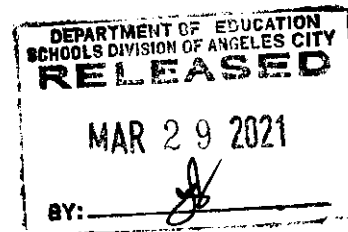




Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OF ANGELES CITY



**Office of the Schools Division  
Superintendent**

March 26, 2021

**DIVISION MEMORANDUM**  
No. 076 s. 2021

**GUIDELINES ON THE SCHOOL-BASED MANAGEMENT (SBM) VALIDATION PROCESS  
FOR SCHOOL YEAR 2020-2021**

**To: Assistant Schools Division Superintendent**  
Chief ES, CID  
Chief ES, SGOD  
Public Schools District Supervisors  
Education Program Supervisors  
Heads of Public Elementary and Secondary Schools

1. In line with the Regional Implementation Guidelines on the Validation Processes of School-Based Management (SBM) Level of Practice Per DepEd Order No. 83, s.2012, the Schools Division of Angeles City through the School Management Monitoring and Evaluation (SMM&E) Unit adapted the following guidelines on SBM validation process for S.Y. 2020-2021:

**A. Preliminary Activities**

A.1. The Division Appraisal Committee (DAC) member shall be called Division SBM Validating Team;

A.2. The composition of the Division SBM Validating Team shall be the following:

A.2.1. Leadership and Governance

Lyn V. Lansangan EdD  
Edgar L. Manabat PhD  
Marilou Q. Castro

A.2.2. Curriculum and Instruction

Ma. Esperanza Malang  
Rochella David  
Edgardo Nunag  
Josephine G. Figueroa PhD  
Ramil Dacanay

A.2.3. Accountability and Continuous Improvement

Glenn P. Sarmiento  
Arcely G. Garcia

A.2.4. Management of Resources

Gemima Estrabillo. EdD  
Carlo Puno PhD



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A.3. The SBM validation shall consist of two (2) activities namely:

B.1. The SBM Self-Assessment Tool to determine the school's level of SBM practice by the school stakeholders themselves; and

B.2. The DOD (Document Analysis, Observation, Discussion) utilizing an SBM assessment tool as reference to gather data in analyzing the four (4) principles such as: Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources.

A.4. The DOD shall follow the three essential steps in evaluating the validity of an evidence of SBM level of practice which are as follows:

C.1. Conduct Document Analysis using artifacts (both print and non-print)

C.2. Conduct observations to obtain process evidence through virtual group interviews

C.3. Discuss the synthesized documentary and process evidence (consensual decision) based on the above processes.

B. Guides and Instructions

The School Heads/Division SBM Validating Team shall strictly adhere to the prescribed guides and pertinent steps in the SBM validation process.

**B.1. Pre-validation Steps**

B.1.1. The school leader shall convene with the different stakeholders in accomplishing the assessment tool to identify the means of verifications (MOVs) or the evidences to justify the indicated rating.

B.1.2. The School Heads and other school stakeholders shall accomplish the SBM Self-assessment Tool.

B.1.3. The School Heads shall reflect and identify their own respective innovative outputs, effective practices per components as a result and impact of PPAs conducted to improve learner outcomes.

B.1.4. The School Heads shall likewise look into the alignment of these implemented innovative PPAs to the ESIP, AIP, WFPs and BE LCP with consideration to the goals and activities stipulated in the OPCRF and IPCRF documents which have a significant/evident impact upon the learning outcomes of the learners.

B.1.5. The PSDS in-charge, School Head, or SBM Coordinator shall review and validate the accuracy of the documents before submitting to the Division.

B.1.6. The Means of Verifications (MOVs) either print or non-print shall be submitted to the Division Office 1 week before the scheduled date of validation (on or before Wednesday of every week).

B.1.7. The Division SBM Validating Team shall review the submitted MOVs prior to the date of validation.



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**B.2. Actual Validation Steps**

B.2.1. The Division SBM Validating Team shall be assigned to validate all public schools.

B.2.2. The schools shall conduct a virtual short program to formalize the solemnity of the activity:

- Invocation
- Welcome Remarks of School Head
- Short Presentation of School Profile, Innovations, and Best Practices
- Introduction of SDO SBM Validating Team members as SBM Validating Team by the SDO team leader
- Brief Overview of the D-O-D Process by the SDO SBM Validating Team leader

B.2.3. The Division SBM Validating Team's validation process shall follow a triangulation method by analyzing the documents, conduct of virtual interviews with the teachers, learners, and external stakeholders. The impact of the PPAs implemented shall be given premium so that innovations shall be properly appreciated and recognized specifically in the aspect of curriculum and instruction which underscores learning outcomes.

B.2.4. The actual D-O-D schedule is as follows:

8:00-9:00/1:00-2:00	Short Program
9:00-9:30/2:00-2:30	Document Analysis
9:30-10:00/2:30-3:00	Interview with the External Stakeholders
10:00-10:30/3:00-3:30	Interview with the Teachers
10:30-11:00/3:30-4:00	Interview with the Learners
11:00-11:30/4:00-4:30	Wrap-up Session/Report Writing
11:30-12:00/4:30-5:00	Discussion with the School Stakeholders

B.2.5. The presence of PSDS in-charge of every school is expected during the virtual validation as a support to the school SBM team.

B.2.6. The Division SBM Validating Team shall discuss the validation findings, recommendations, and best features of the school to provide school heads an overview of their performance and the things that need further TA for improvement.

**B.3. Post Validation Steps**

B.3.1. The Division SBM Validating team leader, in collaboration with all members, shall prepare the report in preparation for the provision of findings, recommendations, and best features.



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B.3.2. The schools shall disseminate the recommendations given by the Division SBM validating team to their stakeholders.

B.3.3. An action plan to address and implement the recommendations shall be prepared by the school.

B.3.4. The PSDSs shall monitor and provide technical assistance in the implementation of the action plan recommended by the Division SBM Validating Team and duly signed by the Schools Division Superintendent.

**B.4. Scoring Guides**

B.4.1. The four (4) principles were assigned percentage weights based on their relative importance to the aim of school on improved learning outcomes and school operations, based on intermediate learning outcomes of DepEd.

B.4.2. The score/points shall be taken from the rubric provided per DO83, Series 2012 as the school head assesses their SBM practice.

B.4.3. The points garnered shall be multiplied by its corresponding percentage weight.

B.4.4. Each principle has its corresponding standard means of verification documents based on the intermediate learning outcomes of the DepEd. However, the MOVs are dependent on the context of the schools or whether such programs are relevant to the existing targets for school performance. Alignment of all MOVs in every PPAs conducted shall be referred to the ESIP, OPCR, AIP, WFP, BE LCP and other pertinent official documents.

B.4.5. The Description of SBM Levels of Practice are as follows:

*Level I: Developing* – Developing structures and mechanisms with acceptable level and extent of community participation and impact on the learning outcomes. MOVs indicate early or preliminary stages of implementation.

*Level II: Maturing* – Introducing and sustaining continuous improvement process that integrates wider community participation and improves significantly performance and learning outcomes. MOVs indicate planned practices and procedures are fully implemented.

*Level III: Advanced (Accredited Level)* – Ensuring the production of intended outputs/outcomes and meeting all standards of a system fully integrated in the local community and is self-renewing and self-sustaining. MOVs indicate practices and procedure satisfy quality Standards.

B.4.6. The following are the four (4) principles with their corresponding percentage weight:



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Dimension of SBM Practice	Percentage Weight
Leadership and Governance	25%
Curriculum and Instruction	40%
Accountability and Continuous Improvement	20%
Management of Resources	15%

B.4.7. The DOD Process shall be following the scoring guide in appreciating the MOVs presented:

Numerical Rating Scale	Description
0	No evidence
1	Evidence indicates <b>developing</b> structures and mechanisms are in place to demonstrate ACCESS
2	Evidence indicates <b>planned</b> practices and procedures are fully implemented and aligned to ACCESS
3	Evidence indicates practices and procedures satisfy <b>quality standards</b>

B.4.8. The Division SBM Validating Team shall compute the scores by principle following the formula below:

Total Score/Points x weighted percentage allotted to each principle



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<p><b>Principle 1: Leadership and Governance (25)</b></p> <p>Total Score: 9</p> <p>No. of Indicators: 5</p> <p>Weighted Percentage 25%</p> <p><math>9/5 \times .25 = .45</math> points earned for Leadership and Governance</p>	<p><b>Principle 3: Accountability and Continuous Improvement (20)</b></p> <p>Total Score: 9</p> <p>No. of Indicators: 5</p> <p>Weighted Percentage 25%</p> <p><math>9/5 \times .20 = .36</math> points earned for Accountability and Continuous Improvement</p>
<p><b>Principle 2: Curriculum and Instruction (40)</b></p> <p>Total Score: 12</p> <p>No. of Indicators: 7</p> <p>Weighted Percentage 10%</p> <p><math>12/7 \times .40 = .17</math> points earned for Curriculum and Instruction (DOD)</p> <p><math>3 \times .10 = 0.30</math> (Filipino Reading)</p> <p><math>1 \times .10 = 0.10</math> (English Reading)</p> <p><math>2 \times .10 = 0.20</math> (Numeracy)</p> <p><math>0.17 + 0.30 + 0.10 + 0.20 = 0.77</math> points earned for Curriculum and Instruction</p>	<p><b>Principle 4: Management of Resources (15)</b></p> <p>Total Score: 10</p> <p>No. of Indicators: 5</p> <p>Weighted Percentage 15%</p> <p><math>10/5 \times .15 = .3</math> points earned for Management of Resources</p>

B.4.9. Below is the sample result of the final rating:

Areas	Weight	% weight	Numerical Rating	Descriptive Rating
A. SBM Assessment Score (DOD) and Intermediate Learning Outcomes	Leadership and Governance (25)	<u>.45</u>	1.88	Maturing
	Curriculum and Instruction (40)	<u>.77</u>		



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	Accountability and Continuous Improvement (20)	.36		
	Management of Resources (15)	.30		
	<b>Total 100%</b>			
<b>TOTAL</b>	<b>100%</b>	<b>FINAL RATING</b>	<b>1.88</b>	<b>Maturing</b>

Numerical Rating Scale	Description
0.50 – 1.49	Developing
1.50 – 2.49	Maturing
2.50 – 3.0	Advanced

2. Relative to the above guidelines, an Online Orientation among the New Division SBM Validating Team and PSDSs on SBM Process Cum Finalization of Standard Means of Verification for SY 2020-2021 is scheduled on April 5, 2021 (Monday) from 8:00 a.m. to 5:00 p.m. via Google Meet.
3. Meanwhile, the Online Orientation of School Heads, SBM Coordinators, and Principle Leaders on SBM Process for SY 2020-2021 will be held on April 6, 2021 (Tuesday) via MS Teams with the following time schedule:
  - A. 8:00 a.m. to 12:00 noon (AM Session) – Elementary Schools
  - B. 1:00 p.m. to 5:00 p.m. (PM Session) – Integrated Schools, Junior HS and Senior HS
4. Wide dissemination of and strict compliance with the contents of this Memorandum is earnestly desired.

**MA. IRELYN P. TAMAYO PhD, CESE**  
 Assistant Schools Division Superintendent  
 Officer-in-Charge  
 Office of the Schools Division Superintendent

Control No.: \_\_\_\_\_



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