

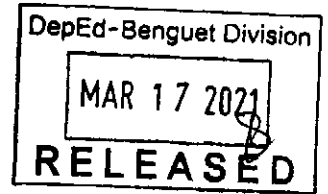


Republic of the Philippines
Department of Education
Schools Division of Benguet

March 15, 2021

DIVISION MEMORANDUM

No: 89 S. 2021



To: CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors/District Coordinators
Elementary and Secondary School Heads
All Concerned

Subject: **SCHOOL SELF ASSESSMENT AND DIVISION VALIDATION OF
SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE CY 2021**

1. Cognizant to Regional Memorandum 081 s. 2021, re: "Guidelines on the Enhanced and New Processes of School-Based Management (SBM) Level of Practice for CY 2021" and RM 278 s. 2019 entitled "Guidelines on the Utilization of School-Based Management (SBM) Assessment Tool with Contextualized Means of Verification (MOVs)", this office instructs all schools both Elementary and Secondary to conduct Self-Assessment to determine their respective SBM Level of Practice for CY 2021.
2. The Schools shall conduct SBM Self-Assessment this March – May 2021 using the Contextualized School-Based Management Assessment Tool. *(see attached tool)*
3. The results of the SBM Self-Assessment shall be submitted using the link: bit.ly/SBMselfassessmenttool2021
4. Schools who have reached level II (1.5-2.4) rating will be visited for assessment and can be recommended to Regional Office for validation while schools with level I (0.4-1.4) shall still be visited and be given technical assistance.
5. All MOVs must be three (3) years back (2017-2018; 2018-2019; 2019-2020).
6. Immediate dissemination of and strict compliance with this memorandum is directed.


GLORIA B. BUYA-AO
Schools Division Superintendent

03/15/2021



Address: Wangal, La Trinidad, Benguet
Telephone Number: (074) 422-6570
Email: benguet@deped.gov.ph
Facebook Page: DepEd Tayo Benguet

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CONTEXTUALIZED SCHOOL-BASED MANAGEMENT ASSESSMENT TOOL

DepEd CAR

Part I: Introduction

The Revised School-Based Management (SBM) Assessment Tool is guided by the four principles of ACCESS (A Child- and Community Centered Education System). The indicators of SBM practice were contextualized from the ideals of an ACCESS school system. The unit of analysis in the school system, which may be classified as beginning, developing and advance (accredited 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. The highest level- "advanced" is a candidate for accreditation after a team of external validators confirmed the evidence of practices and procedures that satisfies quality standards.

Part II: Basic School Learning Center (LC) Information:

School/Learning Center: Region/Division: Name of School Head/LC Head: Address:	
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Part III: Instruction to the Users:

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

Part IV: Rating Scale:

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

	1	2	3
<p>A. Leadership and Governance</p> <p>1. In place is a Development Plan developed collaboratively by the stakeholders of the school community</p>	<p><input type="checkbox"/> 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</p> <p><input type="checkbox"/> 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. <i>MOV- SIP</i></p>	<p><input type="checkbox"/> The Development Plan is evolved through the shared leadership of the school and the community stakeholders. <i>MOV- A/P</i></p>	<p><input type="checkbox"/> The Development Plan is enhanced with the community performing the leadership roles, and the school providing technical support <i>MOV- Action Plan of different organizations in support to SIP</i></p>
<p>2. The development plan (SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges, and opportunities.</p>	<p><input type="checkbox"/> The school leads the regular review and improvement of the development plan. <i>MOV – mid -year review (minutes/agreements; attendance with pictorials)</i></p>	<p><input type="checkbox"/> The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan. <i>MOV – S/MEA (4 quarters)</i></p>	<p><input type="checkbox"/> The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process. <i>MOV – catch- up or re-entry plan with SPT signatures</i></p>
<p>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</p>	<p><input type="checkbox"/> The school defines organizational structure, and the roles and responsibilities of stakeholders. <i>MOV – SGC and/or PTA with roles and functions</i></p>	<p><input type="checkbox"/> The school and community collaboratively define the structure and the roles and responsibilities of stakeholders. <i>MOV - Constitution and By-laws</i></p>	<p><input type="checkbox"/> Guided by an agreed organizational structure, the community stakeholders lead in defining the organizational structure and the roles and responsibilities; school provides technical and administrative support. <i>MOV – minutes of meeting on the dissemination of the ratified By-laws and/or rules and regulations formulated by the community stakeholders</i></p>

<p>4. A leadership network facilitates communication between and among school and community leaders to inform decision-making and solving of school-community wide learning problems</p>	<p><input type="checkbox"/> A network has been collaboratively established and is continuously improved by the school community. MOV- school congress/school summit/assembly / school banner project with minutes and attendance</p>	<p><input type="checkbox"/> The network actively provides stakeholders information for making decisions and solving learning and administrative problems. MOV – agreements to resolve the issues and concerns as an output of level 1</p>	<p><input type="checkbox"/> The network allows easy exchange and access to information sources beyond the school community. MOV – SRC (2x a year)/school paper/school Facebook account/website</p>
<p>5. A long-term program that addresses the training and development needs of school and community leaders is in operation.</p>	<p><input type="checkbox"/> 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. MOV- eSAT / IPDP (Consolidated IPDP) and SLAC Plan</p>	<p><input type="checkbox"/> 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. MOV – Post SLAC report or Certificate of Participation / Graduate School / Scholarships</p>	<p><input type="checkbox"/> 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. MOV- IPDP implementation report</p>

<p>B. Curriculum and Learning – The curriculum learning systems anchored on the community and learners’ contexts and aspirations are collaboratively developed and continuously improved.</p>			
<p>1. The curriculum provides for the development needs of all types of learners in the school community</p>	<p><input type="checkbox"/> 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. MOV – List of LSEs (IPs, ALS, Gifted, etc.) /PARDOS/SARDOS/ALS; Implementation of ADM /Differentiated Instruction / Inclusive Education LSEs - Learners with Special Educational Needs</p>	<p><input type="checkbox"/> Programs to address the needs of all types of learners 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. MOV – Program Accomplishment report</p>	<p><input type="checkbox"/> The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teachers’ as well as students’ performance is motivated by intrinsic rather than extrinsic rewards. The Schools’ differentiated program is frequently benchmarked by other schools. MOV – Quarterly Progress Report</p>
<p>2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community</p>	<p><input type="checkbox"/> 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. MOV – Contextualized / Indigenized Learning materials (school- based quality assured); localized guidelines</p>	<p><input type="checkbox"/> 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. MOV – Quality assured by the Division LRMDs</p>	<p><input type="checkbox"/> 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 MOV – Contextualized /Indigenized LMs are adopted by other schools (certification) - Quality Assured by the Region</p>

<p>3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving</p>	<p><input type="checkbox"/> 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. MOV – Council of Elders (COE)/Consultative Advisory Board (CAB), record showing involvement of COE/CAB</p>	<p><input type="checkbox"/> Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on school, family and community. MOV – Copy of validated LRS</p>	<p><input type="checkbox"/> Materials and approaches are being used in school, in the family and in community to develop critical thinking and problem-solving skills of learners and are producing desired results. MOV – Certification from the user that the validated LRS are used</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><input type="checkbox"/> School-based monitoring of learning system is conducted regularly and cooperatively; and feedback is shared with stakeholders. MOV- SMEA</p> <p><input type="checkbox"/> The system uses a tool that monitors the holistic development of learners MOV- MEA Tools</p>	<p><input type="checkbox"/> The school-based monitoring of learning systems generate feedback that is used for making decisions that enhance the total development of learners. MOV- SMEA report with catch-up plan</p> <p><input type="checkbox"/> A committee take care of the continuous improvement of the tool. MOV- Cluster/School M&E Team</p>	<p><input type="checkbox"/> The monitoring system is accepted and regularly used for collective decision making. MOV – SMEA conducted per quarter with Attendance Sheets, minutes and adjustment plan (per Quarter)</p> <p><input type="checkbox"/> The monitoring tool has been improved to provide both quantitative and qualitative data MOV- Enhanced SMEA Tools</p>

<p><input type="checkbox"/> The assessment tool school community a with community stakeholders MOV – Pra and Po ECCD, EGRA, PRO presented to community (minutes and attend</p>	<p><input type="checkbox"/> Stakeholders begin child/learner-centered education in the des MOV –Report on CF indicators is Outstar</p> <p>Learning managers the principles in des MOV- Goal 5 of CF high academic performance Average: 80-90)</p>	<p><input type="checkbox"/> Stakeholders begin centered principles design of support to MOV- Barangay Ordinance to support SH to make Sc ordinance</p>
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<p>essential knowledge, skills, and values to assume responsibility and accountability for their learning.</p>				
<p>C. Accountability and Continuous Improvement</p>	<p>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</p>	<p>1. Roles and responsibilities of accountable person/s and collective body/its are clearly defined and agreed upon by community stakeholders.</p> <p>Accountable persons/groups are the following: External Stakeholders</p> <ul style="list-style-type: none"> GOs, NGOs, Alumni, Civic & Social Asso., Retirees, professionals, etc. 	<p><input type="checkbox"/> There is an active party that initiates clarification of the roles and responsibilities in education delivery. MOV - List of organized active parties (SSG/SPG, SGC, PTA, SBM Team, DRMM, Alumni, SBAC, CPC, SPT, etc.)</p> <p><input type="checkbox"/> The stakeholders are engaged in clarifying and defining their specific roles and responsibilities. MOV - Presence of By-laws as applicable / list of functions conformed by the concerned personnel/designation</p> <p><input type="checkbox"/> Shared and participatory processes of determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education. MOV - Accomplishment report/document showing that the organized party is functional - minutes, attendance, pictorials</p>	
<p>2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.</p>		<p><input type="checkbox"/> Performance accountability is practiced at the school level. MOV - Quarterly culminating activities (program, pictorials), AP evaluation, Mid- Year and Year-End (Catch-up Plan) IPCR/OPCR review (mid-year review form)</p>	<p><input type="checkbox"/> A community-level accountability system is evolving from the school-led initiatives. MOV - Attendance , pictorials, terminal/completion report</p>	<p><input type="checkbox"/> A community-accepted performance accountability, recognition and incentive system is being practiced. MOV - Certificate of Appreciation from any award giving body</p>
<p>3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community. An accountability system is the set of</p>		<p><input type="checkbox"/> Community stakeholders are invited to participate in setting up an accountability system for school-based management processes, structures and mechanisms. MOV- Minutes of meeting and Attendance, letter of invitation to stakeholders</p>	<p><input type="checkbox"/> Community stakeholders contribute to the development of an accountability system covers both school-based and community-wide management of education. MOV - MOA / MOU between the stakeholders and school stating their accountability system</p>	<p><input type="checkbox"/> A community accepted accountability system effects continuous improvement in the management of learning Learning Management is the capacity to design pedagogic strategies that achieve learning outcomes for students. https://en.wikipedia.org/wiki/MOV_Performance_Indicators</p>

<p>policies and practices that is used to measure and hold schools and districts responsible for raising student achievement for all students, and to prompt and support improvement where necessary.</p> <p>Accountability systems can do several important things.</p> <p>1) Set a clear expectation that schools must raise achievement for all of their students, not just some.</p> <p>2) Communicate whether schools are meeting those expectations — both for students overall, and for each group of students they serve.</p> <ul style="list-style-type: none"> • 3) Celebrate schools that are meeting or exceeding expectations for all groups of students, and prompt action in those that are not. <p>4) Direct additional resources and supports to struggling districts and schools to help them improve</p> <p>https://edtrust.org/resource/new-school-accountability-systems-in-the-states-both-opportunities-and-perils-060718</p>			<p>- Child abuse cases will be lessen Bullying Report Decrease dropout</p> <p>- Increase in attendance, GWA, graduation rate Decrease in dropout, failure</p>
<p>4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively</p>	<p><input type="checkbox"/> The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines.</p>	<p><input type="checkbox"/> Stakeholders are engaged in the development and operation of an appropriate accountability assessment system. <i>MOV – Minutes of meetings</i></p>	<p><input type="checkbox"/> Stakeholders continuously and collaboratively review and enhance accountability systems' processes, mechanisms and tools. <i>MOV – Midyear review of School M&E</i></p>

<p>developed and agreed upon. (PROCESS)</p>	<p><i>MOV – School M&E tool (SMEA processes and tools) developed by the school and its stakeholders</i></p>		<p><i>(SMEA processes and tools) developed by the school and its stakeholders</i></p>
<p>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>	<p><input type="checkbox"/> School initiated periodic performance assessments which involve participation of stakeholders. <i>MOV- Quarterly Homeroom PTA meeting</i></p>	<p><input type="checkbox"/> Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance. <i>MOV- Minutes of meetings and catch-up plan on gaps in performance – least learned competencies per subject area</i></p>	<p><input type="checkbox"/> School-community-developed performance assessment is practiced and is the basis for improving, monitoring and evaluation systems, provision of technical assistance, recognition and refinement of plans. <i>MOV- interventions with accomplishment report</i></p>
<p>D. Management of Resources</p>			
<p>1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.</p>	<p>Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.</p> <p><input type="checkbox"/> Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization. <i>MOV- 1) Updated Transparency Board - Annual Budget Allocation –indicative budget</i> <i>2) Inventory records (Inventory of Chairs, classrooms, learning resources per subject per grade, etc.), 3) Teacher needs analysis, 4) Classroom needs analysis 5) Financial statements of canteen, rice field, & other school IGPs, 6) CIBR, 7) Site Development</i></p> <p><input type="checkbox"/> The resource inventory is characterized by regularity, increased participation by stakeholders, and communicated to the community as the basis for resource allocation and mobilization. <i>MOV – 1) CDR- Cash Disbursement Register, Inventory records and financial statements that are certified correct by the School head and others involved in the conduct of inventory or audit</i> <i>2) Document showing the participation of stakeholders in the inventory (Ex.</i></p> <p><input type="checkbox"/> Resource inventories are systematically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization. <i>MOV – 1) School WFP collaboratively prepared by the school and stakeholders, 2) AIP and Project designs</i></p>		

	<p><i>Plan 6) Minutes of PTA meetings reflecting the dissemination of Financial Statement as one of the agenda</i></p>	<p><i>Membership of stakeholders in committees that take charge of the inventory), 3) Evidences that the financial statements and all other inventory records are disclosed to the stakeholders as the basis for resource generation and allocation 4)list of donations with acceptance and partnership established , (Ex. Minutes of meeting with PTA or SGC for this purpose)</i></p>	<p><input type="checkbox"/> Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the educational plan. MOV- 1) Municipal or Barangay Ordinance adopting the SIP and incorporating the same to the development plan of the Barangay/Municipality, 2) Attendance sheet of representatives of SGC, PTA, SP/GSSG and other internal or external stakeholders during the formulation of SIP/AIP 3. Request/ Transmittal letter for the adaption the SIP/AIP</p>
<p>2. There is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plan.</p>	<p><input type="checkbox"/> Stakeholders are invited to participate in the development of educational plan with resource programming and participate in the implementation. MOV-1) Letter of invitation, 2) Designation of stakeholders as members of the SPT and/or PIT, 3) Attendance sheet of invited stakeholders (based on the e-SIP manual) during SIP/AIP formulation</p>	<p><input type="checkbox"/> Stakeholders regularly engaged in the planning and resource programming and actively participate in the implementation of the educational plan. MOV - 1) Minutes of regular meetings of SPT & PIT, 2) Attendance sheet during regular meetings of SPT & PIT</p>	<p><input type="checkbox"/> Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent focused resource management system. MOV- 1) Minutes of periodic review of SIP/AIP, 2) Attendance sheet during the SIP/AIP review</p>
<p>3. There is in place a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resource. Resource management is the process by which businesses manage their</p>	<p><input type="checkbox"/> Stakeholders support judicious, appropriate, and effective use of resource. MOV - 1) Attendance sheet on the formulation and reviews of SIP/AIP Participation during inspection</p>	<p><input type="checkbox"/> Stakeholders are engaged and share expertise in the collaborative development of resource management system. MOV-1) Minutes of meetings reflecting the participation of stakeholders in developing a resource management system- the SIP</p>	<p><input type="checkbox"/> Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent focused resource management system. MOV- 1) Minutes of periodic review of SIP/AIP, 2) Attendance sheet during the SIP/AIP review</p>

<p>various resources effectively. Those resources can be intangible – people and time – and tangible – equipment, materials, and finances. It involves planning so that the right resources are assigned to the right tasks. Managing resources involves schedules and budgets for people, projects, equipment, and supplies. https://www.shoofy.comencyclopedia/resource-management-060718</p>			
<p>4. Regular monitoring, evaluation, and reporting process of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators and community stakeholders.</p>	<p><input type="checkbox"/> Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management. MOV- 1) Letter of invitation re: attendance to SMEA</p>	<p><input type="checkbox"/> Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management. MOV- 1) Attendance sheet, during the SMEA</p>	<p><input type="checkbox"/> Stakeholders are engaged, accountable in implementing a collaboratively developed system of monitoring, evaluation and reporting for resource management. MOV- Documentation of participation of stakeholders during the SMEA- as reporter, discussant, etc. (EX. Program of activities during the SMEA)</p>
<p>5. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.</p>	<p><input type="checkbox"/> An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident. MOV- 1) List of Partners</p>	<p><input type="checkbox"/> Stakeholders support a system of partnership for improving resource management. MOV – MOA / MOU</p>	<p><input type="checkbox"/> An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management. School budget is sustained and institutionalized by LGU and/or community partners MOV-List of donations implemented.</p>

IMPROVEMENT OF LEARNING OUTCOMES

	Level 1	Level 2	Level 3	
Access				10%
Percentage of attendance	94.44 & below	94.5-99.44	99.45 & above	
Efficiency				40%
Retention rate	94.44 & below	94.5-99.44	99.45 & above	
Dropout rate	2.0 & above	0.1 - 1.99	0	
Failure rate	2.0 & above	0.1 - 1.99	0	
Graduation rate	94.44 & below	94.5-99.44	99.45 & above	
Promotion rate	94.44 & below	94.5-99.44	99.45 & above	
Quality				50%
General Weighted Average	80.44 & below	80.45-90.44	90.45 & above	