



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region X  
**DIVISION OF MISAMIS ORIENTAL**  
Cagayan de Oro City  
[www.depedmisor.net](http://www.depedmisor.net)  
(08822)724615/(088)8564454, Fax:(088)8564524



August 17, 2015

**DIVISION MEMORANDUM**

No. 279, s. 2015

**TO:** Education Program Supervisors  
Public Schools District Supervisors  
Coordinating Principals/PS District In-Charge  
Elementary and Secondary School Heads  
Senior Education Program Specialists  
Education Program Specialist II

**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 are as follows:

<b>Activity</b>	<b>Date</b>	<b>Persons Involved</b>
District Level –Up Validation	August 24 -25, 2015	<ul style="list-style-type: none"><li>• Public School District Supervisors</li><li>• School Principals</li></ul>
Submission of Results to the Division Office thru e-mail (sgod.daa@gmail.com)	August 25, 2015 (P.M.)	<ul style="list-style-type: none"><li>• Public Schools District Supervisors</li></ul>
Division Level –Up Validation	Aug. 28 – Sept. 1 – 2, 2015	<ul style="list-style-type: none"><li>• Education Program Supervisors</li><li>• Senior Educational Program Specialist</li><li>• Education Program Specialist II</li></ul>

2. Reiterating further the content of the Regional Advisory dated May 12, 2015 re: the requirement of the Performance Indicators that after the score is multiplied by 60%, the school should obtain a score of 1.5 and above to qualify for Level II and III validation. The PI score then is added to the ACCESS Principles score (40%) to have the Final Rating.

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.

**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.	<b>A. Enrolment increase</b> 1. Marginal: At least 3% Inc. 2. Average: At least 5% Inc. 3. High: At least 7% Inc. <b>B. Justification: enrolment rate based on community mapping\</b> 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%)	<b>Drop Out Rate (DR)</b>	% 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				
	<b>Completion Rate (CR)</b>		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:				
	<b>Cohort Survival Rate (CSR)</b>	% 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%)	<b>NAT MPS</b>	% of Inc.	<b>Option 1</b> <b>Elementary-Baseline 67%</b> 1. Marginal: At least 2% Inc. 2. Average: At least 5% Inc. 3. High: At least 7% Inc. or 75% increase <b>Secondary-Baseline 48%</b> 1. Marginal: At least 7% Inc. 2. Average: At least 8% Inc. 3. High: At least 10% Inc. or 75% increase <b>Option 2</b> 1. Marginal: 26 - 50% increase 2. Average: 51 - 75% increase 3. High: 76 - 100% increase	____ x 0.30		
	SY					
	SY					
	SY					
	Ave.% Decrease					
<b>Sub-total</b>						

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%	x 0.25	
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	
<b>Total</b>	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



**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

<b>DIMENSION 1: LEADERSHIP AND GOVERNANCE (30% X 0.3)</b>							
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"> <li>• Vision, Mission, Goals and Core Values</li> <li>• SIP Original</li> <li>• Revised SIP</li> <li>• AIP, SOB, APP, PPMP</li> <li>• Development in revision of SIP and AIP</li> </ul>					
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"> <li>• Letter of confirmation</li> <li>• Minutes of the meeting</li> <li>• Attendance of the meeting</li> <li>• Barangay Development Plan</li> </ul>					
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"> <li>• Resolutions</li> <li>• Personnel handbook</li> <li>• School manual/DepEd Manual</li> <li>• Compilation of memoranda Division, Local, Non-DepEd, Regional and National</li> <li>• Organizational Chart</li> <li>• Corresponding roles</li> <li>• Office order, job order</li> <li>• List of GPTA officials</li> <li>• Teachers organization</li> <li>• List of officers of different clubs</li> <li>• Action plan of (club and organization)</li> <li>• Notice of Meeting</li> <li>• Letter of Invitation</li> </ul>					

		<ul style="list-style-type: none"> <li>• Letter of Confirmation</li> <li>• Minutes of the meeting</li> <li>• Formulated School Policies and Guidelines</li> <li>• Records of conduct of orientation regarding the rights, responsibilities of Stakeholders.</li> <li>• Roles and Responsibilities of Stakeholders</li> <li>• Pictorials of the activity</li> </ul>					
<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"> <li>• Compilation of communication for requests of approval to conduct of meeting</li> <li>• Evidence that SIP/SAC/Performance Indicator is regularly published (school publication)</li> <li>• SGC, attendance sheet, resolution pictures, activities</li> <li>• PTA assemble</li> <li>• Homeroom</li> <li>• Deed of donation</li> <li>• List of donated properties</li> <li>• Certificates of recognition</li> <li>• Pictorials</li> <li>• List of different Organizational structure in school</li> <li>• Pupil's organization</li> <li>• Teachers' Profile</li> <li>• Magna Carta for Teachers</li> <li>• Teachers' organizational structure</li> <li>• Pre-Post Supervisory observations</li> <li>• Accomplishment reports</li> <li>• Performance Rating for Teachers</li> <li>• Certificate of Recognition and awards</li> </ul>					
<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"> <li>• TSNA result of teachers</li> <li>• Annual training design</li> <li>• Compilation of IPPD, IPPD self – monitoring (by your grade level)</li> <li>• Class program</li> <li>• Copy of training design and matrix conducted</li> <li>• Report on training needs of</li> </ul>					

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



**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

DIMENSION 2: CURRICULUM AND INSTRUCTION (30% X 0.3)							
STANDARD	INDICATOR	ARTIFACTS	RATING				REMARKS
			0	1	2	3	
	1. The curriculum provides for the development needs of all types of learners in the school community	<ul style="list-style-type: none"> <li>• List of non-readers by grade level</li> <li>• List of frustration by grade level</li> <li>• List of instructional by grade level</li> <li>• List of independent by grade level</li> <li>• List of enrollees/form 1 with LRN</li> <li>• List of PWD pupils by grade level</li> <li>• Nutritional status of pupils</li> <li>• List of pupils at risk of dropping out</li> <li>• Family mapping</li> <li>• List of school age pupils in the community</li> <li>• Religious Instruction schedule and permit</li> <li>• List of 4P's beneficiary</li> <li>• Form 137 -E</li> <li>• Pupils anecdotal records</li> </ul>					
	2. The implemented is localized to make it more meaning full to the learners and applicable to life in the community	<ul style="list-style-type: none"> <li>• Topics integrated to the lesson plan suited to the community</li> <li>• Poultry raising</li> <li>• Gardening</li> <li>• Remedial Instructions schedule and program</li> <li>• DepEd Orders, Memorandum</li> <li>• PELC, lesson Guides</li> <li>• Copy of DepEd Thrust, projects and programs</li> <li>• Pictorials of activities</li> <li>• Monthly program/calendar of activities</li> </ul>					
	3. A representative group of school and community stakeholders develop the methods of materials for developing creative thinking and problem solving	<ul style="list-style-type: none"> <li>• Portfolio, quizzes</li> <li>• Report cards</li> <li>• Meeting</li> <li>• Attendance</li> <li>• Minutes</li> <li>• Resolution</li> <li>• Attendance during school activities</li> <li>• School based inventory</li> </ul>					

	<p>4. The learning system are regularly &amp; collaboratively monitored by the community using appropriate tools to ensure the holistic growth &amp; development of the learners and the community</p>	<ul style="list-style-type: none"> <li>• Summative test results</li> <li>• Periodical test results</li> <li>• PHIL IRI</li> <li>• MPS</li> <li>• Form 138- 137</li> <li>• NAT, RAT</li> <li>• Schedule of NAT, RAT REVIEW</li> <li>• School reading program</li> <li>• Action Plan in reading</li> <li>• Mathematics intervention, schedule, action plan</li> </ul>					
	<p>5. Appropriate assessment tools for teaching and learning are continuously reviewed &amp; 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"> <li>• Copy of MVCV</li> <li>• Letter of intervention</li> <li>• Attendance</li> <li>• Pictorials</li> <li>• Certificate of appearance</li> </ul>					
	<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"> <li>• DepEd memo, order, Directives</li> <li>• Law/Policy</li> <li>• Republic Act VAW-C law</li> <li>• Bullying Law</li> <li>• GAD</li> <li>• Sexuality</li> <li>• Peace Advocacy</li> <li>• Child protection Law</li> <li>• Stakeholders symposium on children’s right</li> <li>• Parent-Teacher meeting documents</li> </ul>					
	<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"> <li>• Periodical test result</li> <li>• Comparative NAT result</li> <li>• Drop Out Rate</li> <li>• Participation Rate</li> <li>• Survival Rate</li> <li>• Pupils – Teacher Ratio</li> <li>• Pupils – Classroom Ratio</li> <li>• Pupils –Desk Ratio</li> <li>• Pupils – Textbook Ratio</li> <li>• Retention Rate</li> <li>• Community Mapping</li> <li>• Documents of curricular contest participated</li> <li>• BSP/GSP monthly narrative reports of activities conducted</li> <li>• List of books borrowed from Library hub</li> <li>• Adopt a school program documents (example feeding program, Distribution of school supplies, books, reading materials etc.)</li> </ul>					
		TOTAL					
		AVERAGE					
		RATING (AVERAGE X 30%)					



**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

DIMENSION 3: 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"> <li>• Copy of the letter sent Indicating the agenda of the meeting</li> <li>• Interventions of pupils development</li> <li>• Interventions of staff development</li> <li>• Copy of formulated policies and guidelines of the intervention programs</li> <li>• Copy of matrix activities</li> <li>• Copy of the organization of monitoring and evaluation of school planning team</li> <li>• Copy of reports and a documents</li> <li>• Sustainability of the programs</li> <li>• Participation rate</li> <li>• Achievement rate`</li> </ul>					
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"> <li>• Sip</li> <li>• Receipt of copies sent to stakeholders</li> <li>• years performance indicator</li> <li>• Participation rate</li> <li>• Promotion rate</li> <li>• Cohort survival rate</li> <li>• Dropout rate</li> <li>• Graduation rate</li> <li>• Transition rate</li> <li>• Completion rate</li> </ul>					

		<ul style="list-style-type: none"> <li>• Literacy rate</li> <li>• Copy of test results</li> <li>• Quarterly examination</li> <li>• PHIL IRI</li> <li>• Health and nutrition</li> <li>• Academic and extra curricular</li> <li>• Different competitions</li> <li>• NAT result</li> <li>• RAT result</li> </ul>					
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"> <li>• Copy of letter sent to stakeholders</li> <li>• Copy of rules and function of each member</li> <li>• Copy of final agreement</li> <li>• Copy of final matrix</li> <li>• Copy of minutes, attendance, pictures, documentation of activities</li> <li>• Organizational structure</li> <li>• Programs and projects mandated</li> <li>• Physical development</li> <li>• Inventory of property: MR</li> <li>• Staff development</li> <li>• Pupils development</li> <li>• NCBTS</li> <li>• TSNA</li> <li>• IPPD</li> <li>• CIP</li> <li>• IPCRF</li> <li>• Core competencies</li> </ul>					
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"> <li>• Record keeping</li> <li>• Monitoring and evaluation</li> <li>• Different communication</li> <li>• Record of monthly Liquidation</li> <li>• Projects implemented</li> <li>• Property inventory</li> <li>• Financial statement (school fund raising, PTA, IGP, Canteen)</li> <li>• Approved APP, AIP, PPMP, SOB</li> </ul>					
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"> <li>• Technical assistance data based document</li> <li>• Regular reporting</li> <li>• Monthly Liquidation Report</li> <li>• Timely and accurate</li> <li>• Request for training</li> <li>• Approved Training Design, Matrix</li> <li>• School base Training program</li> </ul>					

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



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

DIMENSION 4: 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"> <li>• Updated personnel file</li> <li>• Quarterly updated BEIS</li> <li>• Form 18 – E 1&amp;2 SF form</li> <li>• School report card</li> <li>• Transparency bulletin board</li> <li>• Newsletter</li> <li>• Updated school accomplishment</li> <li>• Gen. PTA attendance</li> <li>• Minutes of the meeting</li> <li>• School site development plan</li> <li>• School land tax declaration / title</li> <li>• Fiscal committee</li> <li>• Financial report</li> <li>• Inventory of properties</li> <li>• Government, NON- government properties</li> <li>• Records of BEIS</li> </ul>					
	2. Regular Dialogue for Planning and Programming	<ul style="list-style-type: none"> <li>• Invitation / confirmation</li> <li>• Programs</li> <li>• Minutes of the meeting</li> <li>• Attendance</li> <li>• Pictorials, documentation</li> <li>• Fidelity Bond document</li> <li>• Plantilla of personnel</li> <li>• School Development Plan</li> <li>• Brigada Eskwela Report/assessment</li> <li>• Innovations</li> <li>• Action Research</li> <li>• Work Plan Implementation</li> <li>• Project Proposal</li> <li>• School Continuous Improvement</li> </ul>					

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