



Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OF AKLAN

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February 26, 2026

**DIVISION MEMORANDUM**

No. **115** s. 2026

**SUBMISSION OF SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT  
CHECKLIST RESULTS FOR SY 2025-2026**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Principal/Head Teacher In-charge of the District  
Senior/Education Program Specialists  
Heads of Public Elementary, Secondary Schools and Integrated Schools  
All Others Concerned

1. In accordance with DepEd Order No. 007, s. 2024, titled **Policy Guidelines on the Implementation of the Revised School-Based Management System**, this Office, through the School Management, Monitoring, and Evaluation (SMME) Section of the School Governance and Operations Division (SGOD), hereby requests all schools to complete the **Online SBM Self-Assessment Checklist for School Year 2025-2026** using the link and QR code below.



<https://tinyurl.com/SBMAKLAN2025>

The deadline for submission/completion is **on or before March 13, 2026**.



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2. As stipulated in the above-mentioned issuance, the SBM Self-Assessment shall be conducted during the fourth grading period of the current school year. School Heads are expected to ensure the active participation of both internal and external stakeholders to promote a transparent, inclusive, and comprehensive evaluation process.
3. Schools are required to maintain a secure and reliable copy of the accomplished SBM Self-Assessment Checklist, together with the online SDO-initiated SBM data-gathering tool, for documentation, validation, and future reference purposes.
4. Immediate dissemination of and compliance with this Memorandum are desired.

  
**FELICIANO C. BUENAFE JR. CESO VI**  
Schools Division Superintendent

Enclosure: As stated  
Reference: DepEd Order No. 007, s. 2024

To be indicated in the Perpetual Index  
under the following subjects:

<b>ASSESSMENT</b>	<b>POLICY</b>	<b>SCHOOL-BASED MANAGEMENT</b>
<b>SCHOOLS</b>		<b>SUPERVISION</b>

JRP/jcm



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

Division: \_\_\_\_\_ District: \_\_\_\_\_  
 School: \_\_\_\_\_ School ID: \_\_\_\_\_  
 School Head: \_\_\_\_\_ Position: \_\_\_\_\_  
 Type of School:  Elementary  Secondary  Integrated  
 Date Accomplished: \_\_\_\_\_ School Year: \_\_\_\_\_

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.

<b>Curriculum and Teaching</b>					
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 proficiency level 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 proficiency level in all 21 <sup>st</sup> -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 PWD-friendly facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

<b>Leadership</b>					
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"/>	

<b>Governance and Accountability</b>					
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 very <i>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 very <i>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"/>	

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

<b>Finance and Resource Management and Mobilization</b>					
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"/>	

\_\_\_\_\_  
Signature Over Printed Name of School Head

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Position