

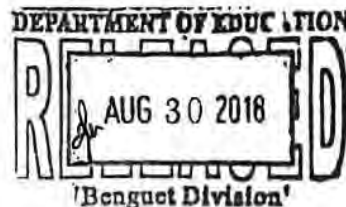


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Cordillera Administrative Region
Department of Education
SCHOOLS DIVISION OFFICE OF BENGUET
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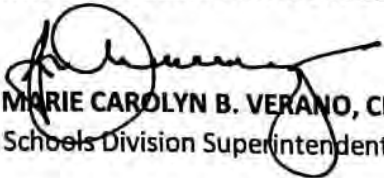


DIVISION MEMORANDUM

No. 209 s. 2018



**To: District Supervisors/Coordinating Principals
District SBM Coordinators and Secondary School Heads**

**From:  MARIE CAROLYN B. VERANO, CESO VI
Schools Division Superintendent**

SUBJECT: ORIENTATION & WORKSHOP ON SBM VALIDATION FORM AND D-O-D ASSESSMENT

DATE: August 24, 2018

1. In line with Regional Memorandum no. 157, s. 2017 entitled 'Adoption of the Supporting Documents for the School Based Management (SBM) Assessment Tool for DepEd CAR as reference in the SBM Assessment Process' and DepEd Order no. 83, s. 2012 on the Revised Implementing Guidelines on School-Based Management (SBM) and Assessment Process and Tools (APAT), an Orientation and Workshop will be conducted on September 14, 2018 in Calajo Restaurant, Km. 6, La Trinidad, Benguet.
2. The activity aims to:
 - a. Revitalize SBM principles in the field;
 - b. Revisit the provisions of DO 83, s. 2012;
 - c. Engage the participants in the use of the improved tools as well as the appropriate dynamics for SBM Assessment and Evaluation;
 - d. Integrate technical assistance and mechanisms.
 - e. Address the concerns and issues of SHs in the use of the Contextualized SBM Tool.
3. Participants to this undertaking are secondary school heads, one (1) elementary SH per district (assigned as District SBM coordinator) and Public Schools District Supervisors/coordinating principals.
4. Participants are required to bring the 4-year data (SY2014-2015 to SY 2018-2019) of the school on the following:
 - a. Enrolment
 - b. Drop-out Rate
 - c. Completion Rate
 - d. Cohort-Survival Rate
 - e. General Average
5. Participants are also required to bring laptops, extension wire and a filled-out form on SBM Validation (enclosure 1).
6. See enclosure 2 for the training matrix.
7. For guidance and compliance.

SBM VALIDATION FORM

School/Learning Center:	
Region/Division:	
Name of School Head/LC	
Address:	

STEP 1. DETERMINE PERFORMANCE IMPROVEMENT (60%)

THEMATIC AREA	PERFORMANCE INDICATOR			RATING AND EQUIVALENT	COMPUTATION	RESULT	
ACCESS (10%)	Enrolment		Raw data	% of inc.	A. Enrolment Increase 1-Marginal: 0.1 - 4.99% 2-Average: 5.0 - 9.99% 3-High: 10% & above	Rating (1,2, or 3) x 0.10	
	SY	2015-2016					
	SY	2016-2017					
	SY	2017-2018					
	SY	2018-2019					
Ave. % of increase							
EFFICIENCY (40%)	Dropout Rate (DR)		Raw data	% of dec.	Baseline: _____* 1-Marginal: 2.0% & above 2-Average: 0.1 - 1.99% 3-High: 0% DR	x 0.40	
	SY	2014-2015					
	SY	2015-2016					
	SY	2016-2017					
	SY	2017-2018					
	Ave. % of decrease						
	Failure Rate (FR)		Raw data				Baseline: _____* 1-Marginal: 2.0% & above 2-Average: 0.1 - 1.99% 3-High: 0% FR
	SY	2014-2015					
	SY	2015-2016					
	SY	2016-2017					
	SY	2017-2018					
	Ave. % of decrease						
	Completion Rate (CR)		Raw data				1-Marginal: 94.44% & below 2-Average: 94.5% - 99.44% 3-High: 99.45% & above
	SY	2014-2015					
	SY	2015-2016					
	SY	2016-2017					
	SY	2017-2018					
	Average						
	Repetition Rate (RR)		Raw data	% of dec.			Baseline: _____* 1-Marginal: 2.0% & above 2-Average: 0.1 - 1.99% 3-High: 0% RR
	SY	2014-2015					
SY	2015-2016						
SY	2016-2017						
SY	2017-2018						
Ave. % of decrease							
Promotion Rate (PR)		Raw data			1-Marginal: 94.44% & below 2-Average: 94.5% - 99.44% 3-High: 99.45% & above		
SY	2014-2015						
SY	2015-2016						
SY	2016-2017						
SY	2017-2018						
Average							
Subtotal (DR+FR+CR+RR+PR)/5							
QUALITY (50%)	GA of Students		Raw data		Baseline: _____* 1-Marginal: 70.5% - 80.4% 2-Average: 80.5% - 90.4% 3-High: 90.5% - 100%	x 0.50	
	SY	2014-2015					
	SY	2015-2016					
	SY	2016-2017					
	SY	2017-2018					
Average							
SUBTOTAL							
DESCRIPTION							

LEGEND:

NUMERICAL RATING SCALE	DESCRIPTION
0.50-1.49	Good
1.50-2.49	Better
2.50-3.00	Best

NOTE:

*BASELINE is based on the school's average data for the last 3 School Years (SY)

STEP 2: COMPUTE FOR VALIDATED PRACTICES USING Document Analysis-Observation-Discussion (DOD) (40%)

SBM PRINCIPLES	Indicator	Points	COMPUTATION (total pts/#. of indicators)		Result
Leadership and Governance (30%)	1			x 0.30	
	2				
	3				
	4				
	5				
	total				
Curriculum and Instruction (30%)	1			x 0.30	
	2				
	3				
	4				
	5				
	6				
	7				
	total				
Accountability and Continuous Improvement (25%)	1			x 0.25	
	2				
	3				
	4				
	5				
	total				
Management of Resources (15%)	1			x 0.15	
	2				
	3				
	4				
	5				
	total				
SUB-TOTAL					
DESCRIPTION					

LEGEND:

NUMERICAL RATING SCALE	DESCRIPTION
0.50-1.49	Good
1.50-2.49	Better
2.50-3.00	Best

STEP 3: COMPUTE FOR FINAL RATING

AREAS	WEIGHT	COMPUTATION (subtotal x weight)		RESULTS
A. Performance Improvement	60%		x 0.60	
B. SBM Assessment Score (DOD)	40%		x 0.40	
TOTAL				
DESCRIPTION				

Description of SBM Level of Practice

NUMERICAL RATING SCALE	DESCRIPTION
0.50-1.49	DEVELOPING (Level I)
1.50-2.49	MATURING (Level II)
2.50-3.00	ADVANCED (Level III)

Certified true and correct:

School Head/Position

Validated:

Division Validation Team

TRAINING MATRIX

September 14, 2018

Calajo Restaurant, Km. 6, La Trinidad, Benguet

Time	Activity
8:00-8:15 AM	Registration
8:16-8:45 AM	Opening Program
	○ Pambansang Awit
	○ Prayer
	○ Checking of attendance
	○ Message
8:45-10:00 AM	Review: DO no. 83, s. 2012
10:00-10:15 AM	B R E A K
10:16-12:00	SBM Assessment Tool:
	○ 60% Performance Indicator
	○ 40% D-O-D
12:00-1:00 PM	L U N C H B R E A K
1:01-2:00 PM	Issues and Concerns
2:01-3:00 PM	Workshop
3:01-3:15 PM	B R E A K
3:16-4:30 PM	Workshop
4:31-5:00 PM	Distribution of certificates

SUPPORTING DOCUMENTS FOR THE SCHOOL BASED MANAGEMENT ASSESSMENT TOOL



SCHOOL: _____ DATE OF VISIT: _____

DISTRICT: _____ SCHOOL HEAD: _____

RATING:

- 0 No evidence
- 1 Evidence indicates developing structures and mechanisms are in place to demonstrate ACCESS
- 2 Evidence indicates planned practices and procedures implemented and aligned to ACCESS
- 3 Evidence indicate practices and procedures satisfy quality standards

INDICATOR	LEVEL 1	LEVEL 2	LEVEL 3
I. LEADERSHIP AND GOVERNANCE			
1. In place is a Development Plan (e.g. ESIP) developed collaboratively by the stakeholders of the school and community	Enhanced SIP	All documents in Level 1	All documents in Level 1 & 2
	Letter of invitation to stakeholders	SIP/AIP copy furnish LGUs	PTA-Homeroom/Action Plans
	Attendance sheet	Roles of Stakeholders are identified in the implementation of plans/organization	Project initiated and implemented by stakeholders via pictorials
	Minutes of meetings/ Pictorials		Technical Assistance(Resolutions/project proposal)
2. The development plan (e.g. SIP)is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities	Letter of invitation to concerned stakeholders	All documents in Level 1	Program of work/Acceptance Report/Acknowledgment receipt of donations received
	Attendance Sheet of participants	Enhanced school clubs/ organizations	All documents of Level 1 & 2
	M & E Sheet	Re-entry plans	Reports on the school performance by stakeholders
	Minutes of meeting	Pictorials	Certificates of Participation/Recognition to deserving stakeholders
	SMEA (School Monitoring & Evaluation Adjustment)		
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	Letters to stakeholders	All documents in Level 1	All documents of Levels 1 and 2
	Attendance Sheet	Drafts of the Constitution and By-Laws of PTA, SGC, SSG	Final copy of the Constitution and By-Laws of PTA, SSG
	Minutes of the meetings		Final copy of the Student Handbook
	Organized PTA, SGC, SSG/SPG		Certificates of Participation/Recognition
4. A leadership network facilitates communication between and among school and community leaders for	Parents Contact numbers	All documents in Level 1	Photos on Technical support and records of the same activities
	Hotline Nos. of partners: BLGU, MLGU, PTA, Police Station, etc.	DepEd Memos - school, district, division, regional, national	All documents in Levels 1 & 2
	Letters	Action plan	DepEd Forum Website
			School Website (optional)

informed decision making and solving of school community wide learning problems.	e-mail address of DepEd, and organizations	Resolutions/Project Proposals/MOU/MOA	Programs, projects, activities uploaded to DepEd Forum
	Citizen's Charter	Involvement of CPC, SSG/SPG, PTA, SGC on school concerns.	Facebook account
		Resolution of the case, if any or CPC (Child Protection Committee) report	Compilations of communications like requests, approved requests/communications
			Performance Indicators are regularly published.
5. A long term program is in operation that addresses the training and development needs of school and community leaders.	IPDP of Teachers and other school personnel	All documents in Level 1	All documents of Levels 1& 2
	NAT Result (optional)/MPS	List of teachers enrolled in post-graduate studies	IPDP (Individual Professional Development Plan)
	Quarterly General Average of students per subject area, per year level and school	List of teachers with post graduate courses	SLAC (School Learning Action Cell)
	Updated SRC Corner/Bulletin	List of trainings attended	IPCRF & OPCRF
			Compilations of Post-training reports with certificates
			Mentoring reports signed by mentors and mentees and photos

II. CURRICULUM AND INSTRUCTION

1. The curriculum learning systems anchored on the community and learner's contexts and aspirations are collaboratively developed and continuously improved	List of Learners at risk.	Copy of issued certificate of recognition to achievers	Comparative Results of MPS per grading, NAT results
	List of Slow Learners, Average & Fast Learners	Monitoring and evaluation report.	Performance indicators
	List of Learners with Disability.	Narrative report on programs implemented.	Certificate of Participation to all Academic and non-academic Contest
	List of interventions & instructional materials to address each type of learners.	Compilation of classroom observations conducted.	Logbook of visitors from other schools who visited the school for benchmarking purposes
	List of IP Learners	Report on Benchmarking Activity	
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	Compiled and Quality Assured by the School / council of Elders - indigenized Learning materials suited to the learners integrating local beliefs, norms, values, Traditions, folklores worth teaching to learners validated by the council of elders.	Report on Benchmarking Activity	List of identified best practices in localizing the curriculum
	Hard copy of localized guidelines on the curriculum to be implemented as agreed by the school- community.	Class supervision <ul style="list-style-type: none"> • Observation Sheets w/ integration of IKPS. • Copy of Lesson Plans Observed 	Additional Supplementary Reading Materials in IKSP in the community Learning Center: <i>Legends, Folktales, Myths, Chants, Songs, Ballads, Dances, Poems, Riddles, Stories, Practices</i>
	Minutes of meetings on teachers' orientation relative to the localized guidelines on the curriculum implementation.	Project Proposals for schools living traditions (SLT)	Quality Assured by the Region / Uploaded
	Pictorials	Little Museum in the school	
	Attendance	Quality assured by Schools Division Learning Resource Development & Quality Assurance Team	

3. A representative group of schools and community stakeholders develop the methods & materials for developing creative thinking & problem solving	List of representatives <ul style="list-style-type: none"> • Council of Elders • PTA • Teachers 	Indigenized Learning Materials validated by the council of elders	List of identified best practices in localizing the curriculum
	Records showing the involvement of stakeholders <ul style="list-style-type: none"> • minutes of meetings • attendance • Action plan 	Observation sheets	Additional Supplementary Reading Materials in IKSP in the Community Learning Center: <ul style="list-style-type: none"> • Legends, Folktales • Myths, Chants • Songs, Riddles, Stories, • Ballads, Poems
	Technical Assistance reports that support critical thinking & problem solving.	MPS Result	
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.	Transparency Board Showing the following: <ul style="list-style-type: none"> • NAT & RAT Result • Schedule of Remedial classes • School Reading Action Plan • General average per subject area • Results of periodical test per grade level per subject • Results of the following: <ul style="list-style-type: none"> - Phil-IRI, SREA, EGRA-ARATA • Portfolio of teachers and pupils • Classroom observation • TNA and MPS 	All items of level 1 including the ff: <ul style="list-style-type: none"> • Organized M& E • Minutes of the HPTA meetings conducted quarterly • Remedial action plans and implementation report • Test Questions with Table of Specification (include answers) 	<ul style="list-style-type: none"> • Copy of developed monitoring tool • Monitoring and Evaluation Report
	Copy of the reviewed assessment tool	Presentation of assessment tool to community stakeholders <ul style="list-style-type: none"> • Minutes • letter of invitation • attendance 	Certification from the School Head, that the LM is being used in the school.
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.	Rubrics, test questions with TOS		MPS Results
			Result of Action Research
6. Learning Managers and Facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviours consistent to the organization's vision, mission and goals.	CPC	Accomplishment Reports of Stakeholders.	BDP
	CPP	LM created(slogans, Posters, books, modules, visuals aids)	Barangay/ Municipal Ordinance on child Protection Policy
	Attendance	Activities / activity sheets	Integration of Children's Right in the curriculum
	Minutes	Serve as resource speakers/ lecturers	Child friendly environment <ul style="list-style-type: none"> • presence of learning parks • Visibility of community stakeholders in the school • Zero cases of bullying and child abuse case
	Orientation	Certificate of Appreciation/ Recognition	
	Advocacy		

<p>7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, and accessible and aimed at developing self-directed learners.</p> <p>Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.</p>	<ul style="list-style-type: none"> • Library • ICT integration • Learning Parks (math, science, English, etc.) • Learning Modules of the different subjects per grade level. • Action Plans of the different school organizations. • Narrative report with pictorials (specially labelled with captions) 	<ul style="list-style-type: none"> • Documented interviews of parents by the teachers relative to the application of knowledge, skills by the learners at home. • Presence of educational materials in the home 	<ul style="list-style-type: none"> • Attendance of Stakeholders' visit to the school. • Certificate of home visitation from the parents with pictorials and gist of the visit. • Barangay library or reading centers
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III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

<p>1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders</p>	<p>List of organized active parties</p> <ul style="list-style-type: none"> • PTA • SGC • CPC • BAC and inspectorate team • INSET team • SPT • DRRM 	<ul style="list-style-type: none"> • All documents in Level 1 • Defined Roles and functions • Attendance Sheet • Action Plan • Pictorials 	<ul style="list-style-type: none"> • All documents in Level 1 and 2 • Accomplishment reports with pictorials of project / activities done / implemented
<p>2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.</p>	<p>Basic Education Information System (BEIS) corner with the ff. data/Indicators:</p> <ul style="list-style-type: none"> • Cohort survival rate • Drop-out rate • Retention rate • Achievement rate • Completion rate 	<ul style="list-style-type: none"> • All documents in level I • Invitation letter • Attendance • Minutes of the Meetings • Action Plans • Home visitation • Teacher's portfolio/ logbook 	<ul style="list-style-type: none"> • All documents in Level I and II • Report on the Analysis/ interpretation & utilization of Data • MOA with organized stakeholders • Inspection and Acceptance Report • Rewards for outstanding employees • Certificate of Appreciation/Recognition • Implemented plan report
	<p>Academic Performance</p> <ul style="list-style-type: none"> • NAT/LAPG, ELNA and GSA MPS • Phil-IRI Result (Elem) • EGRA and EGMA (Elem) if applicable • ECCD/SREYA (Elem) if applicable • Certificates of Recognition (academic and non-academic competitions) 		
	<p>School Property Inventory</p> <ul style="list-style-type: none"> • Buildings, Equipment and textbook 		
	<p>School Personnel Inventory (SF 7)</p>		
	<p>Fiscal Inventory (CDR, SOB)</p>		
	<p>AIP M & E Checklist</p>		
	<p>TNA</p>		

The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community.	IPDP			
	PDF (Position Description Form) of Teachers, School Head & other personnel.	All documents in level I	Letter of invitation to stakeholders	All items in Level I and II Enhanced/final copy of accountability system
	Constitution and by-laws of the organized teams(PTA, SGC, SPG)	Minutes of meetings on how to develop the accountability system	Action plan	Attendance during the review
		Attendance sheet		Regular reports by the stakeholders on how to develop
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	An Organized School Monitoring & Assessment Team	All documents in Level I		All documents in level I and II
	A Formulated Assessment Tool	Records of implementation of School M & E activity as planned and scheduled		Revised and improved M & E tools and mechanism
	Minutes of the general assembly conducted (on school performance/ achievement)	Records of stakeholders participation in the conduct of M & E		Records of participation by stakeholders in the revision and improvement of M & E tools
	Attendance Sheets	M & E Checklist / Assessment Tools		
	Guidelines on Assessment			
	Accomplishment reports of teachers			
	Photocopy of CDR (Cash Disbursement Register) for 1 FY or Ledger coming from the Division Accountant.			
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.	Quarterly HPTA Meeting	All documents in level I		All documents in level I and II
	Minutes of the meeting	Sample of received Letter of invitation to representatives of the BLGU, PTA, SGC, Alumni and other organizations		MOA to improve school performance
	Attendance sheet	Minutes of attendance, pictorials, agreements		Rewarding System
	Pictorials	Intervention Plan & accomplishment report		Reports on school initiated interventions
	Agreements	Records on Remediation, Home visitation, tutoring, coaching and mentoring and technical assistance given		
	Re-entry plan			
IV. MANAGEMENT OF RESOURCES				
1.Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stake holders as basis of resource allocation and mobilization	<ul style="list-style-type: none"> • WFP • AIP • PPMP/APP • Transparency board • NSBI 	all documents in level I		all documents of levels I and II
		frequency of meeting of internal stakeholders, minutes of meeting, attendance, pictorials		meeting with external stakeholders on resource allocation, minutes, attendance,
		SRC		
		SIP		
		List of donations (solicitations, resolutions, MOA)		
		all documents in level I		all documents of Level I and II,

2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans	SIP meeting with stakeholders, minutes, attendance	frequency of meetings with stakeholders (minutes, attendance, proposals)	list of donations
			certificate of recognition Project proposals, terminal reports, pictorials on the implementation of projects, request letters
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources	compliance of membership committee BAC-SGC, PTA, LGU; inspectorate team	all documents in level I	all documents of Level I and II
		frequency of meetings with stakeholders (minutes, attendance, pictorials)	quarterly meetings conducted
4. Regular monitoring, evaluation, and reporting processes or resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders	invitation letter, M&E reports	all documents of level I	all documents in level I and II
		contingency plans/re-entry plan/adjustment plan/catch up plan	minutes, attendance in the implementation of M&E Reports
5. There is a system that manages the network and linkages, which strengthen and sustain partnerships for improving resource management.	meeting, attendance, pictorials, MOA	All documents in level I	all documents of level I and II
		resolutions/request letters/proposals	sustainability and continuity of programs (accomplishment reports and pictorials)
		dissemination of updates / status	

REFERENCE:

1. RM no. 157, s. 2017 – Adoption of the Supporting Documents for the School Based Management (SBM) Assessment Tool for DepEd CAR as Reference in the SBM Assessment Process
2. DO no. 83, s. 2012 Implementing Guidelines on the Revised School Based Management (SBM) Framework, assessment Process and Tool (APAT)
3. DO no. 45, s. 2015 Guidelines on School Based Management (SBM) Grants for Fiscal Year (FY) 2014
4. Revised SBM Assessment Tool (Nov. 27, 2012)