



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
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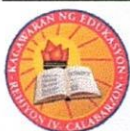
18 May 2021

Regional Order

**SUPPLEMENTAL GUIDELINES IN OPERATIONALIZATION OF SCHOOL – BASED
MANAGEMENT (SBM) LEVEL 3 OF PRACTICE ASSESSMENT**

To Schools Division Superintendents

1. Pursuant to DO 83, 2012, DO 20, s. 2013 and RM 53, s. 2021, this Office through the Field Technical Assistance Division issues the Supplemental Guidelines in Operationalization of School-Based Management (SBM) level Assessment effective April 29, 2021.
2. This supplemental guideline aims to ensure that schools in DepEd Region IV-A CALABARZON meet the quality standards as established by stakeholders of basic education through the operationalization of School-Based Management. It also reinforces SBM as an integrated quality measure. Intensifying the SBM guiding principles in the context of A Child – and Community-centered Education Systems (ACCESS) is imperative during the period of validation of the SBM practice.
3. Relative to the Performance Indicators on Improvement (60%) Access on Enrolment Rate, there is an option for schools whose enrolment decreased due to the opening of the nearby school; maximize the Learners Information System (LIS) to be validated the claim by the Planning Officer of the Schools Division Office and to be certified by the Schools Division Superintendent. In terms of Efficiency particularly on dropout rate (DR), cohort survival rate (CSR), and completion rate (CR). The Cohort Survival Rate & Completion Rate will not be included in the computation and consider Graduation/Promotion Rate instead; just retain Simple Drop-out. In terms of Quality, proficiency level will be used based on EBEIS. Since the assessment evaluates the existing culture, strategy, and systems of a school, it is highly recommended to be further utilized in measuring the 40% on Four Principles in SBM which apply to any typology of schools. Please see RM 53, 2021.
4. Attached is the Supplemental Guidelines in Operationalization of School-Based Management (SBM) Level 3 of Practice Assessment.



"EXCELLENCE is a CULTURE and QUALITY is a COMMITMENT"

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5. Submission of application for validation of Schools with SBM Level 3 of Practice is on July 16, 2021, to be submitted to the Field Technical Assistance Division.
6. Strict adherence with the IATF Health Protocols and Office Health Standards must be observed in the conduct of this activity.
7. For more information or queries, you may contact Chief Michael Girard R. Alba, of the Field Technical Assistance Division at 09178885853.
8. Immediate dissemination of this Memorandum is highly desired.


FRANCIS CESAR B. BRINGAS
Regional Director 

cc:ftad/alba

SUPPLEMENTAL GUIDELINES IN OPERATIONALIZATION OF SCHOOL – BASED MANAGEMENT (SBM) ASSESSMENT

Background

As accentuate to DO 83, 2012, DO 20, s. 2013 and RM 53, s. 2021, various policies were put in place relative to the curriculum reforms, teacher development, information systems, accountability systems, quality assurance, and organizational development to support the institutionalization of School-Based Management (SBM).

The SBM assessment aims to determine the level of practice of the SBM practices of the school; provide the school a sound basis on which to establish its plan of action; improve the SBM supports systems through interventions that the school and other administrative levels of the Department may introduce and determine the effectiveness of SBM Practices in the delivery of basic education services.

An assessment is conducted by the school and validated and verified by the SDO and RO to determine the depth of its SBM Practice alongside the principles of ACCEs. It is conducted by the SDO to determine the profile of its schools; which needs assistance and which needs recognition for the good practices for benchmarking by other schools.

In operationalization of SBM is deemed necessary as a key strategy to translate all these policies into relevant interventions which will enable the schools to cater to their learners' needs.

As DepEd Region IV-A CALABARZON quest to quality education recognized the need to deepen its SBM practice and strengthen stakeholders' initiatives and engagements. The guiding principles in A Child – and Community-centered Education Systems (ACCEs) advocates the value of integrating all efforts to focus on learners and its outcome, and engaging the community participation towards a community-based education delivery system.

This supplemental guideline will apply to schools certified as Level II for two (2) consecutive years or earlier as certified by the SDO and have conducted self-assessment with a rating of Level III. Schools who are a candidate for Regional Validation after the SDO has confirmed and endorsed the schools to the Regional Office through the Field Technical Assistance Division.

Key Concepts

1. School Validated Level 3 of Practice manifests that the school ensures the production of intended outputs/ outcomes and meeting all standards of a system fully integrated with the local community and it is self-renewing and self-sustaining.
2. The process of self-evaluation is necessary to enable the school to determine gaps between its state of practice and set of standards as provided by the Regional Memorandum 53 s. 2021 and its attachments.
3. The gaps are addressed through a provision of technical assistance, progress reports submitted, evaluating the pieces of evidence that will show that standards are fulfilled, and granting appropriate incentives and rewards.
4. The SBM assessment rubric is the only tool to be used to guide the assessment process and determine a level of practice.

5. The standards on the SBM Level Validation process are established through the issuance of this supplemental guideline.

Roles and Responsibilities' of Each Governance Level on SBM Level 3 Assessment Process

The Regional Assessment Team

1. The Chief of Field Technical Assistance Division will take the lead in the SBM Level of Practice Validation and will designate the SBM Coordinator to assist in the validation process.
2. Assigns Regional Validating Team composed of 5- 7 members from each Functional Division / Units
3. Conducts advocacy for SBM Validation
4. Provides technical assistance to SDOs and develops plans and strategies to come up with Schools in Level 3 of Practice.
5. Endorse the list of Schools with which passed onsite/ offsite verification of documents and validated Level 3 Practice to the Central Office, BHRD – SED
6. Organizes Regional Validating Team to provide Technical Assistance to School.

The Division Assessment Team

1. Assigns SBM Division Coordinating Team composed of at least 10 Members
2. Conducts information dissemination on School-Based Management
3. Provides technical assistance to schools
4. Submits to the Regional Office through the Field Technical Assistance Division a shortlist of schools for potential validation for Level 3 practice.

The School

1. Must obtain certification of SBM Level 2 for two consecutive years and self-assessment of Level III practice.
2. Applies to the validation process of the Schools Division Office
3. Prepares the school for the on-site visit / offsite
4. Makes arrangements with the SDO SBM Coordinator for the on/ offsite visit
5. Provides evidence requested by the Validation Team basis will be the Basic Documents as stipulated at RM 53, s. 2021.
6. Disseminate information on the results to the school community
7. Submits progress reports on the actions about the recommendations of the SDO / Regional Validation Team.

SBM Assessment Team

1. The School Assessment Team will make a recommendation on school validation readiness based on the study conducted.
2. The Division Assessment Team will review the recommendations of and provide TA to schools.
3. The Regional Assessment Team will review the findings and recommendations of the Division Coordinating Team and ensures the accurateness, veracity, and authenticity of the documents during the verification process, and forward the list of recommended SBM Level 3 Schools to the Central Office for their appropriate action.

The School Division Steps in the Assessment Process

1. Organize a team of at least 8- 10 members. One shall be elected as team leader, and the other as team secretary, and the rest shall obtain and validate evidence. The team members will select the Principle they want to assess.
2. There should be at least two in each team. In the pre-assessment meeting, decide whether to use the whole or part method. The whole method, all team members shall work as a group, to validate one principle after another. In the part method, at least two (2) members shall be assigned to every Principle.
3. The team leader acts as coordinator and facilitator while the secretary acts as documenter. The team should study the Assessment Manual, especially the D-O-D (document analysis, observation, and discussion) process.
4. Summarized data for each Principle/indicator. Clarify Issues, Problems, Opportunities, etc. Team score indicators.

The Validation Procedure: Document Analysis, Observation and Discussion (D-O-D) Process (DOD)

1. Obtain and assemble all existing artifacts related to the indicator being assessed, refer to RM. 53, s.2021.
2. Conduct observations to obtain process evidence. Documentary evidence may show the school's focus on learner-centered learning like cooperative, interactive, problem solving, and decision making. There is a need to obtain process evidence to know if these are being practiced. Discuss the synthesized documentary and process evidence.
3. Conduct the discussion as a friendly non-confrontational conversation to explain, verify, clarify and argue the evidence. Invite members of the school community who were engaged in the collection and presentation of evidence to participate in the discussion.

Suggested Activity on Document Analysis, Observation and Discussion (D-O-D) Process

1. The Team will select the Leader to direct the group in the conduct of the D-O-D and a Secretary (SBM Coordinator) to act as documenter/process observer.
2. The group will decide whether to use the WHOLE or PART Method:
 - * WHOLE METHOD – all Team members shall work as a group to validate one Principle after another
 - * PART METHOD - A member/s shall be assigned to each Principle:
 - Leadership & Governance
 - Curriculum & Learning (K to 12)
 - Accountability System
 - Resource Management
3. The group will decide a time table in conducting D-O-D.

Major Activities:

1. Preliminaries:
(Suggested Brief Program)
 - ❖ Invocation
 - ❖ Welcome Remarks (School Head)
 - ❖ Short PPT Presentation of School Profile (Optional)

- ❖ SBM-PASBE DCT Leader
 - Introduction of the SBM-PASBE DCT
 - Orientation & Overview of the D-O-D Process
- 2. Validate the "Step 1: Determine Performance Improvement (60%)" of the SBM Scoring Matrix filled-up by the Sample School in terms of:
 - Veracity of the data entries (To be validated by the Planning Officer)
 - Accuracy of the data entries as to:
 - Rating & Equivalent Points
 - Computation of the sub-total of Access, Efficiency, and Quality and the over-all total
 - Interpretation based on the standard: Good, Better, Best
- 3. Assessment Proper: D-O-D Process
 - ❖ Classify and evaluate the documents by principle. Note that one document like the SIP, can be a source of evidence for several indicators across principles.
 - ❖ Gather & analyze evidence using the D-O-D process and select samples of documents using emergent SATURATION SAMPLING & SNOWBALLING TECHNIQUE.
 - ❖ Summarize the evidences, and arrive at a consensus, what rating to give to each indicator based on documented evidences.
 - ❖ Conduct process validation.
- 4. Closure or Exit Conference / Meeting
 - Feedback Evaluation
 - Giving of Recommendations
 - Giving of Commendations
- 5. Report Writing by the Team

The Application for the Regional Validation and Assessment Process

The following are the requirements for application for Regional Office Validation Process:

1. Meet all qualification requirements
 - a. SBM Certification of Level II status from the SDO
 - b. Level III Practice based on Self- assessment
2. Conduct a self – assessment on adherence to quality standards
3. Host an onsite/ offsite evidence-based review and verification of the self-assessment results
4. Implement the recommendation of the Regional Validation Team for improvement/sustainability.
5. The Region in coordination with the Division/s, review the submitted application for validation for the completeness and readiness of the school for Regional Validation.
6. The SDO will endorse the school with the following requirements for Regional Validation
 - SBM Certification of Level II status for the past two years and Self-Assessed for level 3

- a. School Report Card for the Past Three Years (3 School Report Cards)
 - b. Updated School Improvement Plan / updated Annual Improvement Plan
7. The SDO Assessment Team will render technical assistance to Applicant for Schools before endorsement to the Regional Office.