



Republic of the Philippines  
**Department of Education**  
CARAGA REGION



October 5, 2020

REGIONAL ORDER  
No. 007 s. 2020

To: SCHOOLS DIVISION SUPERINTENDENTS  
ASST. SCHOOLS DIVISION SUPERINTENDENTS  
REGIONAL SBM COORDINATING TEAM  
DIVISION SBM COORDINATORS  
SCHOOL HEADS  
This Region

STRICT IMPLEMENTATION AND UTILIZATION OF **"LAGDA SA KADUMALAHAN"** A  
CONTEXTUALIZED SCHOOL-BASED MANAGEMENT MANUAL

1. To further strengthen the implementation of School-Based Management (SBM), this Office hereby releases the "Lagda sa Kadumalahan" a Contextualized School-Based Management (SBM) Manual for Caraga Region.
2. The field is hereby enjoined to strictly implement and utilize the said manual beginning SY 2020-2021.
3. Anent to this, there will be a series of virtual orientation to be facilitated by the Field Technical Assistance Division (FTAD) to better understand and level-off the content of the manual to announced later.
4. For ready-to-print PDF of the manual, please access the file @ <https://bit.ly/2GhNgnL>.
5. For any concerns about this matter shall be directed to Alejandro P. Macadatar, Regional SBM Coordinator through email @ [ftad\\_caraga@deped.gov.ph](mailto:ftad_caraga@deped.gov.ph) or landline number (085) 342-8207 local 170 during office hours.
6. For guidance and appropriate action.

  
**FRANCIS CESAR B. BRINGAS, CESO IV**  
Regional Director

Encl: Lagda sa Kadumalahan  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:  
SBM Policy

FTA/apm  
10/5/2020



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Republic of the Philippines  
Department of Education  
**CARAGA REGION**  
J. P. Rosales Avenue, Butuan City



# Lagda sa Kadumalohan

A Contextualized Manual on SCHOOL-BASED  
MANAGEMENT of Caraga Region





## DEDICATION

This Contextualized Manual of School-Based Management of Caraga Region which  
was crafted through the initiative  
of the Field Technical Assistance Division (FTAD) of  
the Department of Education Caraga Region is  
humbly dedicated to all the Caraganon  
learners who are ably guided and  
under the care of the proficient  
and dedicated Caraganon  
teachers.

*Lagda* is a visayan term for guide or manual and  
*Kadumalahan* means management. ***Lagda sa  
Kadumalahan*** therefore means a manual for  
management of all schools in Caraga Region.

## ACKNOWLEDGEMENT

The Contextualized School-Based Management (SBM) Manual for Caraga Region is crafted aimed at guiding the SBM implementers from the Regional Office down to the Schools Division Offices and schools.

Thus, it is worthy to acknowledge the support of everyone in the completion of this endeavor.

First, thanksgiving and praises are accorded to the Almighty Father for the provision of abundant blessings, good health wisdom and strength.

Second, our special thanks and appreciation to Regional Director Francis Cesar B. Bringas, Director IV and Asst. Regional Director Arsenio T. Cornites Jr, CESO V for their guidance and humble recommendations for the finalization of this manual.

Third, our partners from other Functional Divisions who had been part of the conduct of the school validation for two (2) years and their inputs, suggestions and recommendations made.

Also, our sincere thanks and gratitude to all Division SBM Coordinators and Co-coordinators for their unconditional support, brilliant and well-appreciated opinions inputted to make this manual relevant.

Furthermore, thanks as well to the select School Heads who journeyed with us during the review, discussion and finalization of this Manual.

To everyone who has contributed in one way or another for the realization of this *Lagda sa Kadumalahan*, we, from the Field Technical Assistance Division are heartily thanking you.



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# **CONTEXTUALIZED MANUAL ON SCHOOL-BASED MANAGEMENT (SBM) FOR CARAGA REGION**

## **I. INTRODUCTION**

School-Based Management (SBM) is the decentralization of the decision-making process from the Central Office to the schools. DepEd Order No. 83, s. 2012 cited SBM as a strategy to improve the efficiency and operation of education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, learners, and parents greater collaborative control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of stakeholders in these key decisions, SBM can create more effective learning environments for the holistic development of our learners.

SBM is not merely a requirement to be followed and to be implemented in schools but a way of life. As we embark on institutionalizing SBM in the region, we recognized 36 elementary schools and 24 secondary schools with a total of 60 as SBM Level III (Advanced Level) Implementers for CY 2018 and 2019. The recognition was an offshoot of rigorous conduct of Document Analysis, Observation and Discussion (DOD) by the Regional SBM Coordinating Team. This is considered a milestone for DepEd Caraga Region.

### **WHAT ARE THE ADVANTAGES?**

- allows competent individuals in the schools to make decisions that will improve learning;
- gives the entire school community a voice in key decisions;
- focuses on accountability for decisions;
- leads to greater creativity in the design of programs;
- redirects resources to support the goals developed in each school;
- leads to realistic budgeting as parents and teachers become more aware of the school's financial status, spending limitations, and the cost of its programs;
- improves the morale of teachers and nurture new leadership at all levels;
- strengthens the practice of transparency;

- implements downloaded Maintenance and Other Operating Expenses (MOOE) judiciously;
- strengthens the partnership of school and stakeholders;
- gains positive alliance with the stakeholders through transparent transactions and honest dispositions; and
- mobilizes resources management of schools.

## **II. BACKGROUND AND RATIONALE**

The implementation of the Governance of Basic Education Act of 2001 (RA 9155) provided the mandate of decentralizing the system of school management and recognized the role of the Local Government Units and other stakeholders as partners in education service delivery. Consequently, the Department launched the Schools First Initiative (SFI) in 2005 to empower the school and its community stakeholders to effectively address access and quality issues in basic education.

In 2006, a more comprehensive package of policy reforms dubbed as the Basic Education Sector Reform Agenda (BESRA) was launched to sustain and expand the gains of SFI through School-Based Management (SBM). Along with teacher education development, national learning strategies, quality assurance, monitoring and evaluation, and other organizational development, SBM was identified as one of the Key Reform Thrusts (KRTs) envisioned to effect improvement at the school level.

Hence, several enabling policies on SBM were formulated; School Governing Council (SGC), Assessment of Level of Practice, craft and implement Enhanced School Improvement Plan (E-SIP), and School Report Cards (SRCs). These policies were supported by a budget line item in the General Appropriations Acts (GAA) for the installation of SBM in all public elementary and secondary schools.

These mechanisms helped lay the foundations for SBM models emerging at the field with varying degrees of stakeholders' involvement.

A growing appreciation for SBM as the vehicle to institute reforms at the ground level is evidenced by the increase in the number of schools with E-SIP, those receiving grants and MOOE on time, and those that conducted SBM assessment. Systematic issues were noted in the operationalization of policies and guidelines at the field level and



their understanding of how to make SBM work in terms of improving governance practice and achieving organizational effectiveness. The review mission reports of development partners cited that there was a very high level of community involvement and ownership of stakeholders from among the SBM implementing schools visited.

However, it was also noted that there were difficulties in the operationalization of policies and guidelines at the school level and in understanding how to make SBM work in terms of improving governance practice and achieving organizational effectiveness of the schools. In addition, SBM practice appeared to be a mere compliance to the mandate of the DepEd Central Office.

Various reports showed specific evidence on the need to revisit policies relevant to SBM implementation.

In DepEd Caraga, the most common findings during the Document Analysis, Observation and Discussion (DOD) are as follows:

- crafting and reviewing of E-SIP were not facilitated/ initiated and communicated to the stakeholders;
- contextualized materials/learning resources need to be in place and well-documented for validation and future use;
- roles and functions of the school leaders and stakeholders must be clearly defined to avoid overlapping;
- teacher-made contextualized instructional materials were not quality assured by the division but were benchmarked already by other teachers;
- there were unliquidated fund-raising activities and no activity/project proposals crafted;
- school fees were collected by the school heads without approval from the Parents Teachers Association (PTA);
- only a few teachers conducted action research;
- most of the schools visited did not venture on Science Investigatory Projects, particularly central schools;
- some of the schools' organizations like PTA, SSG/SPG, SGC, Alumni, Faculty Club did not have Constitution and By-Laws;
- most of the schools did not review and update their strategic plans;
- most of the schools did not have bank accounts for their GPTA funds, canteen proceeds, fundraising, etc.;

- most of the schools visited did not use their canteen proceeds according to DepEd Order 8, s. 2007;
- documents/Means of Verifications (MOVs) of some schools were not organized according to the SBM Principles;
- most of the projects identified/implemented by the schools were focused on physical plant improvement; and
- some Programs, Activities and Projects (PAPs) implemented were not found in the E-SIP/AIP.

### **III. SCHOOL IMPROVEMENT PLANNING**

The development of the SIP Manual in 2009 helped accelerate the SBM implementation. Series of capacity building programs on SIP formulation were conducted accordingly, to equip school heads with knowledge and skills in the preparation of data-driven SIPs. It was observed that there was a strong partnership between Planning & Research and Monitoring & Evaluation Units in the School Governance and Operations Division at the Schools Division Offices.

However, for certain schools, unrealistic targets and inappropriate strategies were seen in the SIPs. Too much focus was given on SIP templates, which is usually construed as a one-size-fits-all form overlooking the unique condition of their schools, the learners they are providing with conducive environments, and the peculiar issues they are confronting.

Further, field visits revealed that though most schools have SIPs, these were generally done for compliance rather than used as an aid for planning and implementation. For instance, plans and activities for INSET, health and nutrition, and SBM grants projects were not reflected in most SIPs or in the Annual Implementation Plans (AIPs). Moreover, based on the consolidated reports, there were more schools with School Report Cards than School Improvement Plans, reflecting a disjointed implementation of these two SBM processes.

There were schools, however, which have successfully integrated and implemented such programs, projects, and activities effectively in addressing specific issues at the school level. These differing practices impel a strong need to revisit the implementing policies of SBM to ensure that these are effectively interpreted and utilized at the school level.



In 2015, DepEd released DepEd Order No. 44, s. 2015 Guidelines on the Enhanced School Improvement Plan (E-SIP). The School Improvement Plan is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. The implementation of development activities integral to it is in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.

The DepEd believes that high-performing schools can be instruments for reform. It issued DepEd Order No. 44, s. 2016 re: Guidelines on the Implementation of School-to-School Partnerships for FY 2016. Through school-to-school partnerships, high-performing schools can share their best practices and help other schools improve their school performance through Learning Action Cells (LAC), the Continuous Improvement (CI) Program, and School-Based Management (SBM). This requires that high-performing schools become Leader Schools with active leadership roles, initiating partnerships with other schools and taking on broader responsibilities to help elevate the performance of other schools within their District or Division.

#### **IV. ACCESs and SBM: The Framework**

##### ***Our Vision of Change: A Child and Community-Centered Education Systems (ACCESs)***

ACCESs represented the vision of the Department of Education. It epitomizes the character and value of the institution that is successful in implementing the reform agenda in Basic Education Sector Reform Agenda (BESRA) and realizing the desired future of education and education service delivery as conceptualized in RA 9155.

ACCESs is both a product and a 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 a 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 view of the SBM review and revision, ACCESs served to clarify the guiding principles derived from the concepts of “rights-based” education and community as “stewards or rights bearer” in education. From these philosophical underpinnings, ACCESs espoused FOUR PRINCIPLES of a school system that guides the SBM process. These are:

1. **Leadership and Governance:** A network of leadership and governance that guides the education system to achieve its shared vision, mission and goals making it responsive to the context of a diverse environment.
2. **Curriculum and Learning:** The curriculum and the learning systems anchored on the community and learners’ context and aspirations are collaboratively developed and continuously improved.
3. **Accountability and Continuous Improvement:** A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.
4. **Resource Management:** Resources are collectively organized, judiciously mobilized and managed with transparency, effectiveness, and efficiency to support targeted education outcomes.

Along with these four principles on the ACCESs school system, the SBM practice will evolve within the context of “differentiated practice” as created and affected by the variation in the typology of schools, leadership quality and characteristics, resources of the community, diversity of learners and extent and depth of community involvement.

To emphasize further, a child or learner-centered education is learning-focused, developmental-stage appropriate, gender-sensitive, culture responsive and sensitive environmentally safe and accessible.

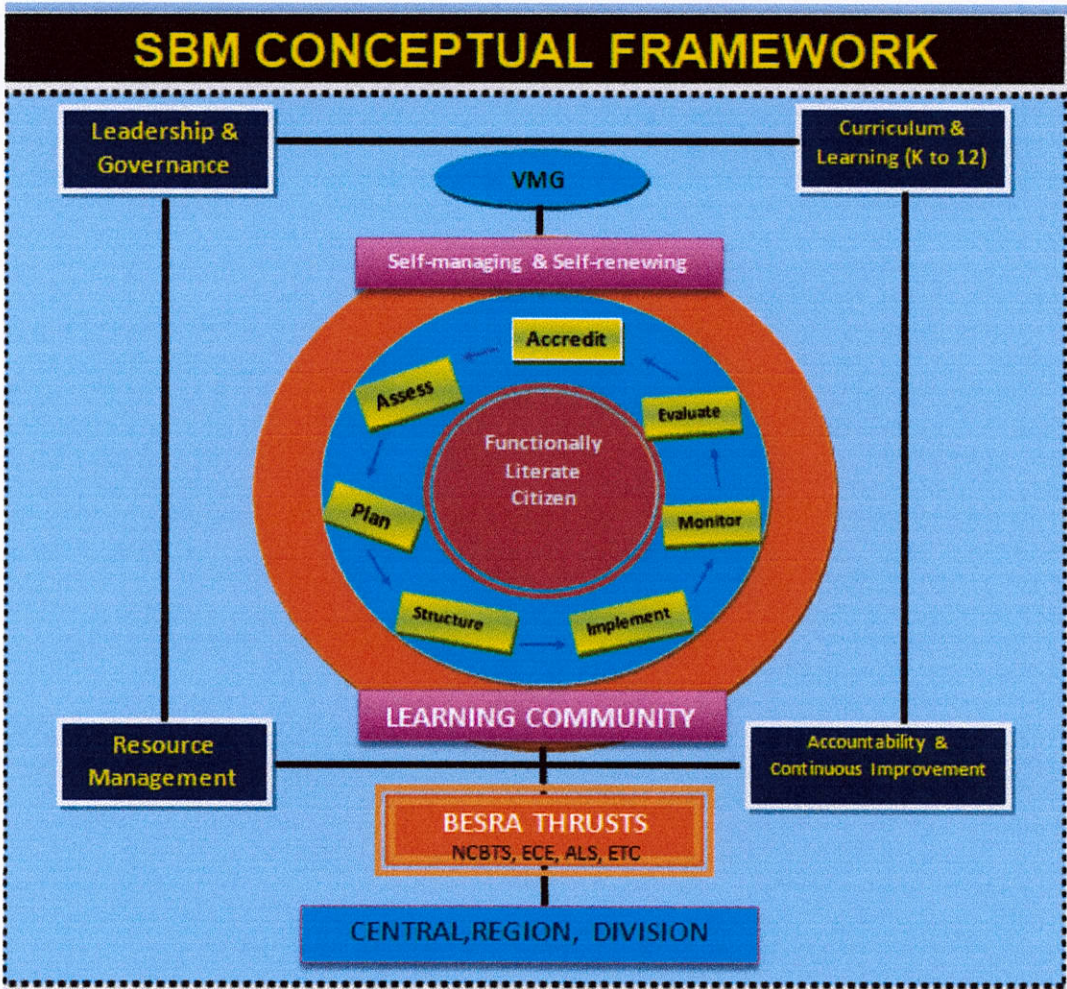
Meanwhile, for an education system to be community-centered, it must be a transition from a state of isolation to expand its view of a school system in the community where the school exists. A shared vision is evident when the school and the community are inspired by common goals and outcomes for its people. A shared mission on the other hand would reflect the dynamic sharing of responsibilities between the school and the community so that people will see concretely how their symbiotic roles in education service delivery would lead to better access and improve the quality of basic education.



**The SBM Conceptual Framework**

Below is the SBM Conceptual Framework adopted from DepEd Order No. 83, s. 2012 on the Revised Guidelines on SBM Assessment.

Figure 1



The framework is systems-oriented. It shows the major components of SBM, their organizational structure, interrelationships, and interdependence, as well as their characteristics and underlying principles. At the center is the intended output: a functionally literate citizen who is self-reliant, patriotic, productive, and service-oriented.

The output is a result of an integrative and collective problem-solving process that continuously raises the level of SBM practice until it culminates in the recognition of the school. The *process* is enhanced and facilitated by a self-managing, self-renewing learning community that assumes responsibility for the basic education of all types of learners.

The *context* of SBM is the school learning community itself to which the learner belongs. An intensive situational analysis of factors that impact learning is done to



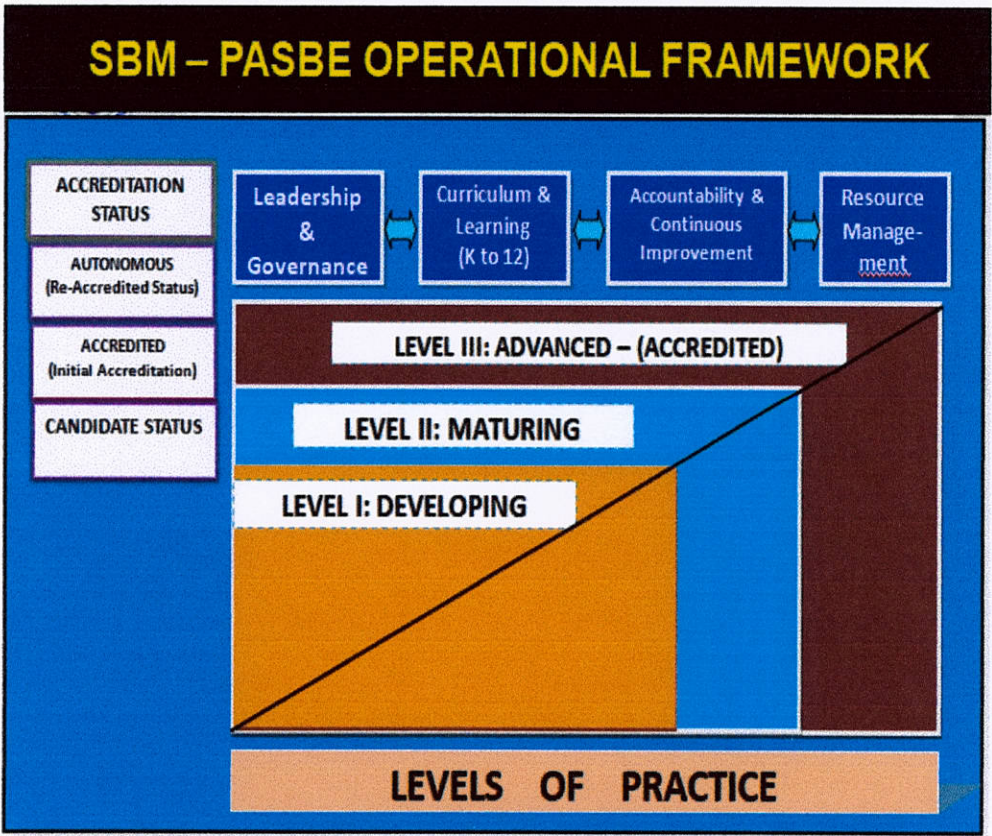
develop an educational plan that is responsive to contextual issues, problems, challenges, threats, and opportunities. The system is guided by four ACCESs principles on leadership and governance, curriculum and learning, accountability and continuous improvement, and resource management. The boundary of the system indicated by a broken line denotes openness to inputs from the external environment, as well as a resistance to change that may injure its systematic integrity and stability.

Schools must allow the framework to continuously morph and develop based on their experience to meet the emerging needs of the learning community. The Central, Regional, and Division Offices provide technical, professional, and administrative support and oversee that policies are being observed, standards are being met, and programs are being implemented.

**V. The SBM-PASBE Operational Framework**

The Operational Framework (Figure 2 below) presents the key components of the assessment system and how they are organized and interrelated to enhance the continuous improvement of learning outcomes and products of learning.

Figure 2





The three key components are presented: (1) guiding principles of the assessment system, (2) indicators of SBM practices, and (3) school accreditation/recognition. The four ACCESs principles guide the assessment of the indicators of practice and the accreditation/recognition process.

Each ACCESs principle has its corresponding indicators measured on a scale of 1-3 in terms of child and community centeredness forming a rubric. The SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. The unit of analyses in the school system, the resulting level may be classified as **developing, maturing or advanced (accredited / recognized level)**. A team of practitioners and experts from the district, division, region, and central office validates the self-assessment before a level of SBM practice is established. The highest level “advanced” is a candidacy for accreditation/recognition after a team of external validators confirmed the evidence of practices and procedures that satisfies quality standards.

## **VI. SBM ASSESSMENT**

The issuance of the SBM Assessment Manual created more awareness on the part of stakeholders on what is SBM practice. Though most of the schools which conducted the assessment are in Level 1, the effort to increase the level of SBM practice is evident in the documents maintained in every SBM dimension.

During the school visits, field implementers lamented that the assessment has been reduced to “bean counting” that overemphasizes the collection of prescribed documentation, the compliance to some of which may not be within the control of the schools and are not reflective of a functional system of good practices. The focus was narrowed to complying with the documents in the SBM checklist leading to the accounting of quantitative scores only. Thus, practices that may be qualitatively different like behavior and attitude towards SBM implementation are prelude from the assessment, if not supported by documents.

All these insights, drawn from the emerging models of SBM, point to the need for a new discourse on decentralizing school systems from the perspective of differentiated practice. It is also imperative in the review and refinement of SBM to account for the evidence of successful practice.

In a nutshell, it is along with these views that SBM as a reform thrust has been revised and broadened:

- a. to better highlight the learner as the center of SBM practice;
- b. to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society;
- c. to enhance the commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for learners;
- d. to further promote shared governance between the school community; and
- e. to integrate accreditation into SBM for seamless assessment of a school system.

## **ASSESSMENT/VALIDATION PROCEDURE**

Assessment of SBM Practices shall start from the school level and validated by the Schools Division Office and Regional Office.

### **1. School Level**

All schools should conduct the self-assessment of their SBM Practices using the SBM Validation e-Tool (**Annex A**) at least once a year preferably after the end of the school year. This is to ensure that all necessary data are available covering the last three years. The School Head with his team like the School SBM Coordinator and chairpersons of the different principles shall ensure the veracity and validity of the data.

The result of the self-assessment shall serve as baseline information for future plans and actions. This could also be used as a reference in crafting the E-SIP and AIP.

### **2. Division Level**

When the result of the self-assessment falls within Level I, District SBM Coordinating Team and Division SBM Coordinating Team shall come up with a mechanism in providing technical assistance (TA) to the schools. A TA plan shall be crafted prior to the provision of the technical assistance which can be included in the quarterly presentation of the Customized Division Technical Assistance Plan (CDTAP) Accomplishment Report.



After the self-assessment, when the school is either **maturing** (Level II) or **advanced** (Level III), they may invite the Division SBM Coordinating Team to do the Division Validation of their practices.

The activity shall now include the conduct of Document Analysis, Observation and Discussion (DOD) Process using the SBM Assessment Tool (**Annex B**) for school governance.

### **3. Regional Level**

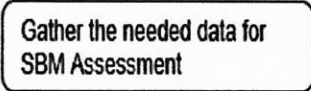
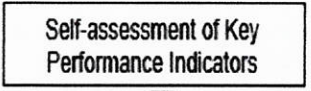
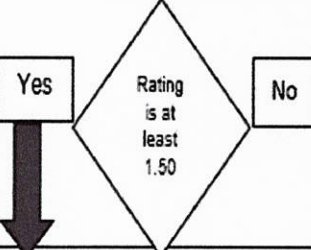
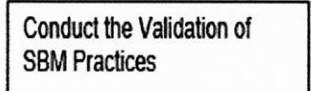
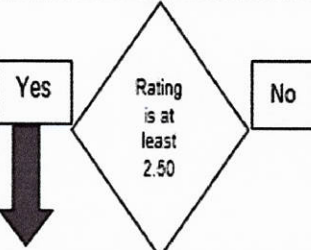
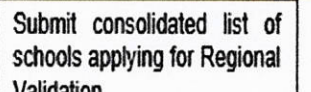
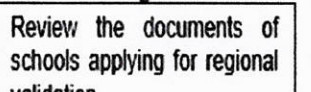
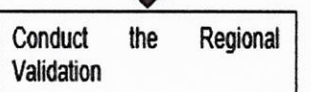
The SDOs shall recommend to the Regional Office through the Regional SBM Coordinating Team the schools, which, after their validation has a combined rating of at least 2.50 in both the Performance Indicators (60%) and Governance (40%) for Regional Validation.

After the regional validation, if the school is compliant to the standard set for SBM Level III Implementer, then it shall be recognized as such. However, when the school doesn't manifest the advanced level of practice, it shall be considered a level II implementer by the regional level.

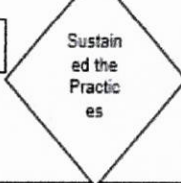
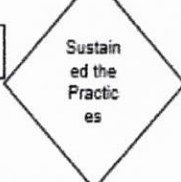
Figure 3 below is the SBM Assessment and Validation Flow Chart which starts from the self-assessment at the school level, validation of practices at the Division and validation & surveillance at the Regional level.

Figure 3

**SBM ASSESSMENT AND VALIDATION FLOW CHART**

| FLOWCHART                                                                           | RESPONSIBLE                                                       | DETAILS                                                                                                                                                                                                                                       | INTERFACE RECORD                                                                                                          |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
|    | School Head<br>School SBM Coordinator<br>SBM Principle In-charges | The School Planning Team shall gather the necessary data for three (3) years on Enrolment, Cohort Survival Rate, Completion Rate, Dropout Rate, and Mean Percentage Score of Quarterly Exams                                                  | Record of Data for 3 years                                                                                                |
|    | School Head<br>School SBM Coordinator<br>SBM Principle In-charges | Using the SBM Validation e-Tool, self-assessment shall include Enrolment, Cohort Survival Rate, Completion Rate, Dropout Rate, and Mean Percentage Score of Quarterly Exams for three (3) years.                                              | Filled-up SBM Validation e-Tool                                                                                           |
|    | School Head<br>School SBM Coordinator<br>SBM Principle In-charges | <p>If yes, then the school may request/apply for Division Validation.</p> <p>If no, then Division SBM Coordinating Team shall provide technical assistance to the school.</p>                                                                 | <p>Intent Letter</p> <p>TA Plan</p>                                                                                       |
|  | Division SBM Coordinating Team                                    | The Division SBM Coordinating Team shall validate the veracity and authenticity of the data using the SBM Validation e-Tool and conduct the Document Analysis, Observation and Discussion (DOD) Process.                                      | Validated e-Tool and Filled-up SBM Assessment Tool                                                                        |
|  | Division SBM Coordinating Team                                    | <p>If yes, then the school may apply or may be recommended for Regional Validation.</p> <p>If no, then Division SBM Coordinating Team shall provide technical assistance to the school.</p>                                                   | <p>Intent Letter and Endorsement Letter by the SDS, Validated e-Tool and Filled-up SBM Assessment Tool</p> <p>TA Plan</p> |
|  | Division SBM Coordinator                                          | Consolidated list of schools applying for Regional Validation shall include the letter of intent, endorsement from the SDS, and filled-up e-Tool                                                                                              | Transmittal Letter                                                                                                        |
|  | Regional SBM Coordinator                                          | A review of the documents must be done to check on the completeness and correctness of papers and data.                                                                                                                                       | List of Reviewed documents by SDO                                                                                         |
|  | Regional SBM Coordinating Team                                    | <p>A team of at least four (4) members shall conduct the Document Analysis, Observation and Discussion (DOD) Process at each school.</p> <p><i>Note: For emergency situation, a remote validation will be done using online platforms</i></p> | Validation Report and Filled-up SBM Assessment Tool                                                                       |



|                                                                                                                                            |                                |                                                                                                                                                                                                                                                                                           |                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <br>Deliberation of the result of the Regional Validation | Regional SBM Coordinating Team | Deliberation is important in order to discuss findings during the validation and it is aimed at a sound decision whether or not the school is indeed implementing the Advanced Level of Practice                                                                                          | Minutes of the Deliberation and Final Result |
| Issue memorandum on the result of the validation and the schedule of the awarding ceremony                                                 | FTAD & Top Management          | After the deliberation, a Regional Bulletin shall be floated                                                                                                                                                                                                                              | Regional Bulletin                            |
| Recognize SBM Level 3 schools                                                                                                              | FTAD & Top Management          | Recognition Ceremony shall be a separate activity and shall be labeled as Regional SBM Practitioners' Convocation to be set at the last quarter of the Calendar Year.<br><i>Note: For emergency situation, the recognition shall be done on remote process by using online platforms.</i> | Memorandum and Program (Souvenir)            |
| Conduct of surveillance to SBM Level 3 schools in the region                                                                               | Regional SBM Coordinating Team | After the recognition, all Advanced Level Implementers shall undergo a surveillance on the first, second and third year.                                                                                                                                                                  | Regional Memorandum                          |
| <br>Yes<br>No                                            | Regional SBM Coordinating Team | If yes, then the school shall be re-recognized.<br>If no, then the school shall be dropped from the roster of Advanced Level implementers                                                                                                                                                 | Regional Memorandum                          |
| Conduct re-recognition of the schools with sustained SBM practices                                                                         | FTAD & Top Management          | Re-recognition shall be done yearly with a maximum of 3 years.                                                                                                                                                                                                                            | Regional Memorandum                          |
| Conduct validation to the potential Center of Excellence schools                                                                           | Regional SBM Coordinating Team | On the fourth or fifth year of being level 3 school, a surveillance will be done to identify schools due for title of being a Center of Excellence                                                                                                                                        | Regional Memorandum                          |
| <br>Yes<br>No                                           | Regional SBM Coordinating Team | If yes, then the school shall be recognized as Center of Excellence on a specific area<br>If no, then the school shall retain its recognition as Advanced Level implementer                                                                                                               | Regional Memorandum                          |
| Awarding Ceremony for schools entitled of being Center of Excellence                                                                       | FTAD & Top Management          | Center of Excellence titles may be but not limited to MG, TVET, Central Schools, etc.                                                                                                                                                                                                     | Regional Memorandum                          |

## **VII. THE REVISED SBM ASSESSMENT PROCESS**

### ***Purpose of the Assessment***

SBM Assessment is conducted by the school to determine the depth of its SBM practice alongside the principles of ACCEs. Further, the assessment is conducted by the division to determine the profile of its schools, which needs assistance, and of the recognition for good practices for benchmarking by other schools.

### ***Basic Steps in the Assessment Process at the School***

1. Organize a team composed of faculty members, students and other external stakeholders. One shall be elected as a team leader, and the other as team secretary and the rest shall obtain and validate evidence.
2. Select at least two members to assess a Principle.
3. Designate a leader to direct the group in the conduct of the Document Analysis, Observation and Discussion (DOD) and a Secretary to act as a documenter/process observer. The group will decide whether to use the WHOLE or PART Method:
  - a. WHOLE METHOD – all Team members shall work as a group to validate one Principle after another
  - b. PART METHOD - A member/s shall be assigned to each Principle:
    - i. Leadership & Governance
    - ii. Curriculum & Learning (K to 12)
    - iii. Accountability System
    - iv. Resource Management

### ***During the assessment proper***

4. Conduct process validation, the purpose is to gather process evidence to validate documented artifacts using observation of classes and activities. Follow the D-O-D process.
5. Validate the “Step 1: Determine Performance Improvement (60%)” of the SBM Scoring Matrix filled-up by the Sample School in terms of:
  - a. Veracity of the data entries (To be validated by the Planning Officer)
  - b. Accuracy of the data entries as to:
    - Rating & Equivalent Points



- Computation of the sub-total of Access, Efficiency, and Quality and the over-all total
  - Interpretation based on the standard: Good, Better, Best
6. Classify and evaluate the documents by principle. Note that one document like the SIP can be a source of evidence for several indicators across principles.
  7. Gather and analyze evidence using the D-O-D process and select samples of documents using emergent SATURATION SAMPLING & SNOWBALLING TECHNIQUE.

### ***Closure or Exit Conference / Meeting***

## **THE REVISED SBM ASSESSMENT TOOL**

The Revised School-Based Management (SBM) tool is guided by the four principles of ACCESSs. The indicators of SBM practice were contextualized from the ideals of an ACCESSs school system. The unit of analysis is the school system, which may be classified ***as developing, maturing, or advanced (recognized level)***

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 practice is established.

**Characteristics and Features.** The revised tool is systems-oriented, principle-guided, evidence-based, learner-centered, process-focused, non-prescriptive, user-friendly, collaborative in approach, and results/outcomes-focused.

**Parts of the Tool.** The tool shall contain the following parts: a) basic school/learning center information; b) principle-guided indicators; c) description of SBM practice scaled in terms of the extent of community involvement; d) learner-centeredness, and e) scoring instructions

**Users.** The users of the tool are the teachers, school heads, learners, parents, LGUs, private sector and NGOs/POs and the different administrative levels of DepEd.

## SCORING INSTRUCTIONS

### ***Part I – SBM Validation e-Tool***

The SBM Validation e-Tool is focused on identifying the level of achievement of the school in terms of the Key Performance Indicators (KPIs) namely:

- a. Enrolment/Participation Rate
- b. Dropout Rate
- c. Completion Rate
- d. Cohort Survival Rate and
- e. Quarterly Exam MPS.

The tool is user-friendly and can easily be used. To do it:

1. Click the **Main Page** button (colored yellow) to encode the basic data/profile of the school.
2. Click **Validation Form** (colored blue green) to enter the data required for the assessment.
3. On Access (Enrolment should include the current School Year)  
The school may choose from either:
  - a. Use Option 1 for an increasing enrolment
  - b. Use Option 2 for a decreasing enrolment. However, it must be supported by Community Mapping of all school-aged children over those who enrolled in any school (private or public)
4. On Efficiency (Data should be in three years)
  - a. Drop-out Rate
  - b. Completion Rate
  - c. Cohort Survival Rate
5. Customize the School Year based on the latest available data found in the E-BEIS
  - a. On Quality  
In the absence of the National Achievement Test MPS, the Average MPS of the Quarterly Exams is used; that is, add the MPS for the four quarters of all the sections across grade levels and divide by four to get the average MPS for the School Year.
  - b. Use Option 1 to get the average percentage of increase
  - c. Use Option 2 to get the average quarterly MPS



**Part II- Revised SBM Assessment Tool**

Only schools obtaining an average standard of 2.50 or higher shall proceed to the Document Analysis, Observation and Discussion (DOD) where the practices under governance are assessed and validated. There are four (4) principles to be assessed in this part namely: Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources.

- 1. The four (4) principles were assigned percentage weights based on their relative importance to improve learning outcomes and school operations.
  - a. Leadership and Governance - 30%
  - b. Curriculum and Learning - 30%
  - c. Accountability and  
Continuous Improvement - 25%
  - d. Management of Resources - 15%
  
- 2. Each principle has several indicators. Based on the results of the DOD, summarize the evidence, and arrive at a consensus on the rating that will be given to each indicator.
  
- 3. Rate the items by checking the appropriate boxes. These are the points earned by the school for the specific indicators using the rating scale below:

| Score | Description                                                               |
|-------|---------------------------------------------------------------------------|
| 0     | No evidence                                                               |
| 1     | Evidence indicates early or preliminary stages of implementation          |
| 2     | Evidence indicates planned practices and procedures are fully implemented |
| 3     | Evidence indicates practices and procedure satisfy quality standards      |

**The Tool**

The SBM Assessment Tool uses evidence to determine a school's level of practice. Document Analysis, Observation and Discussion (DOD) is a means of evaluating the validity or truthfulness of the evidence. Below are the steps:

1. **Conduct Document Analysis.** Obtain and assemble all artifacts related to the indicators being assessed. Artifacts are the documents and evidence used by the school community to achieve educational goals e.g. lesson plans, annual reports, assessment tools, test results, community learning centers, computers, organization charts, development plans, things made by the teachers, and the like. Evaluate the validity or truthfulness of each artifact against the RACS criteria namely:

**Relevance.** The evidence must be appropriate to the indicator being assessed. It is appropriate if the artifact or document is a tool or a product of a practice expressed in the indicator.

**Accuracy.** The evidence must be correct. If it is a lesson plan, then both content and procedure must be correct.

**Currency.** The evidence must be present, existing, or actual.

**Consistency.** The evidence must be verified and generates the same results from most of the sources.

**Sufficiency.** The evidence must be adequate or enough. If a student learning portfolio is presented as evidence of self-directed learning, its presence in only two or three classes is not adequate evidence of school-wide implementation.

2. **Conduct observations to obtain process evidence.** Documentary evidence may show the school's focus on learner-centered learning like cooperative, interactive, problem solving, and decision making. There is a need to obtain process evidence to know if these are being practiced.

Process evidence is obtained by scrutinizing instructional, leadership, and management styles, methods, techniques, approaches, and activities used by the school community to achieve the SBM goal. Evidence is identified through participant or non-participant observations which may be conducted formally or informally. Individual or group interviews are held to verify or clarify the evidence. Evidence is scrutinized for validity using the RACCS criteria.



3. **Discuss the synthesized documentary and process evidence.** Conduct the discussion as a friendly non-confrontational conversation to explain, verify, clarify, and augment the evidence. Invite members of the school community who were engaged in the collection and presentation of evidence to participate in the discussion.

Practices vary in establishing the level of practice of an indicator. The most common is the *integrative* approach in which the entire body of evidence for all indicators of the standard is assembled first, scrutinized for internal consistency, and finally used as a guide in making a consensual decision to which level of practice an indicator belongs.

The other practice is *non-integrative*. Indicators of a standard are scrutinized one by one for evidence and classified one by one for the level of practice. Relationships among indicators are given less attention.

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

The resulting levels are described as follows:

##### **Level I: DEVELOPING**

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

##### **Level II: MATURING**

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

##### **Level III: ADVANCED (RECOGNIZED 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.

#### **Who conducts the DOD?**

1. School Assessment Committee: school-initiated

2. Division Assessment Committee: Division-initiated or requested by school
3. Regional Assessment Committee: Regional-initiated per invitation of the school duly endorsed by the Schools Division Superintendent

**Who constitutes the assessment committee?**

**At the school**

1. School Head
2. School SBM Coordinator
3. Four (4) chairpersons of the Four SBM Principles

**At the Division**

1. SGOD Chief
2. Division SBM Coordinator
3. Division Planning Officer
4. SEPS M&E
5. At least two (2) EPS from CID
6. EPS in SGOD

**At the Region**

1. Chief of FTAD
2. Regional SBM Coordinator
3. One (1) EPS or representative each from FTAD, CLMD, PPRD, QAD, HRDD, ASD, ESSD, and Finance

**What operational principles guide the DOD process?**

- **Collaboration.** The assessors work as a team. Leadership is shared. Decisions are made by consensus and every member is accountable for the performance of the team.
- **Transparency.** The validation of evidence is open to stakeholders' view and review.
- **Confidentiality.** Information obtained from the DOD process that may prejudice individuals, groups or the school is handled judiciously



- **Validity.** Documentary analyses and observations are rigorous in the procedure and demanding in quality or results.
- **Reform-oriented.** DOD comes with informed recommendations and action programs that continuously move the school to higher levels of practice.
- **Principle-oriented.** DOD is guided by ACCEs principles.

## VIII. SURVEILLANCE

**Surveillance** is a yearly visit to be conducted to a recognized SBM Level III School to check on its sustainability of practice for a maximum of three (3) years.

It shall observe the following conditions:

- a. All schools which are recognized by the Regional Office as SBM Level III implementers (Advanced level) shall be subjected for a yearly surveillance/visit for three years.
- b. Prior to the surveillance, the Division SBM validating Team shall conduct the assessment using SBM Validation e-Tool. Only schools with a rating of 2.50 after the Division Validation shall be recommended for the surveillance. Data should be attested by the Division Planning Officer and reviewed by the Division SBM Coordinator.
- c. Schools that failed to sustain their advanced practices shall be removed from the roster of recognized SBM Level III implementers.
- d. No visit shall be conducted without prior information of all concerned schools.
- e. Regional surveillance shall also observe the Document Analysis, Observation and Discussion (DOD) Process.

- f. In case of emergency, when a face-to-face encounter or visit is impossible, a remote process can be done. Methods and manner of the activity shall be stipulated in a separate memorandum.
- g. During the surveillance, only key personnel will be invited such as but not limited to the representatives of the LGU, faculty club, SPG/SSG, PTA, alumni, NGO, and chairpersons of the different SBM Principles or at a maximum of 15 persons inclusive of the four (4) members of the regional validating team.
- h. Strictly no lavish preparations on food, decoration, welcome activities, etc. shall be tolerated.

## **LEVEL OF RECOGNITION**

### **1. FULL RECOGNITION**

When a school is recognized by the Regional Office to have been showing the “Advanced Level” of Practice, it shall be accorded with full recognition subject to yearly surveillance for three (3) years.

Failure on the part of the school to sustain the “Advanced Level” in any of the surveillances/visits will automatically drop them from the roster of recognized schools. In which case, the previously awarded Certificate of Recognition can no longer be used for ranking purposes.

### **2. RE-RECOGNITION**

After three (3) years of being a fully recognized “Advanced Level” implementer, the school shall be re-recognized. As a re-recognized SBM Level III school, it shall be entitled to the incentives due to a recognized school.

In this case, no surveillance/visit shall be conducted for a maximum period of two years.

This school shall undergo a surveillance/visit on the second year and if found to have sustained the Advanced Level shall be recommended for the highest level of recognition-Regional Center of Excellence



### 3. REGIONAL CENTER OF EXCELLENCE

This Level of Recognition is awarded to schools with sustained SBM Practices for a minimum period of five (5) years. This recognition shall be called Regional Center of Excellence for different categories/ typologies such as Multi-grade, TVL, Central School, Secondary School and the like.

This recognition shall be enjoyed by the school for a maximum period of three (3) years without surveillance of visit for the same purpose.

## RECOGNITION AND INCENTIVES

To accelerate implementation and reward best practices, the revised SBM practice approaches assessment is using systematic recognition and incentives program in terms of

1. Plaque of Recognition for the school
2. Personalized and specially coded certificate of recognition for schools, teachers, and other personnel
3. Teachers will be included in the roster of potential scholars both local and national
4. Possible promotion of School Heads through reclassification using DepEd Order No. 97, s. 2011 and Regional Memorandum 041, s. 2018.
5. The highest recognition after two consecutive re-recognition status: Regional Center of Excellence in a specific field – Technical-Vocational, SPED, Multigrade, etc.
6. Cash incentives for schools with sustained SBM Practices and those recognized SBM Level III Implementers

#### References:

DepEd Order NO. 83, s. 2012

DepEd Order No. 44, s. 2015

DepEd Order No. 44, s. 2016

Regional Memorandum No. 41, s. 2018

Regional Memorandum No. 179, s. 2020

### **List of Acronyms**

|         |                                                           |
|---------|-----------------------------------------------------------|
| ACCESSs | - A Child and Community-Centered Education Systems        |
| AIP     | - Annual Implementation Plan                              |
| APP     | - Annual Procurement Plan                                 |
| BESRA   | - Basic Education Sector Reform Agenda                    |
| MOOE    | - Maintenance and Other Operating Expenses                |
| E-SIP   | - Enhanced School Improvement Plan                        |
| GPTA    | - General Parents Teachers Association                    |
| INSET   | - In-service Trainings                                    |
| PAP     | - Programs, Activities and Projects                       |
| PASBE   | - Philippine Accreditation for Schools in Basic Education |
| SBM     | - School-Based Management                                 |
| SFI     | - Schools First Initiative                                |
| TA      | - Technical Assistance                                    |



## Annex A: SBM Validation e-Tool

| Republic of the Philippines<br>Department of Education<br>Caraga Administrative Region<br><b>DIVISION OF BUTUAN CITY</b><br>Butuan City                                                                                                                                                                                                                            |                           |                                                                                                                                                                                       |               |             |         | View<br>Developers'<br>Info |                        |             |             |      |             |        |             |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------|---------|-----------------------------|------------------------|-------------|-------------|------|-------------|--------|-------------|------|
| <b>SBM VALIDATION e-TOOL</b>                                                                                                                                                                                                                                                                                                                                       |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| <b>S.Y. 2020-2021</b>                                                                                                                                                                                                                                                                                                                                              |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| Name of School: <b>Tagpulangi ES</b><br>School ID: <b>132082</b><br>School Head: <b>CHARLITA A. SAJULGA</b><br>Email Address: <b>0</b><br>District Supervisor: <b>0</b>                                                                                                                                                                                            |                           | District: <b>Butuan City</b><br>Type of School: <b>PUBLIC MONOGRADE (NON-CENTRAL)</b><br>Contact Number: <b>0</b><br>Number of Teachers: <b>11</b><br>Monitoring Supervisor: <b>0</b> |               |             |         |                             |                        |             |             |      |             |        |             |      |
| <b>Step 1: Determine Performance Improvement (60%)</b>                                                                                                                                                                                                                                                                                                             |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| Thematic Area                                                                                                                                                                                                                                                                                                                                                      | Performance Indicators    |                                                                                                                                                                                       |               | Computation | Results | Final                       |                        |             |             |      |             |        |             |      |
| Option 1 <b>ACCESS (45%)</b>                                                                                                                                                                                                                                                                                                                                       | School Year               | Enrolment                                                                                                                                                                             | % of increase | EP x Weight | Points  |                             |                        |             |             |      |             |        |             |      |
| Enrolment Increase                                                                                                                                                                                                                                                                                                                                                 | SY 2017-2018              | 506                                                                                                                                                                                   | 1155          |             |         |                             |                        |             |             |      |             |        |             |      |
| 1- Marginal: At least 1% increase                                                                                                                                                                                                                                                                                                                                  | SY 2018-2019              | 511                                                                                                                                                                                   | 1219          |             |         |                             |                        |             |             |      |             |        |             |      |
| 2- Average: At least 7 % increase                                                                                                                                                                                                                                                                                                                                  | SY 2019-2020              | 560                                                                                                                                                                                   | 1274          |             |         |                             |                        |             |             |      |             |        |             |      |
| 3- High: At least 10% increase                                                                                                                                                                                                                                                                                                                                     | Total: % of Increase      |                                                                                                                                                                                       | 9.57%         |             |         |                             |                        |             |             |      |             |        |             |      |
|                                                                                                                                                                                                                                                                                                                                                                    | Average: % of Increase /2 |                                                                                                                                                                                       | 4.79%         | 1 x 0.45 =  | 0.45    |                             |                        |             |             |      |             |        |             |      |
| Thematic Area                                                                                                                                                                                                                                                                                                                                                      | Performance Indicators    |                                                                                                                                                                                       |               | Computation | Results | Final                       |                        |             |             |      |             |        |             |      |
| <b>EFFICIENCY (25%)</b>                                                                                                                                                                                                                                                                                                                                            | School Year               | Drop-Out Rate                                                                                                                                                                         | % of decrease | EP x Weight | Points  |                             |                        |             |             |      |             |        |             |      |
| Rating & Equivalent Points:                                                                                                                                                                                                                                                                                                                                        | SY 2017-2018              | 32.00%                                                                                                                                                                                | -353.26%      |             |         |                             |                        |             |             |      |             |        |             |      |
| Baseline: 7.06                                                                                                                                                                                                                                                                                                                                                     | SY 2018-2019              | 0.00%                                                                                                                                                                                 | 100.00%       |             |         |                             |                        |             |             |      |             |        |             |      |
| 1- Marginal: At most 2% decrease                                                                                                                                                                                                                                                                                                                                   | SY 2019-2020              | 0.00%                                                                                                                                                                                 | 100.00%       |             |         |                             |                        |             |             |      |             |        |             |      |
| 2- Average: At most 4 % decrease                                                                                                                                                                                                                                                                                                                                   | Total: % of Decrease      |                                                                                                                                                                                       | -153.26%      |             |         |                             |                        |             |             |      |             |        |             |      |
| 3- High: Has 0 DR or more than 4% decrease                                                                                                                                                                                                                                                                                                                         | Average % of Decrease     |                                                                                                                                                                                       | -51.09%       | 0 x 0.25 =  | 0.00    |                             |                        |             |             |      |             |        |             |      |
|                                                                                                                                                                                                                                                                                                                                                                    | School Year               | Completion Rate                                                                                                                                                                       | % of increase | EP x Weight | Points  |                             |                        |             |             |      |             |        |             |      |
| Rating & Equivalent Points:                                                                                                                                                                                                                                                                                                                                        | SY 2017-2018              | 87.93%                                                                                                                                                                                | 17.24%        |             |         |                             |                        |             |             |      |             |        |             |      |
| Baseline: 75%                                                                                                                                                                                                                                                                                                                                                      | SY 2018-2019              | 93.22%                                                                                                                                                                                | 24.29%        |             |         |                             |                        |             |             |      |             |        |             |      |
| 1- Marginal: At least 5% increase                                                                                                                                                                                                                                                                                                                                  | SY 2019-2020              | 94.67%                                                                                                                                                                                | 26.23%        |             |         |                             |                        |             |             |      |             |        |             |      |
| 2- Average: At least 7 % increase                                                                                                                                                                                                                                                                                                                                  | Total: % of Increase      |                                                                                                                                                                                       | 67.76%        |             |         |                             |                        |             |             |      |             |        |             |      |
| 3- High: At least 10% increase                                                                                                                                                                                                                                                                                                                                     | Average: % of Increase /3 |                                                                                                                                                                                       | 22.59%        | 3 x 0.25 =  | 0.75    |                             |                        |             |             |      |             |        |             |      |
|                                                                                                                                                                                                                                                                                                                                                                    | School Year               | Cohort Survival Rate                                                                                                                                                                  | % of increase | EP x Weight | Points  |                             |                        |             |             |      |             |        |             |      |
| Rating & Equivalent Points:                                                                                                                                                                                                                                                                                                                                        | SY 2017-2018              | 56.32%                                                                                                                                                                                | -25.89%       |             |         |                             |                        |             |             |      |             |        |             |      |
| Baseline: 76%                                                                                                                                                                                                                                                                                                                                                      | SY 2018-2019              | 52.51%                                                                                                                                                                                | -30.91%       |             |         |                             |                        |             |             |      |             |        |             |      |
| 1- Marginal: At least 5% increase                                                                                                                                                                                                                                                                                                                                  | SY 2019-2020              | 67.70%                                                                                                                                                                                | -10.92%       |             |         |                             |                        |             |             |      |             |        |             |      |
| 2- Average: At least 7% increase                                                                                                                                                                                                                                                                                                                                   | Total: % of Increase      |                                                                                                                                                                                       | -67.72%       |             |         |                             |                        |             |             |      |             |        |             |      |
| 3- High: At least 10% increase                                                                                                                                                                                                                                                                                                                                     | Average: % of Increase /3 |                                                                                                                                                                                       | -22.57%       | 0 x 0.25 =  | 0.00    |                             |                        |             |             |      |             |        |             |      |
| <b>Average: Total Points/3</b>                                                                                                                                                                                                                                                                                                                                     |                           |                                                                                                                                                                                       |               |             |         | <b>0.25</b>                 |                        |             |             |      |             |        |             |      |
| Thematic Area                                                                                                                                                                                                                                                                                                                                                      | Performance Indicators    |                                                                                                                                                                                       |               | Computation | Results | Final                       |                        |             |             |      |             |        |             |      |
| <b>QUALITY (30%)</b>                                                                                                                                                                                                                                                                                                                                               | School Year               | Ave. MPS of Quarterly Exams                                                                                                                                                           | % of Increase | EP x Weight | Points  |                             |                        |             |             |      |             |        |             |      |
| Rating & Equivalent Points:                                                                                                                                                                                                                                                                                                                                        | SY 2017-2018              | 60.00%                                                                                                                                                                                |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 1- Marginal: 26% - 50%                                                                                                                                                                                                                                                                                                                                             | SY 2018-2019              | 60.00%                                                                                                                                                                                |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 2- Average: 51% - 75%                                                                                                                                                                                                                                                                                                                                              | SY 2019-2020              | 54.49%                                                                                                                                                                                |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 3- High: 76% - 100%                                                                                                                                                                                                                                                                                                                                                | Average: % of Increase    |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
|                                                                                                                                                                                                                                                                                                                                                                    | Average: MPS              |                                                                                                                                                                                       | 58.16%        | 2 x 0.30 =  | 0.60    |                             |                        |             |             |      |             |        |             |      |
| <b>Average: Total Points/1</b>                                                                                                                                                                                                                                                                                                                                     |                           |                                                                                                                                                                                       |               |             |         | <b>0.60</b>                 |                        |             |             |      |             |        |             |      |
| <b>Overall Performance Improvement (ACCESS, EFFICIENCY, &amp; QUALITY)</b>                                                                                                                                                                                                                                                                                         |                           |                                                                                                                                                                                       |               |             |         | <b>1.30</b>                 |                        |             |             |      |             |        |             |      |
| Legend: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Numerical Rating Scale</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>0.50 – 1.49</td> <td>Good</td> </tr> <tr> <td>1.50 – 2.49</td> <td>Better</td> </tr> <tr> <td>2.50 – 3.00</td> <td>Best</td> </tr> </tbody> </table>                                  |                           |                                                                                                                                                                                       |               |             |         |                             | Numerical Rating Scale | Description | 0.50 – 1.49 | Good | 1.50 – 2.49 | Better | 2.50 – 3.00 | Best |
| Numerical Rating Scale                                                                                                                                                                                                                                                                                                                                             | Description               |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 0.50 – 1.49                                                                                                                                                                                                                                                                                                                                                        | Good                      |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 1.50 – 2.49                                                                                                                                                                                                                                                                                                                                                        | Better                    |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| 2.50 – 3.00                                                                                                                                                                                                                                                                                                                                                        | Best                      |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| Interpretation: <span style="margin-left: 50px;">✓ Good</span> <span style="margin-left: 50px;">Better</span> <span style="margin-left: 50px;">Best</span>                                                                                                                                                                                                         |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| Note: Only schools having a performance improvement of "Better" can apply to the Division for SBM Validation using DOD (Data Analysis, Observation and Discussion) SBM Assessment Scores (40%).                                                                                                                                                                    |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |
| <span style="background-color: yellow; padding: 2px 5px;">MAIN</span> <span style="background-color: #e0f0ff; padding: 2px 5px;">VALIDATION FORM</span> <span style="background-color: #e0ffe0; padding: 2px 5px;">SY data</span> <span style="background-color: #fff0e0; padding: 2px 5px;">Public ES &amp; SEC data</span> <span style="float: right;">29</span> |                           |                                                                                                                                                                                       |               |             |         |                             |                        |             |             |      |             |        |             |      |



## Annex B: Revised SBM Assessment Tool

Name of School: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

| <b>A. LEADERSHIP AND GOVERNANCE</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.                  |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| Indicators                                                                                                                                                                                                      | MOVs/ Documents/ Systems                                                                                                                                                                                                                                     | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Rating<br><br>Recommendation |
| 1. In place is a <b>Development Plan (e.g. SIP)</b> developed collaboratively by the stakeholders of the school and community.                                                                                  | <ul style="list-style-type: none"> <li>* SIP – AIP (Extent of participation of stakeholders)</li> <li>* Annual Procurement Plan</li> <li>* Annual Budget</li> <li>* Documentation of the SIP Process (Minutes of the Meeting, Attendance, Photos)</li> </ul> | <p>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.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP/AIP and other documents are prepared, developed and signed collaboratively by SH/teachers with few stakeholders where there is sharing of leadership role.</li> <li><input type="checkbox"/> Minutes, photos and the like are participated in by SH/teachers and other stakeholders.</li> </ul>                           | <p>The development plan is evolved through the shared leadership of the school and the community stakeholders.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP/AIP and other documents are prepared, developed and signed collaboratively by SH/teachers with few stakeholders where there is sharing of leadership role.</li> <li><input type="checkbox"/> Minutes, photos and the like are participated in by SH/teachers and other stakeholders.</li> </ul>                                                                                                         | <p>The development plan is enhanced with the community performing the leadership roles, and the school providing technical support.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP/AIP and other documents are prepared, developed and signed by SH/teachers with the different stakeholders where the SGC is taking the leadership role.</li> <li><input type="checkbox"/> Minutes, photos and the like are participated in by SH/teachers and stakeholders</li> </ul>                                                                                                                                                               |                              |
| 2. A <b>network of leadership and governance</b> guides the education system to achieve its shared vision, mission and goals making them <b>responsive and relevant to the context of diverse environments.</b> | <ul style="list-style-type: none"> <li>* SIP Review</li> <li>* SMEA docs</li> <li>* Documentation of the SIP Review Process (Minutes of the Meeting, Attendance, Photos)</li> </ul>                                                                          | <p>The school leads the regular review and improvement of the development plan.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP Review is facilitated by the SH by signing the letter of invitation to the participants and presiding the meeting.</li> <li><input type="checkbox"/> Minutes of the meeting, attendance and photos are purely about the school personnel.</li> <li><input type="checkbox"/> Documents before and after the review process is present.</li> <li><input type="checkbox"/> Adjustments and improvement are reflected in the AIP</li> </ul> | <p>The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP Review is collaboratively facilitated by the SH and the stakeholders (SGC)</li> <li><input type="checkbox"/> Minutes of the meeting, attendance and photos are well participated</li> <li><input type="checkbox"/> Documents before and after the review process is presented.</li> <li><input type="checkbox"/> Adjustments and improvement are reflected in the AIP</li> </ul> | <p>The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESIP Review is led by the stakeholders (SGC) where either of the stakeholders e.g. Punong Barangay, Brgy Kagawad, GPTA President presides the meeting.</li> <li><input type="checkbox"/> Minutes of the meeting, attendance and photos are well participated</li> <li><input type="checkbox"/> Documents before and after the review process is presented.</li> <li><input type="checkbox"/> Adjustments and improvement are reflected in the AIP</li> </ul> |                              |



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| 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.    | <ul style="list-style-type: none"> <li>* School Faculty Association – Constitution &amp; By Laws (CBL)</li> <li>* School Governing Council (SGC) Structure</li> <li>* Parents-Teachers Association – CBL (DO No. 54, s. 2009, DO No. 67, s. 2009)</li> <li>* Supreme Student Government (SSG)/Pupil Supreme Government (PSG) (DM 4, s. 2012)</li> </ul> | <p>The school defines the organizational structure, and the roles and responsibilities of stakeholders.</p> <ul style="list-style-type: none"> <li>☑ The CBL of the different groups, clubs existing in the school reflects that roles of officers and member are assigned by the school as shown in the CBL per se.</li> <li>☑ Roles, functions and responsibilities of the stakeholders are assigned by the SH through the issuance of Memorandum.</li> <li>☑ Transactions which are routinely done are purely centralized such that no transaction is approved without the SH.</li> </ul> | <p>The school and community collaboratively define the structure and the roles and responsibilities of stakeholders.</p> <ul style="list-style-type: none"> <li>☑ The CBL reflects that roles of officers and member are properly defined by the school in collaboration with the stakeholders. /Or reflected in the minutes of the meeting.</li> <li>☑ Roles, functions and responsibilities of the stakeholders are assigned through a Memorandum of Agreement/Understanding</li> </ul>                                                  | <p>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.</p> <ul style="list-style-type: none"> <li>☑ Minutes of the meeting stipulates that roles of officers and member are assigned by the organization themselves with the school providing TA</li> <li>☑ Roles, functions and responsibilities of the stakeholders are assigned by the organization per se through the issuance of Memorandum</li> </ul> |  |  |
| 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. | <ul style="list-style-type: none"> <li>* Communication Plan</li> <li>* Communication Flow</li> <li>* Communication System</li> <li>* School Website</li> <li>* Newsletter</li> <li>* Linkages with BLGU and other Sectoral Groups - MOA, MOU, etc.</li> </ul>                                                                                           | <p>A network has been collaboratively established and is continuously improved by the school community.</p> <ul style="list-style-type: none"> <li>☑ Communication System is established e.g. Communication Flow Chart</li> <li>☑ Announcement/Bulletin Boards</li> <li>☑ Facebook Page/Group</li> <li>☑ School Paper/Journal</li> <li>☑ Letters are sent to stakeholders before the conduct of the meeting or convergence signed by the School Head</li> </ul>                                                                                                                              | <p>The network actively provides stakeholders information for making decisions and solving learning and administrative problems.</p> <ul style="list-style-type: none"> <li>☑ Communication System is established in partnership with the stakeholders</li> <li>☑ Announcement/Bulletin Boards prepared by the stakeholders like PTA, SGC</li> <li>☑ Facebook Page/Group</li> <li>☑ School Paper/Journal</li> <li>☑ Letters are sent to stakeholders before the conduct of the meeting or convergence signed by the School Head</li> </ul> | <p>The network allows easy exchange and access to information sources beyond the school community.</p> <ul style="list-style-type: none"> <li>☑ Online repository of communication documents</li> <li>☑ Facebook Page</li> <li>☑ Online Communication Systems e.g. Electronic Records System, Data Tracking System sponsored by stakeholders and other partners with MOA/MOU</li> <li>☑ School Paper/Journal</li> <li>☑ Radio, TV or Newspapers with MOA</li> <li>☑ Letters sent to stakeholders signed by the SGC Chairperson</li> </ul>                                |  |  |
| 5. A long term program is in operation that addresses the training and development needs of school and community leaders.                                                             | <ul style="list-style-type: none"> <li>* T&amp;D System</li> <li>* Individual Plan for Professional Dev't (IPPD)</li> <li>* School Plan for Professional Development (SPDP) for Teachers</li> <li>* Training and Development Program for Leaders</li> <li>* Parenting Seminar Program</li> <li>* Training Designs</li> </ul>                            | <p>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.</p> <ul style="list-style-type: none"> <li>☑ T &amp; D results are analyzed and acted upon by the school with the support of MOOE</li> <li>☑ Progress monitoring report is signed by the concerned teachers/SH</li> <li>☑ Training and Development needs are reflected in the ESIP/AIP</li> </ul>                                                                                                | <p>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.</p> <ul style="list-style-type: none"> <li>☑ IPPD and SPDP are crafted in collaboration with stakeholders</li> <li>☑ Progress monitoring is signed by both the teachers and stakeholders.</li> <li>☑ Training and Development needs are reflected in the ESIP/AIP</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> <ul style="list-style-type: none"> <li>☑ T &amp; D results are analyzed and acted upon by the school with the support of the external stakeholders e.g. Rotary Club, AMA Computer School, etc.</li> <li>☑ Training and Development needs are reflected in the ESIP/AIP</li> </ul>                                                                                            |  |  |



| B. CURRICULUM & INSTRUCTION                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
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| The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved. |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |
| Indicators                                                                                                                                                | MOVs/ Documents/<br>Systems                                                                                                                                                                                                                                                                                                                                                                                                 | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Rating |
| 1. The curriculum provides for the needs of all types of learners in the school community.                                                                | Implementation Documents:<br>* Science Curriculum (DO 53 & 57 s. 2012)<br>* Sports Curriculum (DO 56, s. 2012)<br>* Arts Curriculum (DO 56, s. 2012)<br>* Curriculum for Journalism (DO 46, s. 2012) * Foreign Language<br>* Tech Voc. Education (DO 68, s. 2012)<br>* SPED (DO 60, s. 2003)<br>* Madrasah Education (DO 40, s. 2011)<br>* IP Educ. (DO 62, s. 2012)<br>* Senior High School Curriculum (Secondary Schools) | 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.<br><br><input checked="" type="checkbox"/> Utilization of Placement/Diagnostic Test Results<br><input checked="" type="checkbox"/> List of enrollees per curriculum offering<br><input checked="" type="checkbox"/> LRs developed by teachers<br><input checked="" type="checkbox"/> Map of school-aged children in the community who undergo assessment | 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.<br><br><input checked="" type="checkbox"/> Utilization of Placement/Diagnostic Test Results<br><input checked="" type="checkbox"/> List of enrollees per curriculum offering<br><input checked="" type="checkbox"/> LRs collaboratively developed by teachers and community<br><input checked="" type="checkbox"/> Record of coaching and mentoring and provision of TA<br><input checked="" type="checkbox"/> Rewards and incentives | The educational needs of all type of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teachers' as well as students' performance is motivated by intrinsic rewards. The Schools' differentiated program is frequently benchmark by other schools.<br><br><input checked="" type="checkbox"/> Utilization of Placement/Diagnostic Test Results<br><input checked="" type="checkbox"/> List of enrollees per curriculum offering<br><input checked="" type="checkbox"/> LRs developed by the community with the TA of teachers<br><input checked="" type="checkbox"/> Documents showing that LRs are benchmarked by other schools.<br><input checked="" type="checkbox"/> DI is in place reviewed by stakeholders |        |
| 2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.                            | * Localized Curriculum:<br>- Contextualized LMs/TGs<br>- Big Books<br>- Curriculum Adaptation<br>- Orthography<br>- MTB Dictionary<br>- IMs on IKSP<br>* Improvised IMs<br>* ARATA based on EGRA<br>* Senior High School Curriculum (Secondary Schools)                                                                                                                                                                     | 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.<br><br><input checked="" type="checkbox"/> Files of different localized LRs in hard copies<br><input checked="" type="checkbox"/> Charts, small books, big books of different stories, poems, etc. from the community                                                                   | 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.<br><br><input checked="" type="checkbox"/> Documents showing the use of localized LRs, IMs<br><input checked="" type="checkbox"/> Documents showing the application of learning to real world situations.                                                                                                                                                                                                                  | 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.<br><br><input checked="" type="checkbox"/> Benchmarking documents<br><input checked="" type="checkbox"/> Evidence showing that learning is applied in the community e.g. community learning shed/area; testimonies of the parents                                                                                                                                                                                                                                                                  |        |



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| <p>3. A representative group of school and community stakeholders develop the methods and materials for developing Creative thinking and problem solving.</p>                                        | <p>* Action Research on effective Teaching Methods and Strategies</p> <ul style="list-style-type: none"> <li>* Lesson Plans</li> <li>* Daily Logs</li> <li>* Science Investigatory Projects</li> <li>* Linkages with CSOs/NGOs/HEIs in improving Quality Instruction</li> <li>* Visual Aids</li> <li>* ICT-Based Instruction (ex: Txt2Teach)</li> <li>* Workbooks/Worksheets locally developed</li> </ul> | <p>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.</p> <ul style="list-style-type: none"> <li>▣ Action research which findings are used for development of LRs, IMs for more improved teaching-learning processes.</li> <li>▣ LPs, DLs, are developed with valid and reliable references, sources.</li> <li>▣ Science Investigatory Project/s is/are conducted highlighting the available raw materials in the locality/community</li> <li>▣ MOA on partnerships with HEIs, CSOs, NGOs aimed to attain quality education</li> <li>▣ Maximum utilization of the e-classroom</li> </ul> | <p>Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on school, family and community.</p> <ul style="list-style-type: none"> <li>▣ Findings of Action research are used for development of LRs, IMs which are applicable in school, family and community.</li> <li>▣ LRs are developed in partnership with community leaders/elders.</li> <li>▣ Results and findings of Science Investigatory Project/s is/are shared to the community.</li> <li>▣ MOA with HEIs, CSOs, NGOs serves as avenue of more collaborative decision-making</li> <li>▣ Utilization of the e-classroom is improved in partnership with stakeholders e.g. Rotary Club, LGU, etc.</li> </ul> | <p>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.</p> <ul style="list-style-type: none"> <li>▣ Action research resulted to a more appropriate development of IMs, LRs which produced critical thinking individuals and community of learners.</li> <li>▣ Lesson Plans and Daily Logs are instrumental in producing desired results</li> <li>▣ Science Investigatory Project/s is/are conducted highlighting the available raw materials in the locality/community</li> <li>▣ Accomplishment Report on MOA on partnerships with HEIs, CSOs, NGOs aimed to attain quality education</li> <li>▣ Locally developed LR's served as ave developing critical thinking skills which radiated to family and community</li> </ul> | <p>38</p> |
| <p>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.</p> | <p>* Action Research on students Learning Outcomes – basis for developing Remedial Programs</p> <ul style="list-style-type: none"> <li>* SMEA Dashboards &amp; Results</li> </ul>                                                                                                                                                                                                                         | <p>A school- based monitoring and learning system is conducted regularly and cooperatively; and feedback is shared with stakeholders.</p> <p>The system uses a tool that monitors the holistic development of learners.</p> <ul style="list-style-type: none"> <li>▣ Results of SMEA served as feedback mechanism to inform the stakeholders.</li> <li>▣ School-based Remedial Programs based on the results of the Action Research</li> <li>▣ School-based M&amp;E Tool in assessing learning</li> </ul>                                                                                                                                                                                                                                                | <p>The school- based monitoring and learning systems generate feedback that is used for making decisions that enhance the total development of learners.</p> <p>A committee takes care of the continuous improvement of the tool.</p> <ul style="list-style-type: none"> <li>▣ Results of SMEA is used in making decisions</li> <li>▣ Composition of Review Committee is varied</li> <li>▣ School-based M&amp;E Tool is constantly revised to meet the demands and needs of the clientele.</li> </ul>                                                                                                                                                                                                                                        | <p>The monitoring system is accepted and regularly used for collective decision making. The monitoring tool has been improved to provide both quantitative and qualitative data.</p> <ul style="list-style-type: none"> <li>▣ Results of SMEA served as feedback mechanism to inform the stakeholders.</li> <li>▣ School-based Remedial Programs based on the results of the Action Research</li> <li>▣ School-based M&amp;E Tool in assessing learning is accepted by the stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |           |



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| 5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.                       | <ul style="list-style-type: none"> <li>* Teachers' Test Notebook</li> <li>* Teachers' Portfolio</li> <li>* Test Results &amp; Analysis of any the following Tools:               <ul style="list-style-type: none"> <li>- EGRA resulting to ARATA</li> <li>- Phil-IRI results used in developing Reading Program</li> <li>- Pre-Test /Diagnostic Tests</li> <li>- Formative/Summative Tests (HOTS or aligned with KPUP)</li> </ul> </li> <li>used in designing Remediation Programs</li> <li>* Enhanced Assessment Tools adopted from Partners (ex. Save the Children: QLE (ECCD &amp; Basic Ed.; Literacy Boost: Basic Ed., etc.)</li> </ul> | <ul style="list-style-type: none"> <li>The assessment tools are reviewed by the school and assessment results are shared with school's stakeholders.</li> <li>☑ Copies of the reviewed assessment tools</li> <li>☑ Minutes of the conduct of the review</li> <li>☑ Teachers' Portfolio follows the correct process</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>The assessment tools are reviewed by the school community and results are shared with community stakeholders.</li> <li>☑ Copies of the reviewed assessment tools which are shared to the stakeholders</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <p>Schools assessment results are used to develop learning programs that are suited to community, and customized to each learners' context, results of which are used for collaborative decision-making.</p> <ul style="list-style-type: none"> <li>☑ A customized assessment tool is adopted for use in the school by the stakeholders</li> <li>☑ Adjusted decisions and plans are collaboratively done by the school and community</li> </ul>                                                                                                                                                                                                                   |  |
| 6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals. | <ul style="list-style-type: none"> <li>* Child Protection Policy</li> <li>Implementation Report cum CFSS</li> <li>* Co-curricular Activities Report (ex: Scouting, Religious Instruction, Science Camp, etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Stakeholders are aware of child/ learner-centered, rights-based, and inclusive principles of education.</li> <li>Learning managers and facilitators conduct activities aimed to increase stakeholders' awareness and commitment to fundamental rights of children and the basic principle of educating them.</li> <li>☑ Records of advocacy campaign on CPP and other related activities</li> <li>☑ Manner of religious instruction e.g. Catechesis, prayer meetings, etc.</li> <li>☑ CFSS Accomplishment Reports</li> </ul> | <ul style="list-style-type: none"> <li>Stakeholders begin to practice child/ learner-centered principles of education in the design of support to education.</li> <li>Learning managers and facilitators apply the principles in designing learning materials.</li> <li>☑ Accomplishment Reports on the implementation of the CPP; records of the application of learning materials</li> <li>☑ Status report of the project/activity/program</li> <li>☑ Learners are aware of their rights and responsibilities</li> <li>☑ Co-curricular activities are so designed with proper observance of the rights of the children</li> </ul> | <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> <ul style="list-style-type: none"> <li>☑ Records of participation/involvement of stakeholders in the observance of child's rights and protection.</li> <li>☑ No cases of child abuse and child bullying as a result of the proper implementation of CPP and CFSS</li> <li>☑ There is an active Barangay Committee for the Protection of Children (BCPC)</li> </ul> |  |



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| <p><b>7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.</b></p> | <ul style="list-style-type: none"> <li>* Daily Lesson Log/Lesson Plans</li> <li>* Student's Portfolio</li> <li>* Library</li> <li>* Guidance Services</li> <li>* Computer Laboratory</li> <li>* ADM Modules</li> <li>* Awards received by Learners</li> <li>* Learners-initiated projects</li> <li>* Classroom Structuring</li> <li>* Reading Centers</li> <li>* Study Lounge</li> </ul> | <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>Learning programs are designed and developed to produce learners who are responsible and accountable for their learning.</p> <p>Ⓐ (Rated through interview or observation)</p> | <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>(Rated through interview or observation)</p> | <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>(Rated through interview or observation)</p> |  |
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| C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
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| A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
| Indicators                                                                                                                                                                                                 | MOVs/ Documents/<br>Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rating |
| 1. Roles and responsibilities of <b>accountable person/s and collective body/ies</b> are clearly defined and agreed upon by community stakeholders.                                                        | Structure of School Accountable Organizations:<br>Constitution and By-Laws (CBL) of<br>> School Faculty Club/Association<br>> School Governance Council<br>Structure (SGC)<br>> Parents-Teachers Association (Guided by DO No. 54, s. 2009, DO No. 67, s. 2009<br>> Supreme Student Government/Supreme Pupil Government (Guided with DM 4, s. 2012)<br>*** Attendance, Photos, Minutes of the Meetings regarding the Crafting of Definition of Roles and Responsibilities of School Organization | There is an active party that initiates clarification of the roles and responsibilities in education delivery.<br><input checked="" type="checkbox"/> A team composed of school personnel are engaged in clarifying the roles and responsibilities<br><input checked="" type="checkbox"/> CBL are reviewed regularly by internal stakeholders<br><input checked="" type="checkbox"/> Minutes of the meetings<br><input checked="" type="checkbox"/> Copies of the reviewed documents                                                                                                                                                                         | The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.<br><input checked="" type="checkbox"/> Well organized and well represented SGC<br><input checked="" type="checkbox"/> Review of the CBL is collaboratively done by school and community<br><input checked="" type="checkbox"/> Minutes of the meetings<br><input checked="" type="checkbox"/> Copies of the revised documents                                                                                                                                                                                                                                                                          | Shared and participatory processes are used in determining roles, responsibilities and accountabilities of stakeholders in managing and supporting education.<br><input checked="" type="checkbox"/> Well organized and well represented SGC<br><input checked="" type="checkbox"/> Review of the CBL is led by the SGC or other external stakeholders e.g. LGU, alumni, professional organizations, and other benefactors<br><input checked="" type="checkbox"/> Minutes of the meetings<br><input checked="" type="checkbox"/> Copies of the revised documents |        |
| 2. Achievement of goals is recognized based on a collaboratively developed <b>performance accountability system</b> ; gaps are addressed through <b>appropriate action</b> .                               | Appropriate Actions to address Gaps based on the following:<br><br>* SMEA Implementation<br>* Recognition and incentive system<br>* General PTA Assembly Meetings<br>* Homeroom PTA Meetings<br>- Attendance, Photos, Minutes of the Meeting in the development/capability building program on Performance Accountability System (SMEA)                                                                                                                                                          | Performance accountability is practiced at the school level.<br><input checked="" type="checkbox"/> SMEA reports are available done by the school coordinator and some teachers<br><input checked="" type="checkbox"/> In place is a well-defined recognition and incentive system for teaching and non-teaching personnel and learners developed by a core group<br><input checked="" type="checkbox"/> There is a system of communicating the performance indicators of the school through meetings and conferences led by the SH<br><input checked="" type="checkbox"/> Concerns, Issues, Gaps and Problems are identified by the school head with a team | A community- level accountability system is evolving from school- initiatives.<br><input checked="" type="checkbox"/> SMEA reports are available done by the school coordinator and some teachers in partnership with other stakeholders<br><input checked="" type="checkbox"/> In place is a well-defined recognition and incentive system for teaching and non-teaching personnel and learners developed by a core group<br><input checked="" type="checkbox"/> Performance indicators is regularly communicated to the stakeholders e.g. monthly or quarterly meeting<br><input checked="" type="checkbox"/> Concerns, Issues, Gaps and Problems are identified together with the School Planning Team | A community- accepted performance accountability, recognition and incentive system is being practiced.<br><input checked="" type="checkbox"/> LGU, alumni or other stakeholders support the recognition and rewards system by issuing resolution or forging MOA/MOU                                                                                                                                                                                                                                                                                              |        |



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| 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     | <p>* Accountability System' processes, mechanisms and tools</p> <p>- Attendance, Photos, Minutes of the Meeting of the Enhancement and Review of M&amp;E System</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The school articulates the accountability assessment framework with basic components, including implementation guidelines to the stakeholders.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 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. | <p>* Assessment Tools: Clients' Satisfaction Survey, Parent's Openionnaire, Checklist Form, Survey Questionnaire, Tracer Study Tool, School Report Cards</p> <p>* Feedback Mechanisms: Gen. Assembly Meeting, Education Summit, Stakeholders Forum, School Report Card, State of the School Address (SOSA), Parents' Conference, School Website, Home Visitation, School Bulletin, Parenting Seminar</p> <p>* Information Collection: Sampling – Convenient &amp; Purposive, Suggestion Box, Documentation, Conduct Survey</p> <p>* Validation Techniques and Processes: FGD, Participation, Brainstorming, Interview, Triangulation, Observation – Direct &amp; Indirect</p> <p>- Attendance, Photos, Minutes of the Meeting in the development of accountability assessment criteria</p> | <p>The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines.</p> <p><input checked="" type="checkbox"/> Display of "suggestion box"</p> <p><input checked="" type="checkbox"/> Meetings are held to communicate information</p> <p><input checked="" type="checkbox"/> Regular consultation of the stakeholders prior to decision making is done through meetings</p> <p><input checked="" type="checkbox"/> School Report Card is prepared by the School Head and is used to inform the teachers and learners</p> <p><input checked="" type="checkbox"/> State of the School Address (SOSA) is conducted and participated by at least 50% of the parents (attendance versus total number of parents)</p> | <p>Stakeholders are engaged in development and operation of an appropriate accountability assessment system.</p> <p><input checked="" type="checkbox"/> Suggestion box is functional which is used to gather feedback</p> <p><input checked="" type="checkbox"/> Meetings are held to solicit ideas and opinions of the stakeholders</p> <p><input checked="" type="checkbox"/> School Report Card is prepared by the School Head with the few Core Team members and is communicated to the stakeholders</p> <p><input checked="" type="checkbox"/> State of the School Address (SOSA) is conducted and participated by at least 51% -70% of the parents (attendance versus total number of parents)</p> | <p>Stakeholders continuously and collaboratively review and enhance accountability systems; processes, mechanisms and tools.</p> <p><input checked="" type="checkbox"/> Suggestion box is monitored also by the stakeholders</p> <p><input checked="" type="checkbox"/> Meetings are held through the leadership of the stakeholders to discuss matters pertaining to school development</p> <p><input checked="" type="checkbox"/> School Report Card is prepared by the School Planning Team with the support of other stakeholders e.g. SGC</p> <p><input checked="" type="checkbox"/> State of the School Address (SOSA) is conducted and participated by at least 71% of the parents (attendance versus total number of parents)</p> |  |  |

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| 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. | <p><b>* M&amp;E Process –</b><br/> Midyear/Annual Review, SMEA<br/> Institutionalization focusing on Assessment of:<br/> - KPIs on Access (Enrolment &amp; Drop-out rate) Quality (NAT) &amp; Governance (SBM Assessment)<br/> - School's PPAs: WSRP<br/> Brigada Eskwela, Gulayan sa Paaralan, Guidance Program, ADM/DORP, LPP, Feeding Program, PPP, etc</p> <p><b>* Assessment Results based on M&amp;E Feedback:</b><br/> - Enhanced implementation of School's PPAs<br/> - Technical Assistance: Remedial Instruction Program, Training Program, Proposed new Programs<br/> - Recognition:<br/> - Plan Adjustment: Catch-up Plan of AIP or PPAs<br/> - Attendance, Photos, Minutes of the Meeting in the conduct of Participatory Assessment Performance (SMEA)</p> | School initiates periodic performance assessments with the participation of stakeholders. | School initiates periodic performance assessments with the participation of stakeholders. | 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. |  |
|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (Rated through interview or observation)                                                  | (Rated through interview or observation)                                                  | (Rated through interview or observation)                                                                                                                                                              |  |



| D. MANAGEMENT OF RESOURCES                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
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| Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |
| Indicators                                                                                                                                                                                                  | MOVs/ Documents/<br>Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Rating<br><br>Recommendation |
| 1. Regularly resource inventory is collaboratively undertaken by learning managers, Learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. | <p><b>* Process – Regular Resources Inventory of:</b></p> <ul style="list-style-type: none"> <li>- Human Resources (Teachers, Students, Partners)</li> <li>- Financial Resources (PTA, MOOE, Canteen Fund, IGP, Clubs)</li> <li>- Technological Resources</li> <li>- Instructional Materials</li> <li>- Furniture (chairs, tables, etc)</li> <li>- Rooms</li> <li>- Watsan (W/Ins)</li> <li>- School Site Titling</li> <li>- Instructional Tools &amp; Equipment</li> </ul> <p><b>* Output:</b> Resources Allocation &amp; Mobilization Plan (RAMP)</p> | <p>Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.</p> <p><input type="checkbox"/> Inventory of Resources is properly signed by the SH and the Property Custodian posted within conspicuous places in the school</p> <p><input type="checkbox"/> Resource inventory is in place and regularly communicated to the stakeholders.</p> <p><input type="checkbox"/> Resource Inventory (Profile of Resources) serves as basis for planning by the school management</p> | <p>Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for resource allocation and mobilization.</p> <p><input type="checkbox"/> Inventory of Resources is properly signed by the SH, Property Custodian and School Auditor posted within conspicuous places in the school properly checked/countercheck by the stakeholders.</p> <p><input type="checkbox"/> School Site Titling is made possible with the support of the stakeholders e.g. financial, transactions</p> | <p>Resource inventories are systematically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.</p> <p><input type="checkbox"/> Inventory of Resources is properly signed by the SH, Property Custodian and School Auditor posted within conspicuous places in the school properly checked/countercheck by the stakeholders.</p> <p><input type="checkbox"/> School Site Titling is made possible with the support of the stakeholders e.g. financial, transactions</p> |                              |
| 2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.                    | <p><b>* Process:</b> Regular Resource Planning and Programming through Strategic Planning</p> <p><b>* Output:</b></p> <ul style="list-style-type: none"> <li>- Human Resource Development Plan (HRDP)</li> <li>- Financial Mgt. Development Plan (FMDP)</li> <li>- Technology Resource Improvement Plan (TRIP)</li> <li>- School Physical Development Plan (SPDP)</li> <li>- Annual Procurement Plan</li> <li>- IGP Sustainability Plan</li> </ul>                                                                                                      | <p>Stakeholders are invited to participate in the development of an educational plan in resource programming, and in the implementation of the educational plan.</p> <p><input type="checkbox"/> Minutes, photos and attendance of the meeting, planning and deliberation for Resources Programming is led by the school head.</p>                                                                                                                                                                                                                           | <p>Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan.</p> <p><input type="checkbox"/> Minutes, photos and attendance of the meeting, planning and deliberation for Resources Programming is collaboratively done by the school and community</p>                                                                                                                                                                                                                                     | <p>Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.</p> <p><input type="checkbox"/> Minutes, photos and attendance of the meeting, planning and deliberation for Resources Programming is led by the stakeholders</p>                                                                                                                                                                                                                    |                              |

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| 3. Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.                                                                               | <p>• Mechanisms:</p> <ul style="list-style-type: none"> <li>- Updated Transparency Board of all Finances (MOOE, PTA, IGP, Canteen Fund, Donations, etc)</li> <li>- Innovations for the collective and judicious utilization and transparent, effective and efficient resource management system</li> </ul> <ol style="list-style-type: none"> <li>1. Deeds of Donations</li> <li>2. Certificate of Acceptance</li> <li>3. Canteen Management</li> <li>4. Liquidation Reports on MOOE, Donations, Sponsorship, Fund Raising Activities, Canteen</li> </ol> | <p>Stakeholders support judicious, appropriate, and effective use of resources.</p> <ul style="list-style-type: none"> <li>☑ Updated Financial Reports/Statements e.g. PTA, MOOE, IGP, Canteen are posted in the Transparency Board</li> <li>☑ Collection is done by school personnel (with Designation Order by the Principal); issued Temporary Receipt</li> <li>☑ Collected amount is kept by the school treasurer.</li> <li>☑ Disbursement of money is done by the SH and selected teachers</li> <li>☑ Canteen is managed by the Canteen Teacher</li> </ul> | <p>Stakeholders are engaged and share expertise in the collaborative resource management system.</p> <ul style="list-style-type: none"> <li>☑ Updated Financial Reports/Statements e.g. PTA, MOOE, IGP, Canteen are collaboratively prepared and posted in the Transparency Board by the school and stakeholders.</li> <li>☑ Collection is done either by school personnel or PTA; issued Acknowledgement Receipt</li> <li>☑ Collected amount is deposited in the PTA Bank Account</li> <li>☑ Disbursement of money is supported with the BAC and Inspectorate Team and other stakeholders.</li> </ul> | <p>Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent- focused resource management system.</p> <ul style="list-style-type: none"> <li>☑ Updated Financial Reports/Statements e.g. PTA, MOOE, IGP, Canteen are posted in the Transparency Board are reviewed by the stakeholders.</li> <li>☑ Collection is done by PTA (with Resolution)</li> <li>☑ Collected amount is deposited in the DepEd Thrust Fund (Deposit Slips); issued Official Receipt</li> <li>☑ Disbursement of money observes the proper protocol and supported with relevant documents like Proposal, PR, PO, Quotation and the like.</li> <li>☑ Canteen is managed by Teachers Coop</li> </ul> |  |
| 4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders. | <p>SMEA of the following:</p> <ul style="list-style-type: none"> <li>- Human Resource Development Plan (HRDP)</li> <li>- Financial Mgt. Development Plan (FMDP)</li> <li>- Technology Resource Improvement Plan (TRIP)</li> <li>- School Physical Development Plan (SPDP)</li> <li>- Annual Procurement Plan (APP)</li> <li>- Inventory List of all resources</li> </ul>                                                                                                                                                                                  | <p>Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Stakeholders are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |



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| 5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management. | <p>* Cash Disbursement (MOOE)</p> <p>* Transparency Board</p> <p>* Financial Reports (PTA, IGP, Canteen, School Clubs/Organization)</p> | <p>An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident.</p> <p>School Head and Teachers ensure that:</p> <p><input checked="" type="checkbox"/> No Audit Observation Memo</p> <p><input checked="" type="checkbox"/> No unliquidated cash advances/Liquidated on time</p> <p><input checked="" type="checkbox"/> All transactions follow the accounting rules and procedures regardless of financial sources e.g. canteen, donations, IGP, fund raising,</p> | <p>Stake holders support a system of partnerships for improving resource management.</p> <p>School and community ensure that:</p> <p><input checked="" type="checkbox"/> No Audit Observation Memo</p> <p><input checked="" type="checkbox"/> No unliquidated cash advances</p> <p><input checked="" type="checkbox"/> All transactions follow the accounting rules and procedures regardless of financial sources e.g. canteen, donations, IGP, fund raising,</p> | <p>An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management.</p> <p>Stakeholders ensure that:</p> <p><input checked="" type="checkbox"/> No Audit Observation Memo</p> <p><input checked="" type="checkbox"/> No unliquidated cash advances</p> <p><input checked="" type="checkbox"/> All transactions follow the accounting rules and procedures regardless of financial sources e.g. canteen, donations, IGP, fund raising,</p> |  |
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## **SAMPLE QUESTIONS ONLY**

### **A. LEADERSHIP AND GOVERNANCE**

1. What was the role of the stakeholders in the crafting of your ESIP?
2. Was there a review of your ESIP? Who calls for it? Who initiated the review?  
What was the participation of the stakeholders in solving the gaps and issues if there are any?"
3. Did you update the By-Laws of the different organizations?  
How often?  
What were the amendments done in the By-Laws?
4. What is the practice of the school in terms of defining the roles of the different stakeholders in achieving the school targets?
5. Do you have a mechanism in strengthening communication in the workplace?  
How do you collect feedback from the field or from the stakeholders?"

### **B. CURRICULUM AND LEARNING**

1. Do you have any contextualized learning materials? What was the participation of the stakeholders in its creation?
2. Have you been benchmarked by other schools because of your contextualized learning resources/materials?
3. Did you conduct action researches? What were its findings? What did you do about the findings?
4. How did you communicate the result of SMEA or any assessment practices to your stakeholders? How did the stakeholders address the gaps, issues and problems in the assessment?
5. Do you have any assessment tool crafted or made by the stakeholders which are used and adopted by the school?

### **C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT**

1. Is your SGC well organized and well represented by the different stakeholders?



2. Is rewards and incentives institutionalized in your school through the support of the stakeholders? What were some of their contributions in as much as rewards are provided?
3. What were the participation of the stakeholders in enhancing accountability systems' processes, mechanisms and tools?
4. What were the adjustments facilitated/initiated by the stakeholders in addressing the concerns, issues, gaps and problems identified in the SMEA like low MPS in the quarterly exams?
5. What were the Technical Assistance provided/initiated/facilitated by the stakeholders in improving the academic performance of the learners?

#### **D. RESOURCE MANAGEMENT**

1. Is your school site titled? Who managed for its titling?
2. How often do you review your plans in terms of professional and personal development of the teachers? Learners?
3. Do you have disallowances or any Audit Observation Memorandum issued by COA Auditor?
4. Do you have a mechanism in reporting to the member the financial report of the PTA, MOOE, canteen, donations, solicitations, and/or fundraising activities?
5. Do you have project/activity proposals before conducting a fund raising activity?
6. Do you allow the stakeholders to see your financial statuses? Do they have the 'say' on what to prioritize to be funded?