



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

February 25, 2026

DIVISION MEMORANDUM
SGOD-2026- 036

**CONDUCT OF SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT
FOR C.Y 2026**

To: **Assistant Schools Division Superintendent**
CID /SGOD Chiefs
Division Education Program Supervisors
Unit Heads
Elementary and Secondary School Heads
This Division

1. Cognizant to DepEd Order 007, s. of 2024 re: **Policy Guidelines on the Implementation of the Revised School-Based Management System** under paragraph V. D.1 on SBM Self – Assessment and for effective and timely provision of technical Assistance, this office through the SGOD – School Management Monitoring and Evaluation Section enjoins all schools to accomplish the **online SBM Self-Assessment Checklist for CY 2026** using the link <https://tinyurl.com/2026SBMSELFASSESSMENT> from January to March, 2026
2. In addition, School Heads are required to accomplish both the submission of the online response and the uploading of scanned copy of accomplished self-assessment checklist through this link provided <https://tinyurl.com/2026SBMSELFASSESSMENT-RESULT> on or before March 25, 2026. (See attached templates of SBM Self – Assessment Checklist)
3. Schools' self- assessment shall be based on the documents gathered by the schools. All SBM School Coordinators (School Head) shall ensure that all schools shall conduct the SBM Self – Assessment with stakeholders.
4. Immediate and wide dissemination of this Memorandum is desired.


GILDO G. MOSQUEDA, CEO VI
Schools Division Superintendent

MAP/MEMO/SGOD/Submission of SBM Self – Assessment Checklist Result for SY 2025 - 2026/February 25, 2026



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Enclosure to Division Memorandum SGOD-2026- 036

Annex A: School-Based Management (SMB) 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 SMB Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent to which the indicators are manifested 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 and analysis to inform its teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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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"/>	
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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"/>	



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18. The school has a special education- and PWD-friendly facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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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 (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"/>	



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26. The school collaborates with stakeholders and other schools in strengthening partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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 <i>very 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 reward 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 equitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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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"/>	
38. The school has 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 utilized MOOE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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