



Republic of the Philippines
Department of Education
CARAGA REGION
SCHOOLS DIVISION OF SIARGAO



DIVISION MEMORANDUM

No. **05-141** s, 2026

To: Assistant Schools Division Superintendent
Division Chiefs and Unit Heads
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

ACCOMPLISHMENT OF THE SCHOOL-BASED MANAGEMENT SELF-ASSESSMENT CHECKLIST FOR SY 2025-2026

1. In reference to DepEd Order No. 7, s. 2024, titled "Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System," the continuous improvement process is a fundamental component of SBM, enabling the transformation of all schools into effective organizations.
2. It is expected that schools have integrated the results of their pre-assessment conducted in May 2025 into their strategic plans by identifying priority improvement areas for the continuous improvement of practices and learning outcomes.
3. To assess the performance of schools in implementing SBM for SY 2025-2026, all public elementary and secondary school heads are advised to accomplish the School-Based Management (SBM) Self-Assessment Checklist for SY 2025-2026 through the online link sent to their official school email address or by visiting <https://tinyurl.com/SiargaoSBMSY25-26> using their official school email account. Please ensure that the checklist is completed on or before May 29, 2026.



4. School Heads are required to accomplish the said checklist, ensuring that all responses are accurate, honest, and reflective of the school's actual practices. The responses should also incorporate inputs from both internal and external stakeholders.
5. Enclosed in this memorandum are the identifiers for each indicator under the six SBM dimensions which will serve as a reference for the school in determining the degree of manifestation. Moreover, the results of the self-assessment will serve as the basis for crafting the Division Technical Assistance Plan for SY 2026-2027.
6. Immediate and widest dissemination of this Memorandum is desired.


MANUEL O. CABERTE
Schools Division Superintendent

Encl:

Reference: As stated

To be indicated in the Perpetual Index under the following subjects

SBM

SGOD/adg

05/13/26



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Enclosure to Division Memorandum No. _____ s, 2026

IDENTIFIERS FOR SCHOOL-BASED MANAGEMENT (SBM) DEGREE OF MANIFESTATION

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				Remarks/ MOVs
	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	MPS = 0 to 24 (Not Proficient)	MPS = 25 to 49 (Low Proficient)	MPS = 50 to 74 (Nearly Proficient)	MPS 75 to 89 (Proficient) 90 to 100 (Highly Proficient)	NAT School Score Card
2. Grade 6, 10, and 12 learners achieve the <i>proficiency level</i> in all 21st-century skills and core learning areas in the National Achievement Test (NAT)	MPS = 0 to 24 (Not Proficient)	MPS = 25 to 49 (Low Proficient)	MPS = 50 to 74 (Nearly Proficient)	MPS 75 to 89 (Proficient) 90 to 100 (Highly Proficient)	NAT School Score Card



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3. School-based ALS learners attain certification as elementary and junior high school completers.	No ALS learner had been certified yet as an elementary and junior high school completer	1%-49% of ALS learners have been certified as elementary passers and junior high school completer	50%-74% of ALS learners have been certified as elementary passers and junior high school completers	75% and above of ALS learners have been certified as elementary passers and junior high school completers	No ALS being offered in the school (If NOT APPLICABLE choose Frequently Manifested)
4. Teachers prepare contextualized learning materials responsive to the needs of learners.	No teacher prepared contextualized learning materials responsive to the needs of learners.	25%-49% of teachers prepared contextualized learning materials responsive to the needs of learners	50%-74% of teachers prepared contextualized learning materials responsive to the needs of learners	75% and above of teachers prepared contextualized learning materials responsive to the needs of learners	Approved contextualized SLMs, SIMs, IMs, Activity Worksheets, Storybooks, and other LRs.
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics	24% and below of teachers conducted remediation activity	25%-49% of teachers conducted remediation activities	50%-74% of teachers conducted remediation activities	75% and above of teachers conducted remediation activities	Portfolio, DLL, schedule of activities, and other MOVs of conducted remediation activities
6. Teachers integrate topics promoting peace and DepEd core values	24% and below of teachers integrated topics promoting peace and DepEd core values	25%-49% of the teachers integrated topics promoting peace and DepEd core values	50%-74% of the teachers integrated topics promoting peace and DepEd core values	75% and above of the teachers integrated topics promoting peace and DepEd core values	DLL



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7. The school conducts test item analysis to inform its teaching and learning process	The school did not conduct test item analysis.	The school conducted test item analysis once a year	The school conducted test item analysis two or three times a year	The school conducted test item analysis quarterly	Test Item Analysis
8. The school engages local industries to strengthen its TLE-TVL course offerings	The school had no engagement with local industry partners.	Had 1 to 2 local industry partners to strengthen its TLE-TVL course offering with MCA	Had 3 to 4 local industry partners to strengthen its TLE-TVL partner course offering with MCA	Had 5 or more local industry partners to strengthen its TLE-TVL partner course offering with MCA	For elementary schools, this indicator is not applicable (If NOT APPLICABLE choose Frequently Manifested)

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				Remarks/ MOVs
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
9. The school has zero bullying incidents.	The school data indicated that more than 3% of the total student population has reported incidents of bullying.	The school data indicated that 2% of the total student population has reported incidents of bullying.	The school data indicated that 1% of the total student population has reported incidents of bullying	No incidence of bullying case in school	School-Based Report on Incidents of Bullying



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10. The school has zero child abuse incidents.	The school data indicated that more than 3% of the total student population has reported incidents of child abuse.	The school data indicated that 2% of the total student population has reported incidents of child abuse.	The school data indicated that 1% of the total student population has reported incidents of child abuse.	No incidence of child abuse in school	School-Based Report on Incidents of Child Abuse
11. The school has reduced its drop-out incidence	The school data indicated that the drop-out rate incidence did not reduce based from the previous school year	The school data indicated that the drop-out rate incidence reduced by 1%	The school data indicated that the drop-out rate incidence reduced by 2%	The school data indicated that the drop-out rate incidence reduced by 3% or more	
12. The school conducts culture-sensitive activities.	No school culture-sensitive activity was conducted.	1 school culture-sensitive activity was conducted within the school year	2 school culture-sensitive activities were conducted within the school year	3 or more school culture-sensitive activities were conducted within the school year	SNED, National Women's Month, PTA Day, and other activities reflective of culture
13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	No Portfolio			Has portfolio of activities of disadvantaged, OSYs, and adult learners	Portfolio of activities ALS/Adult Learners



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14. The school has a functional school-based ALS program	No ALS learner has been certified yet as an elementary and junior high school completer	1%-49% of ALS learners have been certified as elementary passers and junior high school completer	50%-74% of ALS learners have been certified as elementary passers and junior high school completers	75% and above of ALS learners have been certified as elementary passers and junior high school completers	No ALS program is available in school
15. The school has a functional child-protection committee	No established child-protection committee	With established school CPC where 1 reported case was addressed properly	With established school CPC where 2 reported case were addressed properly	With established school CPC where 3 or more reported cases were addressed properly	Omnibus Designation of Member, Activities conducted by the CPC like symposium, FGD, etc.
16. The school has a functional DRRM plan	No established DRRM plan	With comprehensive School Safety Plan (DRRM Plan) for 3 types of disasters and emergencies that is ready for activation	With comprehensive School Safety Plan (DRRM Plan) for 6 types of disasters and emergencies that is ready for activation	With comprehensive School Safety Plan (DRRM Plan) for 9 types of disasters and emergencies that is ready for activation	DRRM Plan
17. The school has a functional support mechanism for mental wellness	No mechanism available to support mental wellness	Conducted 1 activity for mental wellness	Conducted 2 activities for mental wellness	Conducted 3 or more activities for mental wellness	Activities conducted on mental wellness
18. The school has special education- and PWD-friendly facilities	No available facilities for learners with special educational needs and PWD	With 1 available facility for learners with special educational needs and PWD	With 2 available facilities for learners with special educational needs and PWD	With 3 or more available facilities for learners with special educational needs and PWD	Functional ramps/railing, clinic with wheelchair, unobstructed



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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				Remarks/ MOVs
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
19. The school develops a strategic plan	No SIP	SIP was not received by the Division Office		SIP was duly received by the Division Office	Division Office received SIP
20. The school has a functional school-community planning team	Non-involvement of SPT in crafting the SIP and AIP with documentation			Involvement of SPT in crafting the SIP and AIP with documentation	Active involvement in crafting SIP and AIP
21. The school has a functional Supreme Student Government/ Supreme Pupil Government	No functional SSLG/SELG	The SSLG/SELG was engaged in 1 school activity	The SSLG/SELG was engaged in 2 school activities	The SSLG/SELG was engaged in 3 or more school activities	Activities conducted by the SELG/SSLG
22. The school innovates in its provision of frontline services to stakeholders	The school had no innovation in its provision of frontline services to stakeholders	With 1 innovation in the provision of frontline services to stakeholders	With 2 innovations in the provision of frontline services to stakeholders	With 3 or more innovations in the provision of frontline services to stakeholders	Innovation for frontline services



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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				Remarks/ MOVs
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
23. The school's strategic plan is operationalized through an implementation plan	70% and below of the set PPAs for the fiscal year were accomplished.	71%-80% of the set PPAs for the fiscal year were accomplished.	81%-90% of the set PPAs for the fiscal year were accomplished	90%-100% of the set PPAs for the fiscal year were accomplished	AIP
24. The school has a functional School Governance Council (SGC)	3 and below of the SGC functionality indicators were met	4-6 SGC functionality indicators were met. met	7-9 SGC functionality indicators were met	10-12 SGC functionality indicators were met	SGC-FAT
25. The school has a functional Parent-Teacher Association (PTA)	1 SPTA activity was implemented	2 SPTA activities were implemented	3 SPTA activities were implemented	4 SPTA activities were implemented	Notice of Meeting, Minutes of Meeting, Resolution, Accomplishment Report
26. The school collaborates with stakeholders and other schools in strengthening partnerships	No forged partnerships	1 partnership collaboration was forged	2 partnership collaboration were forged	3 partnership collaboration were forged	Generated resources, DPDS, MOA/MOU, Summary of Volunteers



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27. The school monitors and evaluates its programs, projects, and activities	No conducted SPIRPA conference	Conducted the annual SPIRPA conference	Conducted the semi-annual SPIRPA conferences	Conducted quarterly SPIRPA conferences	SPIRPA Report
28. The school maintains an average rating of <i>satisfactory</i> from its internal and external stakeholders	No established feedback mechanism for internal and external stakeholders	The school received a below average satisfactory rating from its internal and external stakeholders	The school maintained an average rating of satisfactory from its internal and external stakeholders	The school exceeded the average rating of satisfaction from its internal and external stakeholders	Quarterly Rating based on CSM scoring

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				Remarks/ MOVs
	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	Less than 25% of the school personnel achieved an average rating of "Very Satisfactory"	26%-50% of the school personnel achieved an average rating of "Very Satisfactory"	51%-75% of the school personnel achieved an average rating of "Very Satisfactory"	76%-100% of the school personnel achieved an average rating of "Very Satisfactory"	Summary of IPCR rating



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30. The school achieves an average rating of <i>very satisfactory</i> in the office performance commitment and review	The school achieved an average rating of Poor	The school achieved an average rating of Fair	The school achieved an average rating of Satisfactory	The school achieved an average rating of at least Very Satisfactory	OPCRF
31. The school conducts needs- based Learning Action Cells and Learning & Development activities	No needs-based assessment LAC and L&D activities were conducted	1 to 4 LAC Sessions and L&D activities were planned and conducted based on the needs- assessment of personnel	5 to 8 LAC Sessions and L&D activities were planned and conducted based on the needs- assessment of personnel	9 or more LAC Sessions and L&D activities were planned and conducted based on the needs- assessment of personnel	LAC & L&D Completion Report
32. The school facilitates the promotion and continuous professional development of its personnel	The school did not initiate mechanism in the promotion of continuous professional development of its personnel	1 to 3 teachers were engaged in continuous professional development during the school year	4 to 6 teachers were engaged in continuous professional development during the school year	7 or more teachers were engaged in continuous professional development during the school year	Summary of learning and development attended per school personnel
33. The school recognizes and rewards milestone achievements of its personnel	No established PRAISE			The school has established Program on Rewards and Incentives for Service Excellence (PRAISE) and awarding activities	PRAISE accomplishment report
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner	Processing and receiving of salaries, allowances, and additional compensation are always delayed	Processing and receiving of salaries, allowances, and additional compensation are delayed for 1-2 weeks	Processing and receiving of salaries, allowances, and additional compensation are delayed for 5 days or less	Salaries, allowances, and additional compensation are consistently processed accurately and received on time without issues	The indicator is not applicable to non-IUs



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35. Teacher workload is distributed fairly and equitably	Workload is not consistently distributed fairly and equitably to some of the teachers	Workload is consistently distributed fairly and equitably to few of the teachers	Workload is consistently distributed fairly and equitably to some of the teachers	Workload is consistently distributed fairly and equitably to most of the teachers	School Form 7, Class Program, Teachers program
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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				Remarks/ MOVs
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	
36. The school inspects its infrastructure and facilities	The school did not conduct Hazard Mapping and facilities inspections	The school conducted Hazard Mapping and facilities inspection once a year	The school conducted Hazard Mapping and facilities inspections twice a year	The school conducted Hazard Mapping and facilities inspections quarterly	Hazard Mapping and facilities inspections report
37. The school initiates improvement of its infrastructure and facilities	No initiatives for improvement of infrastructure and facility	The school accomplished less than 75% of facilities and infrastructure improvement based from AIP	The school accomplished 76%-85% of facilities and infrastructure improvement based from AIP	The school accomplished 86%-100% of facilities and infrastructure improvement based from AIP	



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38. The school has a functional library	The library had an inadequate collection, with few resources or outdated materials	The library had a basic collection, but it may lack diversity in subjects or resources and might be outdated in some areas	The library had a solid collection of books and digital resources but may lack some specialized materials or be slightly outdated in some areas	The library had an extensive and up-to-date collection of books, journals and digital resources across various subjects and interests	Functional Library
39. The school has functional water, electric, and internet facilities	The school had no functional water, electric, and internet facility	Water, electricity, and internet were available but frequently experiencing disruptions, affecting school operations	Water, electricity, and internet were functional most of the time, with occasional disruptions	Water, electricity, and internet were fully functional, reliable, and consistently support school operations	
40. The school has a functional computer laboratory/classroom	No functional computer laboratory/classroom	A computer laboratory/classroom existed but is rarely functional due to limited resources, maintenance issues, or accessibility	The computer laboratory/classroom was frequently functional but has occasional limitations in resources or accessibility.	The computer laboratory/classroom was fully functional, with complete resources, well- maintained, and consistently accessible for teaching and learning.	Functional Computer Laboratory
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	The school achieved less than 75% utilization rate of its MOOE	The school achieved 76%-85% utilization rate of its MOOE	The school achieved 86%-95% utilization rate of its MOOE	The school achieved 96%-100% utilization rate of its MOOE	MOOE Utilization Report
42. The school liquidates 100% of its utilized MOOE	The school liquidated less than 75% of its utilized MOOE monthly	The school liquidated 76%-85% of its utilized MOOE monthly	The school liquidated 86%-95% of its utilized MOOE monthly	The school liquidated 96%-100% of its utilized MOOE monthly	Liquidation Report



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