



Republic of the Philippines
Department of Education
 REGION IX, ZAMBOANGA PENINSULA
 SCHOOLS DIVISION OF DAPITAN CITY

**Office of the Schools Division
 Superintendent**

6 April 2026

DIVISION MEMORANDUM

No. 170, s. 2026

Accomplishment of the School-Based Management (S B M) Self-Assessment Tool

To: Assistant Schools Division Superintendent
 Chief Education Supervisors, CID and SGOD
 PSDSs and PICDs
 All Elementary & Secondary School Heads
 All Others Concerned

1. In pursuance to the DepEd Order 007, s.2024 RE: Policy Guidelines on the Implementation of the Revised School-based Management System which aims to strengthen the policy on decentralizing decision-making authority to school administration on matters affecting school operations and to establish mechanism on continuous improvement and provision of technical assistance at the school level.
2. In line with this, all schools are required to accomplish the end-of-SY SBM Self-assessment Tool following the necessary steps to wit:

STEP 1. The school undergoes self-assessment. This step is ideally done during the *fourth grading period of the current school year*.

- a. The school refers to the SBM Self-Assessment Checklist (**see Annex A**) to guide its process of continuous improvement.
- b. The school invites its internal and external stakeholders to participate in the self-assessment which includes an analysis of observed school practices and achieved learning outcomes stated as SBM indicators in the self-assessment checklist.

STEP 2. The school integrates the results of its self-assessment in its strategic plan as identified improvement areas and in the (adjusted) implementation plan as a school program, project, or activity for continuous improvement. This step is recommended to be done during the *vacation months of learners prior to the start of the new school year*.



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STEP 3. The school implements its plan for continuous improvement of practices and learning outcomes. This step is suggested to be done during the *first to third grading periods of the current school year*. During this period, the school also:

- a. Monitors its progress.
 - b. Undergoes subsequent self-assessments as deemed necessary.
 - c. Arranges an invitation to its SDO to provide technical assistance. The school and its SDO ensure that classes and regular operations are not disrupted.
 - c.1. The school establishes its context with the SDO based on the results of progress monitoring and the status of SBM implementation.
 - c.2. The SDO recommends specific courses of action that are appropriate to the school's current status and context.
 - c.3. The school and SDO agree on priority improvement areas in the various SBM dimensions.
3. The Division SBM Composite Team shall conduct validation and provide TA based on the result of the schools SBM Self-assessments before the start of classes for the CY 2026-2027. The deadline of submission of the accomplished SBM Self-assessment Tool will be on or before April 24, 2026.
4. For your compliance and guidance.

 Jay S. Montealto
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JAY S. MONTEALTO, CESO VI
 Schools Division Superintendent

Department of Education
 Division of Dapitan City
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Annex A: School-Based Management (SBM) Self-Assessment Checklist

The *SBM Self-Assessment Checklist* provides a comprehensive understanding of the status of continuous improvement in the various areas of school operation. The school assesses the six (6) SBM Dimensions and determines the degree of manifestation for each SBM Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent by which the indicators are manifested is described as follows: *not yet manifested*, *rarely manifested*, *frequently manifested*, and *always manifested*.

Curriculum and Teaching					
School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
1. Grade 3 learners achieve the <i>proficiency level</i> for each cluster of early language, literacy, and numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Grade 6, 10, and 12 learners achieve the <i>proficiency level</i> in all 21 st century skills and core learning areas in the National Achievement Test (NAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. School-based ALS learners attain certification as elementary and junior high school completers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Teachers prepare contextualized learning materials responsive to the needs of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Teachers integrate topics promoting peace and DepEd core values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. The school conducts test item analysis to inform its teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. The school engages local industries to strengthen its TLE-TVL course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Annex A: School-Based Management (SBM) Self-Assessment Checklist

Learning Environment					
The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment and to achieve improved learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
9. The school has zero bullying incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The school has zero child abuse incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The school has reduced its drop-out incidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. The school conducts culture-sensitive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. The school has a functional school-based ALS program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. The school has a functional child-protection committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. The school has a functional DRRM plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. The school has a functional support mechanism for mental wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. The school has special education- and FWD-friendly facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Annex A: School-Based Management (SBM) Self-Assessment Checklist

Leadership					
School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
19. The school develops a strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. The school has a functional school-community planning team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. The school has a functional Supreme Student Government/ Supreme Pupil Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. The school innovates in its provision of frontline services to stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Governance and Accountability					
The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
23. The school's strategic plan is operationalized through an implementation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. The school has a functional School Governance Council (SGC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. The school has a functional Parent-Teacher Association (PTA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. The school collaborates with stakeholders and other schools in strengthening partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Annex A: School-Based Management (SBM) Self-Assessment Checklist

27. The school monitors and evaluates its programs, projects, and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. The school maintains an average rating of <i>satisfactory</i> from its internal and external stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Human Resource and Team Development					
School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that shall yield high performance for improved learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
29. School personnel achieve an average rating of <i>very satisfactory</i> in the individual performance commitment and review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. The school achieves an average rating of <i>very satisfactory</i> in the office performance commitment and review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. The school conducts needs-based Learning Action Cells and Learning & Development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. The school facilitates the promotion and continuous professional development of its personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. The school recognizes and rewards milestone achievements of its personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35. Teacher workload is distributed fairly and equitably	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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Finance and Resource Management and Mobilization					
The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.					
SBM Indicator	Degree of Manifestation (Please tick the box that best describes your school)				Remarks
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
36. The school inspects its infrastructure and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37. The school initiates improvement of its infrastructure and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
38. The school has a functional library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
39. The school has functional water, electric, and internet facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
40. The school has a functional computer laboratory/ classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
42. The school liquidates 100% of its utilized MOOE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Accomplished by:

_____ Name of School Head

_____ School

Noted by:

_____ PSDS/PICD

Monitored by:

NUEVA A. ANDAG
 Division SBM Coordinator

_____ Date Submitted

