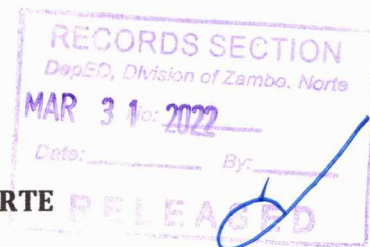




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Region IX, Zamboanga Peninsula
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Division Memorandum

No. 121 s. 2022

TO: **Assistant Schools Division Superintendents
Chiefs, CID & SGOD
Members, DFTAT and District TA teams
School Heads, Public Elem & Secondary Schools
All Others Concerned**

FROM: **VIRGILIO P. BATAN JR., CESO VI**
Schools Division Superintendent

SUBJECT: **CONTEXTUALIZED MATERIALS FOR THE DIVISION/DISTRICT-LEVEL
SCHOOL-BASED MANAGEMENT (SBM) ASSESSMENT VALIDATION**

DATE: March 30, 2022

1. To guide the school/district/division SBM Task Forces in the assessment and validation of SBM Level of Practice for S. Y. 2021-2022 and beyond, this Memorandum encloses three (3) contextualized materials to supplement the main tool, the SBM APAT as annexed in DepEd Order No. 83, s. 2012, namely:
 - i. Enclosure 1-Template for the Computation of SBM Rating (Latest Version);
 - ii. Enclosure 2- List of Suggested MOVs; &
 - iii. Enclosure 3- Local Parameters in the Conduct of District-level Validation.
2. As such, it is emphasized that,
 - i. Re-assessment of SBM LoP using the updated template for the computation of SBM rating is imperative prior to the conduct of district or division validation activity moving forward. An accomplished template is a required document to be handed to the team upon validation, even to those schools who requested for, or would undergo division validation of the SBM LoP for SY 2020-2021;
 - ii. The validators should be suggestive, rather than prescriptive in the appreciation of MOVs presented. The school SBM task force and validators should be reminded that the list of Suggested MOVs are not enumerative and exclusive.
3. In view hereof, members of Division Field Technical Assistance Team (DFTAT) & District Technical Assistance Team (DsTAT) led by the PSDSs/PICDs are enjoined to cover the contents of this issuance during their respective SBM cascading activities.
4. Unless sooner superseded or otherwise modified by a subsequent issuance, this Memorandum shall take effect upon its signing.
5. Compliance with and wide dissemination of this Memorandum is desired.

SGOD/SMM&E /MemorandumSBMContextualizedMaterials-014-03282022



“Be and Do Much Better Each Day with a Sense of Urgency”



Service
with a
Heart

LIST OF POSSIBLE SBM MEANS OF VERIFICATIONS (MOV'S)

1. LEADERSHIP & GOVERNANCE			
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	1	2	3
<p>1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community.</p>	<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> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Approved SIP/AIP Development & Approved BE-LCP with the following MOV's: <ul style="list-style-type: none"> • Letters of invitation of the school to some community stakeholders re: Formulation of SIP/Development Plan with the SPT • Minutes of meeting and communications 	<p>The development plan is evolved through the shared leadership of the school and community stakeholders.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Evolved SIP/AIP, BE-LCP Dev't Plan <ul style="list-style-type: none"> • Conduct of school-community consultative meetings through the School Governing Council (as the need arises) to further effect changes based on feedback and DepEd directives • Minutes of meeting (with Pictorials) • Copy of directives/communications 	<p>The development plan is enhanced with the community performing the leadership roles and the school providing technical assistance.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Functional School Governing Council (SGC) ✓ Enhanced SIP & BE-LCP Dev't Plan with the integration of SBM-WINS, CPP, GAD, CGP, DRRM and other PAPs, with the following documents: <ul style="list-style-type: none"> • Invitation of the SGC to other stakeholders and the school for the enhancement of the SIP/Dev't Plan • Program of activities, minutes of workshop and Narrative /ACR

<p>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</p>	<p><input type="checkbox"/> The school leads the regular review and improvement of the development plan.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Plan of activities of the annual conduct of SIP and/or BE-LCP review initiated by school with active participation of SPT and SGC <ul style="list-style-type: none"> • Minutes of the planning conference Updated SRC 	<p><input type="checkbox"/> The school and community stakeholders working as full partners lead the continual review and improvement of the development plan.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Conduct of continual review SIP and or BE-LCP (Dev't Plan) with the following: <ul style="list-style-type: none"> • Minutes of conduct of Continual Review • ACR Updated SRC 	<p><input type="checkbox"/> The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Improved/Adjusted SIP and BE-LCP (Dev't) Plan where community stakeholders (SGC/SPT) initiated the regular review; school facilitated the process <ul style="list-style-type: none"> ▪ Improved/Adjusted SIP ▪ ACR ▪ Updated SRC With minutes of meeting/Attendance
<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 the organizational structure, and the roles and responsibilities of stakeholders.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ School defined/organized structures: <ul style="list-style-type: none"> • Organizational Chart/Roster of Organization as defined by the school: <ul style="list-style-type: none"> ▪ SDRRMC ▪ CPP SPT ▪ Project Team ▪ SBAC, etc Terms of References 	<p><input type="checkbox"/> The school and community collaboratively define the structure and the roles and responsibilities of stakeholders.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ School and community defined/organized structures: <ul style="list-style-type: none"> • Organizational Chart/Roster of Organization as defined by both school and community: <ul style="list-style-type: none"> ▪ SDRRMC ▪ BKD, YES-O, RCY ▪ SPT, SGC ▪ Project Teams ▪ SBAC, etc. • Terms of References ACR with Pictorial 	<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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ School-community (SGC, SPT,) agreed Organizational Structure, Constitution and By-laws led by the community with TA from the school: <ul style="list-style-type: none"> • Minutes of meeting • Resolutions/MOAM/MOU Attendance & ACR

<p>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.</p>	<p><input type="checkbox"/> A network has been collaboratively established and is continuously improved by the school community.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Establishment of Networks such as: <ul style="list-style-type: none"> • Transparency/bulletin board • Suggestion box • Log sheets/log books • School Report Card • Or any information network (MIS/SIS's, etc.) 	<p><input type="checkbox"/> The network actively provides stakeholders information for making decisions and solving learning and administrative problems.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Functional updated networks, e.g. <ul style="list-style-type: none"> • Updated transparency/bulletin board • Communicated SRC • Functional/useful suggestion box • Updated log sheets/log books <p><i>Possible best practice:</i> newspaper/newsletter</p>	<p><input type="checkbox"/> The network allows easy exchange and access to information sources beyond the school community.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Accessibility of network/s to the public ✓ Posted/placed in conspicuous places or duly circulated in the community, or open/accessible website/sas the case may be ✓ Evidences of circulation (e.g. list of schools/stakeholders with signatures of recipients)
<p>5. A long term program is in operation that addresses the training and development needs of school and community leaders.</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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Dev't of School-based INSET programs (based on PPST, PPSH Results, IPPD/SPPD) <ul style="list-style-type: none"> • Training designs/Matrices/Proposals • Training needs analysis • Development needs per Part IV of IPRCF • Self-Assessment Tool (SAT) • ACR 	<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 process.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Actual conduct of school-based trainings based on identified training needs, with the following MOV's: <ul style="list-style-type: none"> • Attendance sheet of participants • Certificates of Participation/Appearance • Any proof of submitted ACR • Consolidated Development needs per Part IV of IPRCF 	<p><input type="checkbox"/> Leaders assume responsibility for their own training and development. School community working individually or in groups, coach and mentor one another to achieve their VMG.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Continuous school-based training and development (mentoring and coaching) ✓ Mentoring and coaching schedule ✓ Mentoring and Coaching tools utilized

2. CURRICULUM AND INSTRUCTION

The curriculum learning systems anchored on the community and learner's context and aspirations are collaboratively developed and continuously improved.

INDICATORS

	1	2	3
<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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Established Assessment System with Results <i>For Elem. Level:</i> <ul style="list-style-type: none"> • MFAT • ECCD Checklist • EGRA-ARATA • Phil-IRI • Numeracy Test • Other school-based/standard assessment <i>For Secondary Level:</i> <ul style="list-style-type: none"> • Literacy Test/Phil-IRI • Numeracy Test • Other school-based/standard assessment ✓ RRE Multi-level Materials 	<p><input type="checkbox"/> Programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, coach low performers, mentor potential leaders, reward high achievement, and maintain environment that makes learning meaningful and enjoyable.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Monthly Supervisory Plan and Accomplishment Reports. ✓ Programs/Projects Implementation Report to address performance discrepancies/deficits/gaps e.g. RRE, ICL, School Remedial Program, Technolympics(for secondary), YES-O Camp, Math & Science Fair, D'Math (as indicated on E-SIP/AIP) ✓ National Curricular/Programs Implementation Report for SPED, SPS, SPA, SSES, STE, ADM, MEP (if applicable) ✓ Reading Program Implementation Report ✓ ACR/Narrative Report of INSETS conducted related to learning interventions ✓ ACR and copy of program for periodic recognition (e.g. monthly, quarterly convocation/year-end recognition rites) ✓ Other programs/projects related to curriculum to address learning deficits/performance discrepancies e.g. mentoring and coaching program 	<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.</p> <p>Teachers', as well as students' performance is motivated by intrinsic rather than extrinsic rewards. The schools' differentiated program is frequently benchmarked by other schools.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Improved learning outcomes for the last 3 years Achievement Rate, Promotion Rate, Failure Rate, Drop-out Rate) ✓ Log Book/Record Sheet/ showing names of visitors benchmarking school's initiated programs/projects ✓ Documentations of School's Best Practices and Accomplishment Reports ✓ Students' Performance Portfolio ✓ ATAF

<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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Compilation of local literatures. ✓ Documentation on current events & existing technologies used to develop localized curriculum 	<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 & innovative ones are developed.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ DLL/DLP/WHLP/Lesson Plans showing the integration and utilization of local literature ✓ Sample performance outputs/projects in the implementation of localized curriculum that makes learning more meaningful and pleasurable. ✓ M & E/Supervisory Report on the implementation of localized curriculum 	<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</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Activity Completion Report (ACR) on the School's Best Practices in the localization of curriculum ✓ Document/s of school's-initiated project that uses community as a learning laboratory. <ul style="list-style-type: none"> • ACR • Approved Letter Requests • Logbook/Record Sheet that shows names of visitors who benchmarked good or best practices of school's localized curriculum
<p>3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving</p>	<p><input type="checkbox"/> A representative team of school and community stakeholders (if applicable) assess content and methods used in teaching creative, critical thinking, and problem solving. Assessment results are used as guide to develop materials.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Project Team for Instruction organized ✓ Assessment results/ Utilized SMEA data under "Quality". 	<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.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Localized learning modules/LAS/Materials developed and tested in school, family and community; ✓ SMEA Agreements; 	<p><input type="checkbox"/> 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> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Any document showing the utilization of the developed materials with the corresponding desired results; ✓ Implemented SMEA Agreements/Adjusted strategies/plans.

<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"/> 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> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Schedule & conduct of School Monitoring Evaluation & Adjustment (SMEA) with corresponding reports and MOVES ✓ E-SIP/AIP-based Monitoring & Evaluation instrument / tool 	<p><input type="checkbox"/> The school-based monitoring & learning systems generate feedback 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> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ (SMEA) minutes ✓ Feedback mechanism for a well-informed decision making (e.g. suggestion box, text brigade, forums /assembly) ✓ Record of M & E related activities conducted ✓ Organized committee on CI of M&E tool 	<p><input type="checkbox"/> The monitoring system is accepted and regularly used for collective decision making</p> <p>The monitoring tool has been improved to provide both quantitative & qualitative data.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Updated/improved M & E tool designed by the School M & E Team duly approved by the School Head/ SGC ✓ Results on the regular conduct of School Monitoring Evaluation and Adjustment (SMEA)
<p>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.</p>	<p><input type="checkbox"/> The assessment tools are reviewed by the school and assessment results are shared with school's stakeholders.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Competency based Test materials duly checked/ approved by the School Head (e.g. Table of Specifications, Periodical Test Questions, Test/ Item Analysis, Item Bank, other test materials, etc.) ✓ Accomplishment Reports on the conduct of activity relative to sharing of assessment results with school's stakeholders (e.g. quarterly issuance of Pupil/Student Report Card, issuance of LAPG, NAT and NCAE, Numeracy Test, and Oral 	<p><input type="checkbox"/> Assessment tools are reviewed by the school community and results are shared with community stakeholders.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Structure of Assessment Committee to take charge of the review and improvement of assessment tools (list and TOR) ✓ Minutes of meeting/ACR/ on: <ul style="list-style-type: none"> - review of assessment tools participated by stakeholders ✓ Compilation of quality assured assessment tools. 	<p><input type="checkbox"/> School 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> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Quality assured assessment tools utilized in school (including OHSP, MISOSA, ALS-ALIVE, etc.) ✓ Community- aided programs and/ or projects conceptualized to address the learning deficits/ discrepancies of the learners based from the school assessment results. ✓ Students' records reflecting results from the quality assured assessment tool

<p>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.</p>	<p>Reading/PhilIRI results to parents.</p>	<p>Stakeholders are aware of child/learner-centered, rights-based, and inclusive principles of education.</p>	<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 conduct activities aimed to increase stakeholders' awareness and commitment to fundamental rights of children and the basic principle of educating them.</p>	<p>Stakeholders begin to practice child/learner-centered principles of education in the design of support to education.</p>	<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>	<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>
<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>	<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>	<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>	<p>Learning managers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.</p>
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<p>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.</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> Learning programs are designed and developed to produce learners who are responsible and accountable for their learning.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ MELCs/Learning Competency Directory (LCD) per subject anchored on the budget of work ✓ Learner's PORTFOLIO ✓ Compilation of SLM/LAS/SIM/ blended learning materials Individual Performance Monitoring Plan 	<p><input type="checkbox"/> Practices, tools and materials for developing self-directed learners are beginning to emerge in the home and in the community.</p> <p><input type="checkbox"/> The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Minutes of the Homeroom PTA indicating the presentation of LCD to parents ✓ certificates on contest participated & won by learners ✓ ACR on Monthly programs <ul style="list-style-type: none"> • Buwan ng Wika • Nutrition Month • Science and Math fair • Scouting • English Month • STEP • Values Month etc 	<p><input type="checkbox"/> 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><input type="checkbox"/> The program is mainstreamed but continuously improved to make it relevant to emergent demands.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Any proofs of conduct of community-based Focus Group Discussion on LCD utilization ✓ ACR on INSET-Teaching & Learning Development Implementation reports of ICT and others
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C. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

A 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			
	1	2	3
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	<p>There is an active party that initiates clarification of the roles and responsibilities in education delivery.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ School CI team/Program Implementation Review team organized ✓ Organization of the following teams/organizations: -SPT, PTs, and other committees -PTA -SPG/SSG (SBM Wins, DRR, CPP Clubs) ✓ Terms of References of identified teams/organizations 	<p>The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Constitution and By-laws of duly recognized school organizations/committees ✓ Organizational Charts ✓ Narrative of conducted FGD ✓ Minutes of the Meeting & attendance ✓ Other reports 	<p>Shared and participatory processes are used in determining roles, responsibilities, and accountabilitys of stakeholders in managing and supporting education.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Roles and Responsibilities are stipulated/embedded in the School Handbook ✓ Memorandum of Understanding/Covenant/Contract (Duly signed by stakeholders to signify their accountabilitys and responsibilities in managing and supporting education)
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	<p><input type="checkbox"/> Performance accountability is practiced at the school level.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Presence of Results Based Performance Monitoring System of the school. ✓ Accomplished Performance Coaching Forms ✓ Notice of Performance Coaching session between the school head and the teachers 	<p>A community-level accountability system is evolving from school-led initiatives.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Any documents proving the participation of community stakeholders like the SGC in SMEA activities ✓ Self-assessment Result of the SBM level of practice reported to the stakeholders/Community 	<p><input type="checkbox"/> A community accepted performance accountability, recognition, and incentive system is being practiced.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Written program/mechanism about performance recognition and incentive system adopted by the school ✓ ACR on Institutionalized School-level Recognition and Awards System for internal and external stakeholders

<p>3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community</p>	<p><input type="checkbox"/> The school articulates the accountability assessment framework with basic components including implementation guidelines to the stakeholders.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Visible citizen's charter chart ✓ Advocacy campaign to internal and external stakeholders ✓ Minutes of meetings 	<p><input type="checkbox"/> Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Any proofs of stakeholder's engagement in the operationalization of school citizen's charter ✓ Functional suggestion box ✓ Customer satisfaction report 	<p><input type="checkbox"/> School community stakeholders continuously and collaboratively review and enhance accountability systems processes, mechanism and tools.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Any reports of an activity conducted for the review and enhancement of the school initiated assessment/feedback system (i.e. data analysis, etc.) ✓ Documentation on any corrective action over customer feedback
<p>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>	<p><input type="checkbox"/> The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Copy of issuance constituting the school accountability assessment framework (eg. RPMS, SMEA, OR PIR) ✓ Accomplished IPCRFs, SMEA/PIR /Feedback forms ✓ Minutes of meetings containing the suggestions for improvement 	<p><input type="checkbox"/> Stakeholders are engaged in the development and operation of an appropriate Accountability assessment criteria, tools, feedback mechanisms, information collection, validation techniques and processes.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Accomplishment report on the involvement of external stakeholders in the conduct of SMEA 	<p><input type="checkbox"/> Stakeholders continuously and collaboratively review and enhance accountability systems, processes, mechanism and tools.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Proposed enhancement/contextualized mechanisms and tools in the conduct of RPMS coaching, SMEA conference, PIR meeting, and/or client feedback mechanisms ✓ Minutes of meeting on the enhancement of school accountability systems, processes and tools

<p>5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serves bases for feedback, technical assistance, recognition and plan adjustment.</p>	<p><input type="checkbox"/> The school initiates periodic performance assessment with the participation of stakeholders</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Minutes of quarterly meetings with stakeholders ✓ Quarterly Report on School Monitoring Evaluation & Adjustment Periodic assessment tool 	<p><input type="checkbox"/> Collaborative conduct of performance assessment for planning, plan adjustments and requirements for technical assistance</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ ACR ✓ SMEA results Utilization of periodic assessment tool 	<p><input type="checkbox"/> School community-developed performance assessment is practiced and is the basis for improving monitoring and evaluation system, providing technical assistance, and recognizing and refining plans.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ SMEA serves as basis for: <ul style="list-style-type: none"> - Adjusted AIP - Adjusted Monitoring & Evaluation System - Adjusted Technical Assistance Plan
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D. MANAGEMENT OF RESOURCES

Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

INDICATORS

	1	2	3
<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><input type="checkbox"/> Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ MOOE and other financial resources – utilization per cash program ✓ Updated Transparency Board ✓ Approved Minutes of the regular BAC meeting ✓ School Inventories of Resources 	<p><input type="checkbox"/> Resource inventory result is communicated to stakeholders and community as the basis for resource allocation and mobilization.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Submission of inventory/liquidation reports ✓ Memo re: advocacy to the stakeholders ✓ Copies of E-SIP/AIP /APP as basis for resource allocation ✓ Copy of List of Book of Donations ✓ Documented Project out of SEF Funds ✓ MOOE is Aligned with ESIP/WFP Monthly Liquidation Report of MOOE 	<p><input type="checkbox"/> Resource inventories are institutionalized and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ No adverse COA findings on liquidation of MOOE ✓ Validated reports of the inspectorate team approved & submitted ✓ Requests for support from external stakeholders: (PTA, LGU, Barangays, Alumni, NGO, DepEd, Foundations for the following: <ul style="list-style-type: none"> - Brigada Eskwela - Other programs/projects/ activities - Physical facilities, ✓ Updated report on disbursement of resources generated according to intended purpose (e.g. popularity contests, pledges, etc.) ✓ Project completion reports ✓ Completed projects utilized by the school for the purpose (intended beneficiaries and more)

<p>2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community and education plans.</p>	<p><input type="checkbox"/> Stakeholders are invited to participate in the development of an educational plan and resource programming.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Invitation letters with acknowledgment receipt ✓ Documents of the advocacy meeting ✓ Copy of Project Work Plan & Budget Matrix ✓ Copy of Brigada Eskwela Reports Minutes of Meetings/ Attendance Sheets and Photos 	<p><input type="checkbox"/> Stakeholders are regularly engaged in the planning and resource programming and in the implementation of the education plan.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Approved minutes of regular meetings (with attendance sheets) ✓ AIP ✓ Approved MOU/MOA supports on identified programs and projects in the E-SIP 	<p><input type="checkbox"/> Stakeholders collaborate to ensure timely implementation of the education plan.</p> <p>Possible Evidences:</p> <ul style="list-style-type: none"> ✓ Quarterly SMEA Reports Updated Education Resource Report (financial statement, inventory Report) ✓ E-SIP ✓ Annual Accomplishment Report
<p>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.</p>	<p><input type="checkbox"/> Stakeholders ensure judicious, appropriate and effective use of resources.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Annual Budget plan reflecting allocation for the school ✓ Inclusion of the identified projects/ programs and activities in the approved AIP ✓ Disbursement, financial, and Liquidation reports ✓ Copy of resolution for IRA, Municipal / Provincial SEF (if any) ✓ Copy of the disbursement voucher of the fund allocated 	<p><input type="checkbox"/> Stakeholders engage and share expertise in the development of resource management system</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Letter of invitation for the stakeholders to attend the development of resource management system ✓ Attendance sheets of the meetings ✓ Minutes of the proceedings ✓ School Resource Management System (Process flow, structure, TORs, standards) 	<p><input type="checkbox"/> Institutionalize resource management system.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Quarterly/Annual SMEA Results ✓ Transparency on resource management ✓ On-time submission of all liquidation reports ✓ Functional SRMS (Structure, process flow, TORs)

	<p>for the school with photocopied check (if any) <input checked="" type="checkbox"/> Official receipt issued by the school PTA/Brgy Treasurer (if any)</p>		
<p>4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.</p>	<p>Stakeholders are invited to participate in the development and implementation of monitoring, evaluation and reporting processes on resource management.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ Letter of invitation to stakeholders on the development and implementation of monitoring, evaluation, and reporting processes on resource management ✓ With proof of attendance i.e. certificate of appearance/travel order, attendance sheet ✓ SMEA structure with Terms of Reference 	<p>Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation and reporting processes on resource management.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ ACR on the development and implementation of monitoring, evaluation, and reporting processes on resource management ✓ Developed monitoring and evaluation tool and reporting process ✓ Quarterly/Annual SMEA report 	<p>Stakeholders are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ School Community stakeholders implementation report on the M & E and reporting system for resource management ✓ Accomplished M & E Forms/Tools
<p>5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.</p>	<p>An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident.</p> <p>Evidences:</p> <p>Letter of invitation</p>	<p>Stakeholders support a system of partnerships for improving resource management.</p> <p>Evidences:</p> <ul style="list-style-type: none"> ✓ MOA/MOU ✓ Resolutions Deed of Donation 	<p>An established system of partnerships is managed and sustained by the stakeholders for continuous improvement of resource management.</p>

	<ul style="list-style-type: none"> ✓ Minutes of meetings with attendance sheet ✓ Organized Resource Generation Committee with corresponding TORs 	<ul style="list-style-type: none"> ✓ Pledges ✓ Delivery Receipts ✓ Feasibility study / Project Proposal ✓ Minutes of meetings conducted by the Resource Generation Committee with attendance sheet ✓ Donor's database 	<p>Evidences:</p> <ul style="list-style-type: none"> ✓ Status report ✓ Monthly/ quarterly financial report of any sustained resource generating activity ✓ Minutes of regular meetings with attendance sheet ✓ Any document that would prove the presence of a sustained income generating project/ activity led by the stakeholders ✓ Educational Support is reflected in the Barangay AIP ✓ Donor's database ✓ ACR/ PCR / based on existing MOA/MOU, Resolution, Deed of Donations and Pledges
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School : _____
 District : _____

Division : _____
 Region : _____

SBM LEVEL OF PRACTICE

Improvement of Learning Outcomes (60%)

Thematic Area	Performance Indicators		Rating & Equivalent Points	Computation	Results	
	Percentage of Attendance	Score				
Access 10%	SY 2019-20-		1 – Marginal: 89% and below 2. – Average : At least 90% 3 – High - 100%			
	SY 2020-21-					
	SY 2021-22-					
		Ave.				
	Retention Rate		Score	1 – Marginal: 89% and below 2. – Average : At least 90% 3 – High - 100%		
	SY 2019-20-					
	SY 2020-21-					
	SY 2021-22-					
		Ave.				
	Dropout Rate		Score	1 – Marginal: 2% and above dropout rate 2 – Average: 0.01% – 1.99 % dropout rate 3 – High : Has '0' dropout rate		
SY 2019-20-						
SY 2020-21-						
SY 2021-22-						
	Ave.					
Failure Rate		Score	1 – Marginal: 2% and above failure rate 2 – Average: 0.01% – 1.99 % failure rate 3 – High : Has '0' failure rate			
SY 2019-20-						
SY 2020-21-						
SY 2021-22-						
	Ave.					
Graduation Rate		Score	1 – Marginal: 89% and below 2. – Average : At least 90% 3 – High - 100%			
SY 2019-20-						
SY 2020-21-						
SY 2021-22-						
	Ave.					
Promotion Rate		Score	1 – Marginal: 89% and below 2. – Average : At least 90%			
SY 2019-20-						
SY 2020-21-						
	Ave.					
Efficiency 40%			2. – Average : At least 90%			
SY 2019-20-						
SY 2020-21-						

	SY 2021-22- Ave.				3 – High - 100%
QUALITY 50%	Gen. Weighted Ave. (SF-%)	Score			1 – Marginal: 79% and below
	SY 2019-20-				2 – Average: 80% - 89%
	SY 2020-21-				3 – High : 90% - 100%
	SY 2021-22-				
	Ave.				
SUB TOTAL					

Interpretation:

Good _____
 Better _____
 Best _____

Legend:

Numerical Rating Scale	Description
0.50 – 1.49	Good
1.50 – 2.49	Better
2.50 – 3.00	Best

Note : Only schools having a Performance Improvement of "Better" can apply to the Division for SBM Validation

Validated SBM Assessment Scores (40%)

Document Analysis-Observation-Discussion - DOD

SBM Principles	Weight	Cumulative Scores of Validators Per Principle Computation	Results
Leadership	30%		
Curriculum & Learning	30%		
Accountability	25%		
Resource Management	15%		
SUBTOTAL	100%		

Interpretation:

Good _____
 Better _____
 Best _____

Legend:

Numerical Rating Scale	Description
0.50 – 1.49	Good
1.50 – 2.49	Better
2.50 – 3.00	Best

Final Rating

Areas	Weight	Computation	Results
A. Performance Improvement	60%		
B. SBM Assessment Score (DOD)	40%		
TOTAL	100%		

Description of SBM Level of Practice

Interpretation:

Developing (Level I) _____
 Maturing (Level II) _____
 Advanced (Level III) _____

Numerical Rating Scale	Description
0.50 – 1.40	Developing
1.50 – 2.40	Maturing
2.50 – 3.50	Advanced

Prepared by: _____

 School Principal

Recommending Approval: _____

Approved: _____

SEPS Wilson H. Inding
 Division SBM Coordinator

VIRGILIO P. BATAN JR., CESO VI
 Schools Division Superintendent



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SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

PROPOSED POLICY IN THE CONDUCT OF DISTRICT SBM VALIDATION

Consistent with the provisions of the **DepEd Order No. 83, s. 2012**, this local policy is issued in order to cover other aspects of the entire assessment validation process at the district and division levels. The policy is deemed to address dilemma that arise during the actual validation.

I. Composition of the District TA Team. The team who will conduct the district School-Based Management (SBM) Level of Practice (LoP) assessment validation shall be called District Technical Assistance Team (DsTAT). It shall be composed of the following:

PSDS/PICD – Team Leader

- Central School Principal - Member
- Main High School Principal – Member
- District Bookkeeper - Member
- Select Master Teacher/Teacher - Member
- District SBM Coordinator - Provisional Member
- District M& E and ICT Coordinators - Secretariat

In the event the school to be evaluated is the school of a team member, the latter shall inhibit from joining the evaluation/validation process.

II. Capacity building of the DsTAT. The members should have undergone at least one-day capacity building on the SBM validation process, within the month of March 2022, in preparation for the district validation of SBM LoP for S.Y. 2021-2022 which will happen in July or August 2022.

III. Purpose of the district validation. The purpose of the district validation is to establish the veracity of schools' SBM self-assessment rating against the available means of verifications, as well as validation of data and information through site observation and interview of school & community stakeholders. The district-level validation is done in order to prepare the schools, especially those who got a Level 2 or Level 3 rating, for the division validation.

IV. Presence of Stakeholders. At his/her discretion, the school head may invite a handful of internal and external stakeholders whom he/she believes can best represent their group for the interview and for the corroboration of the evidences displayed for which they have personal knowledge.





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V. Validation Proper. The Document Analysis-Observation-Discussion (DOD) process should be strictly observed by the team. The validation should be done in an open and friendly manner. In no case shall the team be **prescriptive** in the appreciation of the evidences/MOVs presented.

VI. Post-conference. Post conference is done in order to communicate to the school stakeholders the findings and recommendations of the team. The presentation of report shall be done only by the team leader.

VII. Provision of TA and SBM Rating. Technical assistance to the school being assessed shall be the foremost consideration. As much as possible, the validated SBM rating should be given at the end of the post-conference.

VIII. Giving of Certificates. These are the certificates to be given by the DsTAT:

1. Certificate of recognition containing the validated rating should be given to the school.
2. Certificate of recognition should also be given to the school principal and to all members of the school SBM Task Force.

These following certificates are to be given by the school:

1. Certificate of Appreciation to the members of DsTAT
2. Certificate of Appreciation to the school & community stakeholders who are actually and directly involved in the validation process.

IX. School Preparation

- a. *Food.* Lavish food preparation which includes but not limited to food catering, is highly discouraged.
- b. *Setting-up of SBM Display Area.* The SBM Display Area must be within the school head's office. However, for purposes of district or division validation, the MOVs may be temporarily displayed in a wider area like a classroom. Unnecessary decorations are highly discouraged.

X. Observance of Health and Safety Protocols during validation. Health and safety protocols and the local IATF Guidelines shall be strictly observed.

XI. Accomplishment and Rendition of reports. At the end of the validation, the team, thru its Secretariat, should accomplish the pertinent forms, re: Validation Form, Computation on



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Improvement of Learning Template, Best Practices, Areas for Improvement & Recommendation template, Minutes of the conference. A copy of which shall be given to the school and another copy to the district as file. The district head shall render a summary of district validated ratings to the division thru the division SBM coordinator.

Inputs courtesy of

PSDS Danilo B. Alga
PSDS Roselle I. Murro
PSDS Judith L. Pepito
PICD Ronnie C. Enoy
HT-II Rhama H. Yusop
SEPS Wilson H. Inding

