.	1. 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.	• Report on the documentation and implementation of differented programs addressing the development needs of the learners • Copy of the assessment results /pretest-posttest results such as Early Childhood Care Development (ECCD)/ Multi-Factoral Assessment Tool (MFAT /Philippine Informal Reading Inventory (PHIL-IRI) /Functional Literacy Assessment Test (FLAT)/and other assessment tests for special curricular programs		
	2. 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.			
	3. The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teachers' as well as students' performance are motivated by intrinsic and extrinsic rewards. The school's differentiated program is frequently benchmarked by other schools.			

2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	1. 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.	• Localized guidelines on curriculum implementation • Copy/ies of Contextualized Learning Materials with documentation of its utilization o Documentation of best practices in localizing curriculum and benchmarking by other schools • Additional evidence/s that manifest actual practice of the indicators o Monitoring Report on the utilization of the contextualized Learning materials o Sample of teachers learning plan integrating the contextualized curriculum
	2. 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 community life. Ineffective approaches are replaced and innovative ones are developed.	
	3. 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.	

3. A representative group of school and community stakeholders develop methods and materials for developing creative thinking and problem solving.	1. 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.	• Report on the documentation of the culminating programs and activities of the school/documentation of students performance such as robotics/exhibits/research and development projects/reading projects/campus journalism/any contests that develop the creative and critical thinking of the learners
	2. Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on school, family and community.	
	3. 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.	
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.	1. 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.	o Conduct Quarterly Card Day with relevant documents such as Minutes of the Meeting,Attendance Sheets, Learners' Portfolio and Narrative Report
	2. The school-based monitoring and learning systems generate feedback that is used for making decisions that enhance the total development of the learners.	
	3. The monitoring system is accepted and regularly used for collective decision-making. Monitoring tool has been improved to provide both quantitative and qualitative data.	

Standard	Indicators	Means of Verification
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learner and local situations and the attainment of the relevant life skills.	1. The assessment tools are reviewed by the school and assessment results are shared with the school's stakeholders. 2. The Assessment tools are reviewed by the school community and results are shared with community stakeholders. 3. 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.	• Report on the Review of Summative Assessment Tools • Results of Assessment • Report on the evaluation of culminating activities o Copies of summative assessment tools which include written tests and other authentic assessments o Report on the Culminating Program Activities
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.	1. Stakeholders are aware of child/learner-centered, rights-based, and inclusive principles of education. 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. 2. 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. 3. Learning environments, methods and resources are community driven, inclusive and adherent to child's rights and protection requirements. Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.	• Summary reports on stakeholders' participation such as Brigada Eskwela, Oplan Balik Eskwela, Enrollment Campaign, WASH, WINS, and other implemented programs o Child Protection Policy Implementation Report o Documentation/ implementation of Child Friendly School System o Additional evidence/s that manifest actual practice of the indicators such as Lesson plans / weekly home learning plans and learning materials integrating child-centered, right-based, and inclusive principles of education

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 resonsibility and accountability for their own learning.	1. Practices, tools and materials for developing self-directed learners are highly 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 accountable for their learning.	• Report on the implementation of Independent-Cooperative Learning (ICL) / Parent-Teacher Conference o Learning Management System o Copy of designed and developed learning programs (Remediation/Intervention Programs/Activities) offered in the school ADM/SLMs
	2. Practices, tools and materials for developing self-directed learners are beginning to emerge in the homes and in the community. The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners.	
	3. There is continuous exchange of information, sharing of expertise and materials among the schools, home and community for the development of self-directed learners. The program is mainstreamed but continuously improved to make relevant to emergent demands.	
Sub-total		
Percentage Weight of Curriculum and Learning (30%)		

ENHANCED SCHOOL-BASED MANAGEMENT (SBM)ASSESSMENT TOOL with CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT	Indicators	Suggested MOVs	Rating	Remarks
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	1. There is an active party that initiates clarification of the roles and responsibilities in education delivery.	• List of active and recognized organizations (SGC, PTA, Faculty and Employees Association, SSG/SPG, Alumni, BAC and other stakeholders' organization)		
	2. The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.	• Availability of Constitution and By-Laws of the Organizations / Terms of reference indicating specific roles and responsibilities		
	3. Shared and participatory processes of determining roles, responsibilitis, and accoutabilities of stakeholders in managing and supporting education.	• Any of the following additional documents that manifest actual practices of indicators: o Minutes of the Meeting of the Organizations, Attendance, Pictorial o Signed Memorandum of Agreement/ Memorandum of Understanding with stakeholders o Resolutions o Notarized MOA/contract		

2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	1. Performance accountability is practiced at the school level.	• OPRF and IPCRF (midyear and year-end) results AIP/ BELCP/ (Annual Evaluation) Results • School Report Card • Additional relevant documents that manifest actual practices of indicators such as: o Narrative/Accomplishment Report, pictorials o Approved and signed minutes of the meeting, attendance and pictorial o Approved resolutions o School PRAISE Committee for recognition and incentive system (guidelines and criteria)
	2. A community-level accountability system is evolving from school-led initiatives.	
	3. A community accepted performance accountability, recognition and incentive system is being practiced.	
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.	1. The school articulates the accountability assessment framework with basic components, including implementation guidelines to the stakeholders.	• School Report Card • Liquidation Reports • Updated Transparency Board • Any of the following additional documents that manifest actual practices of indicators such as: o Approved and signed minutes of the meeting, attendance, and pictorial o Accomplishment reports.
	2. Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.	
	3.The 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.	1. The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines to the stakeholders.	• School M & E evaluation results (SMEA processes and tools) with recommnedations and agreements • Feedback mechanism results • Additional documents that manifest the actual practice such as : o Approved and signed minutes of the meeting, attendance and pictorial o Approved resolutions
	2. Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.	
	3. Stakeholders continuously and collaboratively review and enhance accountability systems, processes, mechanisms and tools.	
5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learner and local situations and the attainment of the relevant life skills.	1. School initiates periodic performance assessments with the participation of stakeholders.	• Report on the conduct of School Monitoring, Evaluation, Plan and Adjustment (SMEA) Results • Additional documents that manifest the actual practice such as: o Minutes of the Meeting o Report on identified CIGPs on PPAs for TA (presence of Technical Assistance Plan and M&E Plan) o Technical Assistance accomplishment report
	2. Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance.	
	3. School-community developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing monitoring and evaluation systems, providing technical assistance, and recognizing and refining plans.	
Sub-total		
Percentage Weight of Accountability & Continuous Improvement (25%		

ENHANCED SCHOOL-BASED MANAGEMENT (SBM)ASSESSMENT TOOL with
CONTEXTUALIZED MEANS OF VERIFICATIONS (MOVs) FOR FY 2021

D. MANAGEMENT OF RESOURCES	Indicators	Suggested MOVs	Rating	Remarks
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	1. Stakeholders are aware that a regular resource inventory is available and is used as a basis for resource allocation and mobilization.	o Updated inventory of school resources such as the Report on the Physical Count of Property, Plant, and Equipment (RPCPPE) and Report on the Physical Cost Inventories (RPCI)		
	2. Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for resource allocation and mobilization.			
	3. Resource inventories are systematically developed and stakeholders are engaged 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.	1. Stakeholders are invited to participate in the development of an educational plan in resource programming, and in the implementation of the educational plan.	o Documentation in the participation of stakeholders in the Approved ESIP/AIP/ BELCP/APP o Additional documents that manifest the actual practice such as Minutes of the meetings, resolution, and attendance
	2. Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan.	
	3. Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education 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.	1. Stakeholders support judicious, appropriate, and effective use of resource.	• Updated MOOE Liquidation Report and School Financial Reports in all activities • Validated and Approved Disbursement report • Inventory of purchased materials • BAC Documents • Minutes of the Meetings • Deed of Donations
	2. Stakeholders are engaged and share expertise in the collaborative development of resource management system.	
	3. 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.	1. Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.	• Reports on regular monitoring and evaluation of all assets of the school and audited by stakeholders • Any of the following additional documents such as compliance of audit memorandum observation report, notice of diasallowance (if any), property and accountability clearance (for those who will transfer), and others
	2. Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting process on resource management.	
	3. Stakeholders are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management.	
5. There is a system that manages the network and linkages, which strengthens and sustains partnerships for improving resource management.	1. An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident.	• Doumentation on Network Linkages • Additional documents that manifest the actual practice such as: o List of Partners o Report/Status of External Linkages o Memorandum of Agreement is forged between the school and the identified linkages and networks o Stakeholders' appreciation activity/ commendation/ award
	2. Stakeholders support a system of partnerships for improving resource management.	
	3. An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management.	
Sub-total		
Percentage Weight of Management of Resources (15%)		

SCORING MATRIX FOR THE ENHANCED SCHOOL-BASED MANAGEMENT (SBM) ASSESSMENT TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

This provides the elements in the scoring matrix and steps in the overall computation of the level of SBM practice. The steps in assessment and scoring shall be as follows:

Part I. Computation for the 60% Learning Outcomes

The School Principal/DFTAT/RFTAT shall strictly adhere to the prescribed guidelines and scoring instructions in the Enhanced SBM Assessment Tool for the SBM level of practice.

Step 1: Compute learning outcome indicators for the last three (3) school years categorized into Level I, Level II, and Level III with the corresponding ranges.

Step 2: Based on the ranges, determine the score for each indicator if Level I, Level II, and Level III.

Step 3: Compute the average of the learning outcome indicators by assigning the SBM level of schools based on the reflected data on Completion Rate (25%), Promotion Rate (25%), Mean Percentage Scores (MPS) obtained from the average summative assessment scores of learners across the learning areas/ subjects (25%) and Simple Dropout Rate (25%). Refer to the sample computation in assigning the level of SBM practice of schools based on the ranges and values on learning outcomes indicators.

Step 4: Multiply percentage weight by the computed data for the learning outcomes indicators.

Part II. Computation for the 40 % DOD Validation

Step 1: Based on the results of the DOD, summarize the evidence, and arrive at consensus on the rating that will be given to each indicator.

Step 2: Rate the items by assigning the appropriate level of practice of the school. These are the points earned by the school for the specific criteria using the rating scale of SBM Levels below:

DepEd Region 1: Built on character; empowered by competence.

AMBISYON
NATIN2040

0- No Means of Verification (MOVs)

1- MOVs indicate early or preliminary stages of implementation

2- MOVs indicate planned practices and procedures are fully implemented

3- MOVs indicate practices and procedure satisfy quality standards

Step 3: Count the assigned numbers in each criterion and get the total score per indicator. Record in the appropriate summary table for the area / standard rated.

Step 4: Multiply the total score in each criterion by the assigned percentage weights.

Step 5: Get the average rating by dividing the total score with the number of indicators of the principle.

Step 6: Record the average ratings for the principle in the summary table for the computation of the SBM scores.

Step 7: To determine the total rating, get the sum of all weighted ratings. The value derived from the level of practice is the school rating based on DOD.

Step 8: Compute the SBM Assessment Scores based on DOD (40%) using the given format:

Categories	Percentage	Computation	Sub Total
Leadership	30%		
Curriculum & Learning	30%		
Accountability	25%		
Resource Management	15%		
Total	**100%**		

Part III. Computation for the Resulting Level of Practice

Step 1: Compute the resulting points, 60% from the learning outcomes indicators and 40% from the DOD, then add.

Sample Computations	Total
Score x 0.60 (Learning outcomes indicators)	
Score x 0.40 (DOD validation)	
Overall	

Step 2: After computing the final points of the SBM Level of Practice based on the 60% learning outcome indicators and 40% DOD validation, the numerical equivalent will have the following descriptors:

Numerical Equivalent	Levels	Description
0.5 – 1.49	Level I (Developing)	Developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes.
1.50 – 2.49	Level II (Maturing)	Introducing and sustaining continuous improvement process that integrates wider community participation and significantly improve performance and learning outcomes.
2.50 – 3.00	Level III (Advanced)- For Accreditation	Ensuring the production of intended outputs/outcomes and meeting all standards of system fully integrated in the local community and is self-renewing and self-sustaining.

A sample computation for a school is attached for easy reference.

SAMPLE COMPUTATION

School:
Division:
Validation Date: **Principal:**

SBM Principles	Summary Rating per principle	Computation (Total Score/No. of Indicators)	Subtotal (Computed Result x Weighted %)
A. Leadership and Governance (30%)			
1	2		
2	2		
3	3		
4	3		
5	2	2.40	0.72
B. Curriculum and Learning Development (30%)			
1	2		
2	2		
3	2		
4	3		
5	3		
6	2		
7	3	2.43	0.73
C. Accountability and Continuous Improvement (25%)			
1	3		
2	3		
3	2		
4	2		
5	2	2.40	0.6
D. Management of Resources (15%)			
1	3		
2	3		
3	3		
4	3		
5	3	3.00	0.45
TOTAL FOR PART II – Based on SBM Validated Practice (40% DOD Validation)			2.50

Learning Outcomes	Performance Indicators	Value and Average	Computation	Results
	Completion Rate for the last 3 years (25%)		3	0.75
	SY 2018-2019	99.43		
	SY 2019-2020	106.25		
	SY 2020-2021	101.21		
	Average	102.30		
	Promotion Rate for the last 3 years (25%)		2	0.5
	SY 2018-2019	99.90		
	SY 2019-2020	100.00		
	SY 2020-2021	99.90		
	Average	99.93		
General MPS	**MPS for the last 3 years (25%)**		3	0.75
	SY 2018-2019	85.68		
	SY 2019-2020	84.58		
	SY 2020-2021	86.26		
	Average	85.51		
Drop-Out Rate	**Drop-Out Rate for the last 3 years (25%)**		2	0.5
	SY 2018-2019	0.10		
	SY 2019-2020	0.00		
	SY 2020-2021	0.10		
	Average	0.07		
TOTAL – Learning Outcomes (60%)				2.50

Areas	Score	Weight	Results
A. Learning Outcomes	2.5	60%	1.50
B. SBM Assessment Score (DOD)	2.5	40%	1.00
TOTAL		100%	2.50

(ADVANCED/LEVEL III)