



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Tabuk City

DepED
DEPARTMENT OF EDUCATION
Schools Division of Tabuk City
RELEASED

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Office of the Schools Division Superintendent

19 January 2026

DIVISION MEMORANDUM

No. 21, s. 2026

CONDUCT OF SELF-ASSESSMENT ON SCHOOL-BASED MANAGEMENT

To: - Assistant Schools Division Superintendent
- Chief Education Supervisors (SGOD and CID)
- Public School District Supervisors
- All Public Elementary and Secondary/Integrated School Heads
- All Others Concerned

1. In line with the Department of Education's thrust to strengthen school governance and foster a culture of continuous improvement, as enshrined in Republic Act 9155 (*Governance of Basic Education Act of 2001*) and DepEd Order No. 7, s. 2024 (*Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System*), all schools are directed to conduct regular **School-Based Management (SBM) Self-Assessment** using the required checklist ("Annex A") of the said Order.

2. Further, DO 7, s. 2024 emphasizes a participatory, collaborative, and context-responsive management system where stakeholders work together to assess school conditions and make informed decisions that support learner achievement.

3. With this, all schools are instructed to:

- Conduct the SBM Self-Assessment from until **February 6, 2026**.
- Ensure full participation of internal and external stakeholders, including teachers, non-teaching staff, learners (as appropriate), parents, alumni, LGUs, and community partners, as required in the facilitation of a collaborative and accurate assessment.
- Use the results of the self-assessment as basis for continuous improvement initiatives, which shall be integrated into the School Improvement Plan (SIP) and Annual Improvement Plan.
- Submit the accomplished **SBM Self-Assessment Checklist** by accomplishing the online tool via link or QR code below.

Link: <https://bit.ly/3MIFC7x>

QR Code:



- Ensure that the hard copy of the **SBM Self-Assessment Checklist** along narrative synthesis are kept/filed as part of schools' operations records.

4. For the information and compliance of all concerned.

BENEDICTA B. GAMATERO PhD, CESQ V
Schools Division Superintendent

Encl: Annex A – SBM Self-Assessment Checklist

sgod/smme/kaa/DM-2026-SBM_SelfAssess
January 19, 2026



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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

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

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"/>	

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