PART I: Introduction
The Revised School-Based Management (SBM) Assessment tool is guided by the four principles of ACCESs (A Child- and Community-Centered Education System). The indicators of SBM practice were contextualized from the ideals of an ACCESs school system. The unit of analysis is the school system, which may be classified as **beginning**, **developing or advanced (accredited level)**. The SBM practice is ascertained by the existence of structured mechanisms, processes and practices in all indicators. A team of practitioners and experts from the district, division, region and central office validates the self-study/assessment before a level of SBM practice is established. The highest level—“advanced” is a candidacy for accreditation after a team of external validators confirmed the evidence of practices and procedures that satisfies quality standards.

PART II: Basic School/Learning Center (LC) Information:
School/Learning Center:
Region/Division:
Name of School Head/LC Head:
Address:

PART III: Instruction to the Users:
Please indicate using a check mark the extent of SBM practice for each indicator listed below (numbered) based on the validation team’s consensual agreements after systematic D-O-D (Document Analysis-Observation-Discussion). For indicators with no evidence, indicate zero.

PART IV: Rating Scale:
0  No evidence
1  Evidence indicates beginning structures and mechanisms are in place to demonstrate ACCESs
2  Evidence indicates planned practices and procedures are fully implemented and aligned to ACCESs
3  Evidence indicates practices and procedure satisfy quality standards
## A. Leadership and Governance

A network of leadership that provides the vision and direction to the education system making it relevant and responsive to the contexts of diverse communities.

1. There is in place a mechanism that allows for the **development of a shared vision, mission, and goals (VMG)** which reflects the aspirations and thrusts of the community.

   - In place is a mechanism that allows for the development of VMG by the school and community members.
   - The VMG is used collaboratively by the school and community as a guide in initiating programs.
   - The mechanism empowers the community to lead not only in the development of the VMG but in making programs guided by community aspirations and thrusts.

2. The organization’s vision, direction, and aspirations are **periodically revisited and adjusted** by the learning managers, learning facilitators, and community stakeholders to respond to the community’s conditions and emerging needs.

   - The school, vision, direction, and aspirations are in place but there’s no plan yet on how to keep them responsive to changes in the environment.
   - The school vision, direction, and aspirations are reviewed and adjusted sometimes to respond to conditions and emerging needs.
   - The school vision, direction and aspirations are reviewed regularly to adjust and make them responsive to conditions and emerging needs.

3. **Stakeholders actively participate, through dialogue and/or consensus-building**, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives.

   - Dialogues and consensus are seldom used in formulating school policies and regulations.
   - Dialogues and consensus are often used in formulating school policies and regulations.
   - Dialogues and consensus are always used in formulating school policies and regulations.
4. The organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives.  

| Community stakeholders participate in school activities as needed, in accordance with roles and responsibilities they have agreed upon. | Participation of community stakeholders in school activities is volunteered and guided by partnership agreements. | Participation of community stakeholders in school activities is spontaneous, voluntary, and collaborative. |

5. The community facilitates the development of an education plan based on its vision, direction, and aspirations.  

| The education plan (i.e. SIP) is prepared by the school stakeholders and is a separate process from the community development planning | The education plan (i.e. SIP) is prepared by the school stakeholders with invited members of the community in support of school vision and aspirations. | The education plan (i.e. SIP) is prepared as integral part of the Community Development Plan with the community as initiator and leaders. |

6. The governance practices facilitate regular information and feedback sharing on the progress of the education development program.  

| There is a feedback system that informs stakeholders on gaps between desired and actual SBM practices. | There is a feedback system that informs stakeholders on gaps between desired outcomes and actual SBM practices and guides decision making with the community. | There is a community accepted feedback system that facilitates collaborative decision-making. |

7. Decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community.  

<p>| Decision-making is participatory and information-based | Decision-making is not only information-based and collective, but also a result of discussion. | Decision-making is not only information-based and collective and a result of discussion. It is also guided by VMG of the school community. |</p>
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<th></th>
<th>Stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization’s vision, mission, and goals.</th>
<th>Stakeholders perform their assigned tasks to contribute to the attainment of school VMG.</th>
<th>Stakeholders build effective relationships and work in teams to contribute to the attainment of VMG.</th>
<th>Stakeholders exercise and initiate appropriate leadership roles to attain VMG.</th>
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<td>9.</td>
<td>There is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges.</td>
<td>In place is a long-range program to develop leadership competencies of stakeholders with leadership potentials.</td>
<td>Leadership roles of school department heads, subject leaders are delegated now and then, by rotation to train and develop potential leaders.</td>
<td>Individual teachers and community stakeholders, assessing leadership in their areas of specification to enhance achievement of shared VMG.</td>
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**B. Curriculum and Learning**

The learning systems collaboratively developed and continuously improved, anchored on the community and learners’ contexts and aspirations.

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<th>Curriculum is consistent with national standards.</th>
<th>Curriculum is consistent with national standards and successful attempts to adapt to local community life are evident.</th>
<th>Curriculum is consistent with national standards, fully contextualized to local needs and accepted by community stakeholders, on the basis of the adopted VMG.</th>
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<td>1.</td>
<td>The implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being.</td>
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2. The learning systems are **regularly and collaboratively monitored** by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.

| School-based monitoring system of learning is in place and results shared with stakeholders. | School-based monitoring system of learning is in place and results are used by the community to inform decision-making. | Community accepted monitoring system of learning is in place, practiced regularly, and used for collaborative decision-making by stakeholders. |

3. Appropriate assessment tools for teaching and learning are **continuously reviewed and improved**, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills.

| School determined assessment processes and results are shared with stakeholders. | School assessment processes are shared with the community stakeholders and results used to guide decision-making by school/learning community and stakeholders. | School assessment processes in place are accepted by the community, practiced regularly, and used for collaborative decision-making. |

4. The community actively participates in **developing and mentoring the learners’ awareness and practice of good citizenship and shares in the attainment of individual and collective competencies**.

| The school mobilizes community resources to support learning. | There are existing efforts to work with the community to strengthen their role in learning and mentoring learners. | There are models and practices of developing good citizenship and assumption of civic roles and responsibilities exemplified in the community, supported by the relationship of the community and the school/learning community. |
5. **Methods and resources** are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.

- Compliance to standard curriculum innovations with minor impact
- Of appropriate pedagogy and locally available resources are employed to promote effective and relevant learning processes to encourage responsibility for learning.
- Pedagogy, context of learning, and resources used for learning are locally and collaboratively developed, compliant to national, standards and result in self-directed learners.

6. Learning environment, methods, and resources are accessible and promote effective learning and are appropriate to the learners’ ecology, history, community worldview, values, and spirituality.

- Basic inputs/resources to support effective learning are met.
- Basic inputs, appropriate technologies and expertise are organized to support effective learning.
- Alignment of learning environment, choice methods and resources for learning are evident in the processes and supportive of context-specific, sensitive and responsive educational delivery.

7. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization’s vision, mission, and goals.

- Stakeholders are aware of child/learner-centered, rights-based, and inclusive principles of education.
- Stakeholders begin to practice child/learner centered principles of education in the design of support to education.
- Learning environments, methods and resources are community driven, inclusive, and adherent to child’s rights and protection requirements.
8. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.

- Learners accomplish minimum proficiency levels in all aspects of the desired competencies.
- Learners demonstrate progressive improvements beyond the minimum level of attainment of competencies.
- Learners demonstrate high level of attainment of desired competencies and life skills.

C. Accountability and Continuous Improvement

A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by community stakeholders, which monitors expected and actual performance, continually addresses the gaps, and ensures a venue for feedback and redress.

1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.

- There is an active party that initiates clarification of the roles and responsibilities in education delivery.
- The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.
- Shared and participatory processes of determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education.

2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.

- Performance accountability is practiced at the school level.
- A community-level accountability system is evolving from the school-led initiatives.
- A community-accepted performance accountability, recognition and incentive system is being practiced.
3. The accountability system that is **owned by the community is continuously enhanced** to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.

Community stakeholders are invited to participate in setting up an accountability system for school-based management processes, structures and mechanisms. Community stakeholders contribute to the development of an accountability system covers both school-based and community-wide management of education.

A community-accepted accountability system effects continuous improvement in the management of learning.

4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are **inclusive and collaboratively developed and agreed upon**. (PROCESS)

The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines.

Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.

Stakeholders continuously and collaboratively review and enhance accountability systems’ processes, mechanisms and tools.

5. **Participatory assessment of performance** is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.

School initiated periodic performance assessments which involve participation of stakeholders.

Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance.

School-community-developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, provision of technical assistance, recognition and refinement of plans.
D. Management of Resources

Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

1. **Regular resource inventory is collaboratively undertaken** by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.

   - Stakeholders are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.
   - Resource inventory is characterized by regularity, increased participation by stakeholders, and communicated to the community as the basis for resource allocation and mobilization.
   - Resource inventories are systemically developed and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.

2. **There is a regular dialogue for planning and resource programming, that is accessible and inclusive**, to continuously engage stakeholders and support the implementation of community education plans.

   - Stakeholders are invited to participate in the development of educational plan with resource programming and participate in the implementation.
   - Stakeholders regularly engaged in the planning and resource programming and actively participate in the implementation of the education plan.
   - Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.

3. **There is in place a community-developed resource management system** that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.

   - Stakeholders support judicious, appropriate, and effective use of resources.
   - Stakeholders are engaged and share expertise in the collaborative development of resource management system.
   - Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and
PART V. SCORING INSTRUCTIONS

1. The four (4) principles were assigned percentage weights on the basis of their relative importance to the aim of school (improved learning outcomes and school operations);
   - Leadership and Governance - 30%
   - Curriculum and Learning – 30%
   - Accountability and Continuous Improvement – 25%
   - Management of Resources – 15%

4. Regular monitoring, evaluation, and reporting processes of resource management are **collaboratively developed and jointly implemented** by the learning managers, facilitators, and community stakeholders.

   - Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.
   - Stakeholders collaboratively participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.
   - Stakeholders are engaged, accountable and implementing a collaboratively developed system of monitoring, evaluation and reporting for resource management.

5. There is a **system that manages the network and linkages that strengthen and sustain partnerships** for improving resource management.

   - Stakeholders support a system of partnership for improving resource management.
   - An established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management.

   - Stakeholders are engaged, accountable and implementing a collaboratively developed system of monitoring, evaluation and reporting for resource management.
2. Each principle has several indicators. Based on the results of the D-O-D (Document Analysis, Observation, Discussion), summarize the evidences, and arrive at a consensus, what rating to give to each indicator;

3. Rate the items by checking the appropriate boxes. These are the points earned by the school for the specific indicator. The rating scale is:
   - 0 - No evidence
   - 1 - Evidence indicates early or preliminary stages of implementation
   - 2 - Evidence indicates planned practices and procedures are fully implemented
   - 3 - Evidence indicates practices and procedure satisfy quality standards

4. Assemble the Rubrics rated by the respondents; edit them for errors like double entries or incomplete responses;

5. Count the number of check marks in each indicator and record in the appropriate box in the summary table for the area / standard rated;

6. Multiply the number of check marks in each column by the points (1-3);

7. Get the average rating for each principle by dividing the total score by the number of indicators of the principle;

8. Record the average ratings for the principle in the Summary Table for the computation of the General Average;

9. Multiply the rating for each principle by its percentage weight to get the weighted average rating;

10. To get the total rating for the four principles, get the sum of all the weighted ratings. The value derived is the school rating based on DOD;
11. The level of practice will be computed based on the criteria below:

- 60% based on improvement of learning outcomes;
  - 10% increment: 25 points
  - 20% increment: 50 points
  - 50% increment: 100 points
- 40% according to the validated practices using DOD
  - 0.00 - 0.50: 25 points
  - 0.51 - 1.50: 50 points
  - 1.51 - 2.50: 75 points
  - 2.51 - 3.00: 100 points

12. The resulting score will be interpreted as:

- Level III: 150-200 points
- Level II: 149-100 points
- Level I: 99 and below

PART VI. DESCRIPTION OF SBM LEVEL OF PRACTICE

The resulting levels are described as follows:

**Level I: BEGINNING** - Establishing and developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes.

**Level II: DEVELOPING** - Introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes.

**Level III: ADVANCED (ACCREDITED)** - 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.