



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
**CORDILLERA ADMINISTRATIVE REGION**

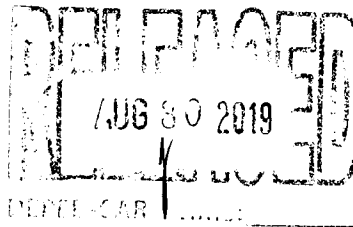
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August 29, 2019

REGIONAL MEMORANDUM

No. 278-2019



**GUIDELINES ON THE UTILIZATION OF SCHOOL BASED MANAGEMENT (SBM)  
ASSESSMENT TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION  
(MOVs)**

**TO:** Schools Division Superintendents  
RO Chiefs  
All others concerned

1. Pursuant to Republic Act 9155 or the Governance of Basic Education Act of 2001 and DepEd Order 83 s 2012, re: Implementing Guidelines on the Revised School Based Management (SBM) Framework, Assessment Process and Tool (APAT) and to guide the Schools Division Office and schools in the assessment of their management level of practices, the attached Guidelines on the Utilization of School Based Management (SBM) Assessment Tool with contextualized means of verification was enhanced to serve as reference in the SBM Assessment process.
2. The content herein enclosed Guidelines on the Utilization of School Based Management (SBM) Assessment Tool with contextualized means of verification for each indicator in the different level of practices which are **Level I – Developing; Level II – Maturing and Level III – Advanced or Accredited**. These verifiable documents should be in place and duly signed by the proper/concerned authority before these are used as evidences.
3. All Regional Memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby repealed.
4. Immediate dissemination of the strict compliance with these Memorandum is directed.

  
**MAY B. ECLAR, Ph. D., CESO V**  
Regional Director

FTAD/ECD/marjo



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# **GUIDELINES ON THE UTILIZATION OF SCHOOL BASED MANAGEMENT (SBM) ASSESSMENT TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)**

## **I. Rationale**

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

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

Hence, several enabling policies on SBM were formulated, including the establishment of School Governing Council (SGC); conduct of Assessment of Level of Practice; Enhanced School Improvement Plan (ESIP) and reporting of accomplishment through School Report Card (SRCs). These policies were supported by a budget line item in the General Appropriation Act (GAA) for the installation of SBM in all public elementary and secondary schools.

Growing appreciation for SBM as the vehicle to institute reforms in schools is evidenced by increase in number of schools with ESIP; those receiving grants and MOOE on time; and those that conducted SBM Assessment; systematic issues were noted in the operationalization of policies and guidelines at the school level and their understanding on how SBM works in terms of improving governance practice and achieving organizational effectiveness. In most schools visited, there is a strong community involvement and ownership of stakeholders in schools implementing SBM as evidenced by their awareness of concerns and in the contribution towards addressing them.

## **II. Objectives**

### **General Objectives:**

1. To provide opportunity to schools with potential to improve the quality of them organizations practice and learning outcomes through self-assessment and peer review
2. To develop a functional management support system for continuing school improvement
3. To consolidate the best practice of accredited schools and utilize them for the continuous upgrading of the PASBE standards

### **Specific Objectives:**

1. To highlight Cordillera learners as center of SBM practice
2. To encompass the diverse realities of learning context defined and uniquely occurring within specific geographic, social, cultural, economic and environmental make-up of the contemporary society.
3. To enhanced commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing education outcomes for Cordillera learners
4. To promote shared governance between the school and community
5. To integrate accreditation into SBM for a seamless assessment of a school system

6. To improve the school system's capacity to be on track in achieving the Sustainable Millennium Goals and sustain performance

### III. Scope

This policy shall apply to all public elementary and secondary schools of DepEd CAR.

### IV. ACCESSs and SBM Framework

ACCESSs represents the vision of Department of Education. It epitomizes the character and value of the institution that is successful in implementing the reform agenda in BESRA and realizing the desired future of education and education service delivery as conceptualized in RA 9155.

ACCESSs is both a product and a process. As a product, it is ultimate outcome of the communities/barangay working together to protect the right of the child for quality of education and better life. As a process, it is an approach to effectively decentralize and bring to reality the mainstreaming of education as a tool for human development and total community transformation.

In view of SBM review and revision, ACCESSs served to clarify the guiding principles derived from the concepts of "rights-based" education and community as stewards or rights bearer in education. From these philosophical underpinnings, ACCESSs espoused four principles of a school system that guides the SBM processes. These are:

1. Principles of Collective Leadership and 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.
2. Principles of Community-Based Learning. The curriculum and the learning systems anchored on the community and learner's context and aspirations are collaboratively developed and continuously improved.
3. Principles of Accountability for Performance and Results. A clear, transparent, inclusive and responsive accountability system is in collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.
4. Principle of Convergence to Harness Resources for Education. Resources are collectively organized, judiciously mobilized and managed with transparency, effectiveness and efficiency to support targeted education outcome.

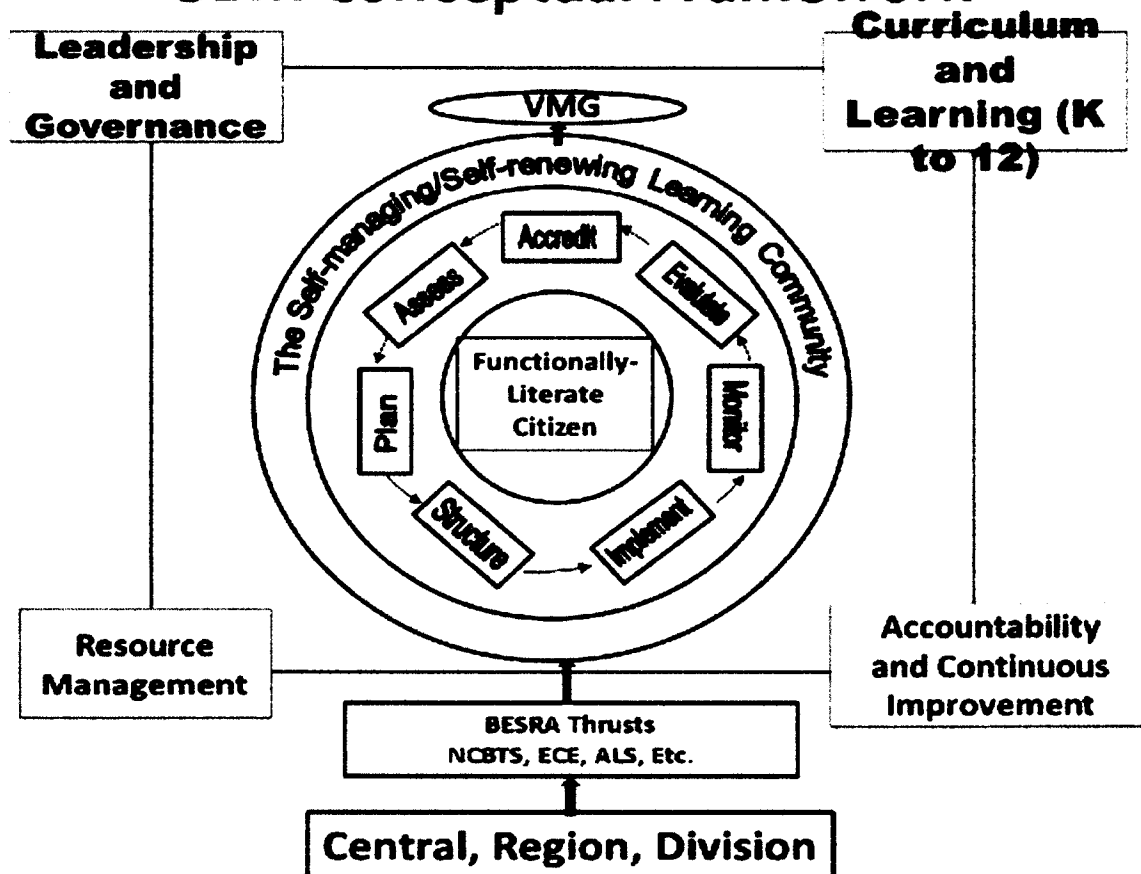
Along these four principles of an ACCESSs school system, the SBM practice will evolve within the context of "differentiated practice" as created and affected by the variations in typology of schools, leadership quality and characteristics, resources of the community, diversity of learners and extent and depth of community involvement.

Hence, ACCESSs is the "core value" and the broad framework toward making education more relevant and child centered. It came from the realization that the only way to institute reforms effectively is through involvement of community stakeholders and centering all efforts of the learners.

To emphasize further, a child or learner-centered education is learning focused, developmental stage appropriate, gender sensitive, culture responsive and sensitive, environmentally safe and accessible. These are features consistent with the K to 12 reform program.

V. Conceptual Framework

## SBM Conceptual Framework



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

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

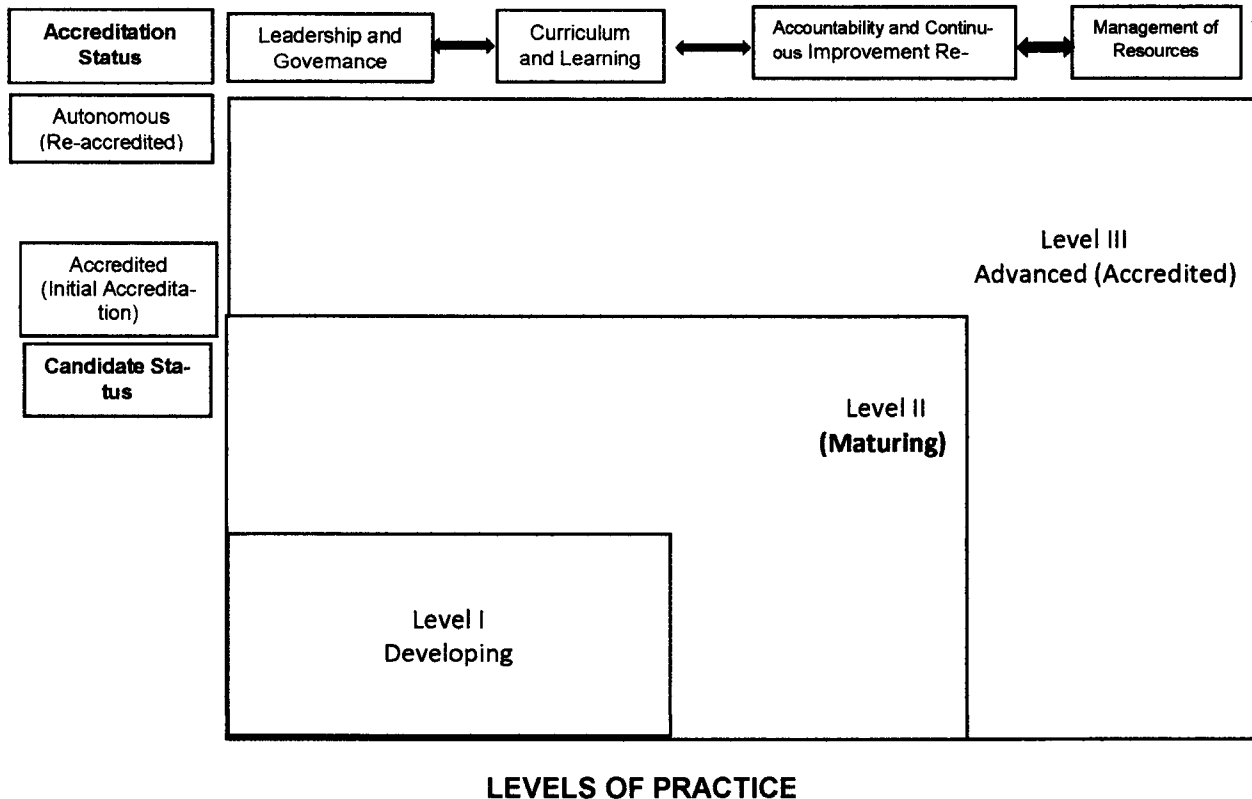
The context of SBM is the school learning community itself to which the learner belongs. An intensive situational analysis of factors that impact learning is done to develop an educational plan that is responsive to contextual issues, problems, challenges, threats and opportunities. The system is guided by four ACCESs principles leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources for higher learning outcomes. The boundary of the system indicated by a broken line denotes openness to inputs from the external environment, as well as resistance to change that may injure its systemic integrity and stability.

Schools must allow the framework to continuously morph and develop on the basis of its experience to meet the emerging needs of the learning community. The Central, Regional and

Division offices provide technical, professional and administrative support and oversee the policies are being observed, standards are being met and programs are being implemented.

### **SBM-PASBE Operational Framework**

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

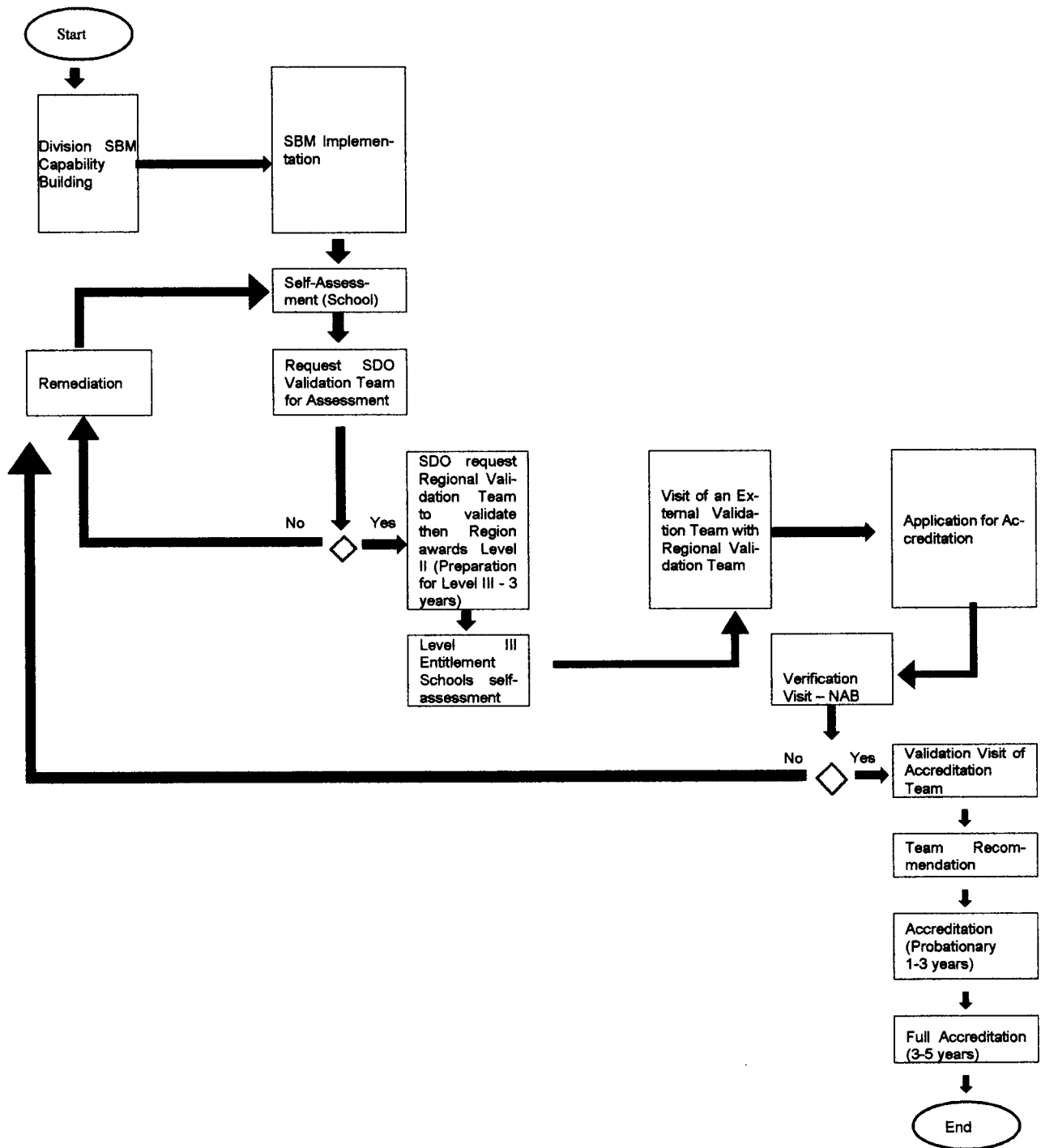


### **SBM-PASBE OPERATIONAL FRAMEWORK**

The three components are presented: 1. Guiding Principles of Assessment; 2. Indicators of Assessment System; and 3. School Accreditation. The Four ACCESSs Principles guide the assessment of the indicator practice and accreditation process.

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

## VI. Accreditation Process



The components below describe each major element in the SBM-PASBE Quality Assurance Flowchart.

1. Division Capability Building Program will be provided by the school division to ensure

- that SBM is successfully implemented in all schools in the division.
2. SBM Implementation – through shared leadership and community partnership, the SBM level of practice progresses from developing structures and mechanism to introducing continuous improvement processes and finally culminates in getting accreditation.
  3. Self-assessment – its purpose is to determine the schools' level of SBM practice. An assessment tool is used to gather data, which are analyzed for evidenced using the DOD (Documentary Analysis, Observation, Discussion) process.  
The output of the self-assessment is a report on what the school claims to be its SBM level of practice.
  4. Visit of an External Validation Team - - if the schools report claims attainment of level III SBM level of practice, then, a regional validation team shall visit the school to verify the claims. If the claim is on achievement of either level I or II SBM practice, then a division and regional team shall conduct the validation. The validation process involves rigorous analysis of evidence supporting the claims.
  5. Application for Accreditation – schools on level III of SBM practice are endorsed by the Regional Office for PASBE Accreditation. Upon receipt of its application, the NAB (National Accreditation Board) sends one or two of its representatives to the applicant school to verify the information in its information sheet. On the basis of the report on the preliminary visit, the NAB acts on the application.
  6. The school visit of the Accreditation Team – the team may consist of trained PASBE accreditors and accreditors from private sectors, depending on the type of school seeking accreditation. On the basis of the teams' recommendation, NAB decides on the term of accreditation guided as candidate school.

## **VII. Composition of Validation Team**

School (self-assessment) – School Head, Faculty members and other stakeholders

Division – Office of the Division Superintendent, Curriculum Implementing Division, School Governing OD spearheaded by the SMME Unit and Division SBM Coordinator

Region – Office of the Regional Director, Curriculum Learning Management Division, Quality Assurance Division, Human Resource Development Division, Policy Planning and Research Division spearheaded by Field Technical Assistance Division

## **VIII. Scoring Instruction**

All documents should be for the last three years:

1. For Part I – according to validated practice (40%)  
The four principles were assigned percentage weights on the basis of their relative importance to the aim of school (improved learning outcomes and school operations);
 

○ Leadership and Governance	30%
○ Curriculum and Learning	30%
○ Accountability and Continuous Improvement	25%
○ Management of Resources	15%

2. For Part II – based on improvement of learning outcomes (60 %)

**IMPROVEMENT OF LEARNING OUTCOMES**

	Level 1	Level 2	Level 3	
<b>Access</b>				<b>10%</b>
Percentage of attendance	94.44 & below	94.5-99.44	99.45 & above	
<b>Efficiency</b>				<b>40%</b>
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	
<b>Quality</b>				<b>50%</b>
General Weighted Average	80.44 & below	80.45 – 90.44	90.45 & above	

**SAMPLE COMPUTATION**

<b>I. FOR PART I – ACCORDING TO VALIDATED PRACTICE</b>				<b>40%</b>
<b>A. Leadership and Governance</b>			<b>30%</b>	<b>0.74</b>
1.	2	$10/5 = 2.00$	<b>0.60</b>	
2.	3			
3.	1			
4.	2			
5.	2			
<b>B. Curriculum and Learning Development</b>			<b>30%</b>	
1.	2	$13/7 = 1.86$	<b>0.56</b>	
2.	2			
3.	1			
4.	1			
5.	2			
6.	3			
7.	2			
<b>C. Accountability and Continuous Improvement</b>			<b>25%</b>	
1.	2	$9/5 = 1.80$	<b>0.45</b>	
2.	1			
3.	2			
4.	2			
5.	2			
<b>D. Management of Resources</b>			<b>15 %</b>	
1.	3	$8 /5 = 1.60$	<b>0.24</b>	
2.	2			
3.	1			
4.	1			
5.	1			
<b>TOTAL FOR PART I</b>			<b>1.85</b>	
<b>II. FOR PART II – BASED ON IMPROVEMENT OF LEARNING OUTCOMES</b>				<b>60%</b>



<b>A. ACCESSs</b>			10%	<b>1.25</b>
	2		0.20	
<b>B. Efficiency</b>			40%	
Retention rate	2	$11/5 = 2.20$	0.88	
Dropout rate	3			
Failure rate	2			
Graduation rate	2			
Promotion rate	2			
<b>C. Quality</b>			50%	
	2		1.0	
<b>TOTAL FOR PART II</b>			<b>2.08</b>	
<b>TOTAL FOR PART I AND PART II</b>			<b>1.99</b>	
<b>LEVEL OF SBM PRACTICE</b>			<b>MATURING</b>	

## DESCRIPTION OF SBM LEVEL OF PRACTICE

The resulting levels are described as follows:

0.5- 1.4	Developing
1.5 - 2.4	Maturing
2.5- 3.5	Advanced

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

**Level II: MATURING**- Introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and earning outcomes.

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

## IX. References

1. DO 83 s 2012
2. RA 9155, Governance of Basic Education, 2001
3. Schools First Initiative Primer, 2005
4. DepEd Memorandum No. 386 s 2009 re: Utilization of Manuals' relevant to School Based Management (SRCs, SGC, ESIP)