



Republic of the Philippines
DEPARTMENT OF EDUCATION
DIVISION SCHOOL BASED MANAGEMENT
Region X

DIVISION OF MISAMISORIENTAL

Cagayan de Oro City

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August 29, 2014

Division Memorandum

No. 203 s, 2014

TO: Division Program Supervisors
Public Schools District Supervisors
District In-charge
Elementary/ Secondary School Heads

FROM: **CHERRY MAE L. LIMBACO, Ph. D., CESO V**
Schools Division Superintendent

SUBJECT: DIVISION SCHOOL BASED MANAGEMENT (SBM) LEVEL -UP VALIDATION

1. Please be informed that the schedule of Division School Based Management (SBM) level-up validation is moved from September 2-4, 2014 to **September 8-12, 2014**.
2. Committee Members of the said Division School Based Management (SBM) Level-up validation are the following:

EPS- District Adviser- Chairman
District Supervisor - Vice Chairman
Selected Principals - Members
3. All schools in this Division are encouraged to up-date school documents and data for validation.
4. Attached are the validation tools and suggested Menu of documents.
5. Immediate dissemination of this Memorandum to all concern is desired.

SBM VALIDATION FORM

Name of School: _____

Division: _____

Principal: _____

District: _____

Step 1: Determine Performance Improvement (60%)

Thematic Area	Performance Indicators		Rating & Equivalent Points	Computation	Results		
Access (45%)	Enrolment increase	% of Inc.	A. Enrolment increase 1. Marginal: At least 3% Inc. 2. Average: At least 5% Inc. 3. High: At least 7% Inc. B. Justification: enrolment rate based on community mapping\ 1. Marginal: At least 85% Inc. 2. Average: At least 90% Inc. 3. High: At least 95% Inc.	_____ x 0.45			
	SY						
	SY						
	SY						
	Ave. % of increase:						
Efficiency (25%)	Drop Out Rate (DR)	% of Dec.	Baseline: 7.06 1. Marginal: At least 4% Inc. 2. Average: At least 2% Inc. 3. High: ODP or less than 2%	_____ x 0.25			
	SY						
	SY						
	SY						
		Ave.% Decrease					
	Completion Rate (CR)		Baseline: 75% 1. Marginal: At least 5% Inc. 2. Average: At least 7% Inc. 3. High: At least 10% Inc. or 95% CSR				
	SY						
	SY						
	SY						
		Ave.% Increase:					
	Cohort Survival Rate (CSR)	% of Inc.	Baseline: 75% 1. Marginal: At least 5% Inc. 2. Average: At least 7% Inc. 3. High: At least 10% Inc. or 95% CSR				
	SY						
SY							
SY							
	Ave.% Increase:						
	Sub-total (DR+CR+CSR)						
Quality (30%)	NAT MPS	% of Inc.	Option 1 Elementary-Baseline 67% 1. Marginal: At least 2% Inc. 2. Average: At least 5% Inc. 3. High: At least 7% Inc. or 75% increase Secondary-Baseline 48% 1. Marginal: At least 7% Inc. 2. Average: At least 8% Inc. 3. High: At least 10% Inc. or 75% increase Option 2 1. Marginal: 26 - 50% increase 2. Average: 51 - 75% increase 3. High: 76 - 100% increase	_____ x 0.30			
	SY						
	SY						
	SY						
		Ave.% Decrease					
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

Step 2: Compute for Validation SBM Assessment (40%)

SBM Principles	Weight	Cumulative Scores of Valuator's per Principle Computation	Result
Leadership	30%	x 0.30	
Curriculum & learning	30%	x 0.30	
Accountability	25%	X0.25	
Resource Management	15%	x 0.15	
Sub-total	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

Step 3: Compute for Final Rating

Areas	Weight	Computation	Result
A. Performance Improvement	60%	x 0.60	
B. SBM Assessment Score (DOD)	40%	x 0.40	
Total	100%		

Interpretation: _____ Developing (level I)
 _____ Maturing (level II)
 _____ Advance (level III)

Description of SBM Level of Practice:

Numerical Rating Scale	Description
0.50-1.49	Developing
1.50-2.49	Maturing
2.50-3.00	Advance

Recommendation:

 Evaluator / Validator

 Evaluator / Validator



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Department of Education
Region x
Division of Misamis Oriental



SBM VALIDATION FORM

Name of School: _____

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DIMENSION	LEVEL 1		LEVEL 2		LEVEL 3	
Dimension 1 School Leadership	28		35		49	
Dimension 2 Internal Stakeholders	23		28		38	
Dimension 3 External Stakeholders	27		15		18	
Dimension 4 School Improvement Process	31		27		25	
Dimension 5 School Resources	17		18		21	
Dimension 6 School Performance Accountability	23		14		19	
	149		137		170	
	Total Divided by total No. of items Multiplied by 100		Total Divided by total No. of items Multiplied by 100		Total Divided by total No. of items Multiplied by 100	

Scoring Formula:
$$\frac{\text{TOTAL}}{\text{Divided by total No. of items}} \times 100$$

Republic of the Philippines
Department of Education
Region x
Division of Misamis Oriental

EVALUATION ON CHILD AND COMMUNITY CENTERED SYSTEM (ACCESS)

School: _____

Date: _____

Principal: _____

District: _____

Rating:

- 0 no evidence
- 1 Evidence indicate early or preliminary stage
- 2 Evidence indicates planned practices and procedures are fully implemented
- 3 Evidence indicate practices and procedures satisfy quality standards

PRINCIPLE-1 : LEADERSHIP AND GOVERNANCE (30% X 0.3)							
STANDARD	INDICATOR	ARTIFACTS	RATING				REMARKS
			0	1	2	3	
In place is Development plan developed collaboration by the stakeholders of the school and community.	1.The development plan is evolved through the shared leadership of school and the community stakeholders.	<ul style="list-style-type: none"> • Vision, Mission, Goals and Core Values • SIP Original • Revised SIP • AIP, SOB, APP, PPMP • Development in revision of SIP and AIP 					
The development plan (SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	2.The school and community stakeholders working as a full partners, lead the continual review of the improvement of the development plan	<ul style="list-style-type: none"> • Letter of confirmation • Minutes of the meeting • Attendance of the meeting • Barangay Development Plan 					
The school is organized by a clear structure and work arrangements that leadership and governance and define the roles and responsibilities of the stakeholders.	3.The school defines the organizational structure, and roles and responsibilities of stakeholders	<ul style="list-style-type: none"> • Resolutions • Personnel handbook • School manual/DepEd Manual • Compilation of memoranda Division, Local, Non-DepEd, Regional and National • Organizational Chart • Corresponding roles • Office order, job order • List of GPTA officials • Teachers organization • List of officers of different clubs • Action plan of (club and organization) • Notice of Meeting • Letter of Invitation 					

		<ul style="list-style-type: none"> • Letter of Confirmation • Minutes of the meeting • Formulated School Policies and Guidelines • Records of conduct of orientation regarding the rights, responsibilities of Stakeholders. • Roles and Responsibilities of Stakeholders • Pictorials of the activity 				
<p>A leadership network facilities communication between and among school community leader for informed decision-making and solving of school-community wide</p>	<p>4.The network actively provides stakeholders information for making decisions and solving learning and administrative problems</p>	<ul style="list-style-type: none"> • Compilation of communication for requests of approval to conduct of meeting • Evidence that SIP/SAC/Performance Indicator is regularly published (school publication) • SGC, attendance sheet, resolution pictures, activities • PTA assemble • Homeroom • Deed of donation • List of donated properties • Certificates of recognition • Pictorials • List of different Organizational structure in school • Pupil's organization • Teachers' Profile • Magna Carta for Teachers • Teachers' organizational structure • Pre-Post Supervisory observations • Accomplishment reports • Performance Rating for Teachers • Certificate of Recognition and awards 				
<p>A long term program is an operation that addresses the training and development needs of school and community leaders</p>	<p>5.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</p>	<ul style="list-style-type: none"> • TSNA result of teachers • Annual training design • Compilation of IPPD, IPPD self – monitoring (by your grade level) • Class program • Copy of training design and matrix conducted • Report on training needs of 				

		<p>teachers</p> <ul style="list-style-type: none"> • Homeroom PTA, GPTA • Barangay Council Officers • Municipal Officers • Records of conduct of the orientation regarding the roles and right of stakeholders • School plans / Action plan to address the needs • Evaluation report on the impact of parent led programs and project to learn outcomes (IGP) • Notice of meeting • Confirmation of attendance • Attendance sheet • Minutes of the meetings • Pictorials • SIP / AIP • Names of stakeholders • Handbooks, souvenir programs • Certificate of recognition / participation given to stakeholders • Memorandum • Schedule / record of assignment 				
		<ul style="list-style-type: none"> • List of teachers enrolled in post-graduate studies • List of teachers graduating in graduate school studies with permit • List of teachers enrolled in graduate school (with permit) • Compilation of Post-training reports (with certificate) • Compilation of narrative reports of school-based seminars/training 				
TOTAL						
AVERAGE						
RATING (AVERAGE X 30%)						

	<p>4. The learning system are regularly collaboratively monitored by the community using appropriate tools to ensure the holistic growth & development of the learners and the community</p>	<ul style="list-style-type: none"> • Summative test results • Periodical test results • PHILIRI • MPS • Form 138- 137 • NAT, RAT • Schedule of NAT, RAT REVIEW • School reading program • Action Plan in reading • Mathematics intervention, schedule, action plan 					
	<p>5. Appropriate assessment tools for teaching and learning are continuously reviewed & approved and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills</p>	<ul style="list-style-type: none"> • Copy of MVCV • Letter of intervention • Attendance • Pictorials • Certificate of appearance 					
	<p>6. Stakeholders are aware of the child/learner – centered right based and inclusive. Principles of education. Learning managers and facilitators nurture values and</p>	<ul style="list-style-type: none"> • DepEd memo, order, Directives • Law/Policy • Republic Act VAW-C law • Bullying Law • GAD • Sexuality • Peace Advocacy • Child protection Law • Stakeholders symposium on children's right • Parent-Teacher meeting documents 					
	<p>7. Methods and resources that teachers and community, friendly enjoyable, safe, accessible and aimed developing self directed others. Learners are equipped essential knowledge skills values to assume responsibilities and accountability</p>	<ul style="list-style-type: none"> • Periodical test result • Comparative NAT result • Drop Out Rate • Participation Rate • Survival Rate • Pupils – Teacher Ratio • Pupils – Classroom Ratio • Pupils –Desk Ratio • Pupils – Textbook Ratio • Retention Rate • Community Mapping • Documents of curricular contest participated • BSP/GSP monthly narrative reports of activities conducted • List of books borrowed from Library hub • Adopt a school program documents (example feeding program, Distribution of school supplies, books, reading materials etc.) 					
		TOTAL					
		AVERAGE					
		RATING (AVERAGE X 30%)					

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MAGSAYSAY DISTRICT

EVALUATION ON CHILD AND COMMUNITY CENTERED SYSTEM (ACCESS)

School: _____

Date: _____

Principal: _____

District: _____

Rating:

- 0 no evidence
- 1 Evidence indicate early or preliminary stage
- 2 Evidence indicates planned practices and procedures are fully implemented
- 3 Evidence indicate practices and procedures satisfy quality standards

PRINCIPLE-1 11: CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY (25% X 0.25)							
STANDARD	INDICATOR	ARTIFACTS	RATING				REMARKS
			0	1	2	3	
Roles and responsibility of accountable persons and collective body are clearly defined and agreed upon by community stakeholders	1. There is an active party that initiates classification of the roles and responsibilities in education delivery	<ul style="list-style-type: none"> • Copy of the letter sent Indicating the agenda of the meeting • Interventions of pupils development • Interventions of staff development • Copy of formulated policies and guidelines of the intervention programs • Copy of matrix activities • Copy of the organization of monitoring and evaluation of school planning team • Copy of reports and a documents • Sustainability of the programs • Participation rate • Achievement rate 					
Achievement of goals is recognized based on a collaboratively developed performance accountability system gaps are addressed through appropriate action	2. Performance accountability is practiced at the school level	<ul style="list-style-type: none"> • Sip • Receipt of copies sent to stakeholders • years performance indicator • Participation rate • Promotion rate • Cohort survival rate • Dropout rate • Graduation rate • Transition rate • Completion rate 					

		<ul style="list-style-type: none"> • Literacy rate • Copy of test results • Quarterly examination • PHIL IRI • Health and nutrition • Academic and extra curricular • Different competitions • NAT result • RAT result 				
The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community	3. Community stakeholders are invited to participate in setting up an accountability system for school-based management processes structures and mechanisms	<ul style="list-style-type: none"> • Copy of letter sent to stakeholders • Copy of rules and function of each member • Copy of final agreement • Copy of final matrix • Copy of minutes, attendance, pictures, documentation of activities • Organizational structure • Programs and projects mandated • Physical development • Inventory of property: MR • Staff development • Pupils development • NCBTS • TSNA • IPPD • CIP • IPCRF • Core competencies 				
And tools, feedback, mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon (PROCESS)	4. Stakeholders, articulates an accountability assessment framework with basic components, including implementation of stakeholders	<ul style="list-style-type: none"> • Record keeping • Monitoring and evaluation • Different communication • Record of monthly Liquidation • Projects implemented • Property inventory • Financial statement (school fund raising, PTA, IGP, Canteen) • Approved APP, AIP, PPMP, SOB 				
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	5. Schools initiated periodic performance assessments which involve participation of stakeholders	<ul style="list-style-type: none"> • Technical assistance data based document • Regular reporting • Monthly Liquidation Report • Timely and accurate • Request for training • Approved Training Design, Matrix • School base Training program 				

		<ul style="list-style-type: none"> • Feeding program • Nutritional Status • List of Malnourish children • List of Normal Weight • List of overweight • PHIL IRI • Number of NON-readers • Number of Frustration • Number of Instructional • Number of Independent 					
	6.	<ul style="list-style-type: none"> • Checklist of implementation • Call-up slip after monitoring 					
TOTAL							
AVERAGE							
RATING (AVERAGE X 25%)							

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Rating:

- 0 no evidence
- 1 Evidence indicate early or preliminary stage
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- 3 Evidence indicate practices and procedures satisfy quality standards

PRINCIPLE-IV : MANAGEMENT OF RESOURCE (15% X 0.15)							
STANDARD	INDICATOR	ARTIFACTS	RATING				REMARKS
			0	1	2	3	
	1. Regular Resources, physical Resources and Fiscal	<ul style="list-style-type: none"> • Updated personnel file • Quarterly updated BEIS • Form 18 – E 1&2 SF form • School report card • Transparency bulletin board • Newsletter • Updated school accomplishment • Gen. PTA attendance • Minutes of the meeting • School site development plan • School land tax declaration / title • Fiscal committee • Financial report • Inventory of properties • Government, NON- government properties • Records of BEIS 					
	2. Regular Dialogue for Planning and Programming	<ul style="list-style-type: none"> • Invitation / confirmation • Programs • Minutes of the meeting • Attendance • Pictorials, documentation • Fidelity Bond document • Plantilla of personnel • School Development Plan • Brigada Eskwela Report/assessment • Innovations • Action Research • Work Plan Implementation • Project Proposal • School Continuous Improvement 					

		<ul style="list-style-type: none"> learners behavior • Copy of policy • Resolutions • Adopt a school program 				
	3. community developed resource management system	<ul style="list-style-type: none"> • BAC members • Appointment • Physical plant facilities • Working committee • School financial report • Guidance councilor • Updated record • Feeding beneficiaries • Feeding implementing agencies • Financial support on Brigada Eskwela 				
	4. Regular Monitoring, Evaluation, and reporting processes of resource management	<ul style="list-style-type: none"> • Feed backing • Minutes • Attendance • Regular resource inventory of properties • Annual AIP revision/adjustment 				
	5. System that manages the network and linkages	<ul style="list-style-type: none"> • Organizational charts • SGC with defined function • CA in barangay meetings • Certificate of participation in barangay assembly • Barangay donation • Deed of donations • MOA • Pictorials, documentation • Feeding program • MOA for Utility • PTA financial report • Stakeholders support 				
TOTAL						
AVERAGE						
RATING (AVERAGE x 15%)						