



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

April 14, 2026

**REGIONAL MEMORANDUM**

No. **471** s. 2026

**SUBMISSION OF THE SCHOOL-BASED MANAGEMENT (SBM)  
SELF-ASSESSMENT RESULT SY: 2025-2026 (EOSY)**

To: Schools Division Superintendents  
Division SBM Coordinators  
All Others Concerned

1. This Office, through the Field Technical Assistance Division (FTAD), enjoins all SDOs to facilitate the annual submission of SBM Self-Assessment Results for SY: 2025-2026 per school using the link: [bit.ly/SBMSelfAssessmentCY2026](https://bit.ly/SBMSelfAssessmentCY2026) on or before May 30, 2026.
2. SDOs shall submit a comprehensive analysis on the SBM Self-Assessment Results using the attached template.
3. Schools Division Superintendents shall ensure that all School Heads conduct the SBM Self-Assessment together with their Stakeholders.
4. For queries and further information, contact **Dr. Reynaldo E. Nayre**, Regional SBM Coordinator, at [reynaldo.nayre002@deped.gov.ph](mailto:reynaldo.nayre002@deped.gov.ph)
5. Immediate dissemination of and compliance with this Memorandum are desired.

  
**SALUSTIANO T. JIMENEZ JR., EdD, CESO III**  
Regional Director



Enclosures: As stated

References: DO 7, s. 2024

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

ANALYSIS      CONSOLIDATED      RESULTS      SBM-SELF ASSESSMENT

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**COMPREHENSIVE ANALYSIS OF SBM SELF-ASSESSMENT RESULTS**

SY: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

**I. OVERVIEW/INTRODUCTION:**

- Brief Description of SBM Implementation
- Purpose of the Self-Assessment
- Tools/Standard Used

**II. SUMMARY OF FINDINGS**

Dimension	Mean Score/Rating	Degree of Manifestation	Interpretation
Curriculum and Teaching (CT)	2.85	Frequently Manifested	Most of the time observed and achieved with minor gaps
Learning Environment (LE)	3.20	Always Manifested	Consistently observed and achieved at all times
Leadership (L)	3.10	Always Manifested	Consistently observed and achieved at all times
Governance & Accountability (GA)	2.40	Frequently Manifested	Most of the time observed and achieved with minor gaps
Human Resource and Team Development (HRTD)	2.60	Frequently Manifested	Most of the time observed and achieved with minor gaps
Finance and Resource Management and Mobilization	2.10	Frequently Manifested	Most of the time observed and achieved with minor gaps
Overall Score/Rating	2.71	Frequently Manifested	Most of the time observed, achieved and generally established with minor gaps

### III. RATING SCALE INTERPRETATION

Rating/ Score Range	Degree of Manifestation	Description
0.00-0.99	Not Yet Manifested (NYM)	An SBM indicator is neither observed nor achieved
1.00-1.99	Rarely Manifested (RM)	An SBM indicator is sometimes observed and achieved
2.00-2.99	Frequently Manifested (FM)	An SBM indicator is most of the time observed and achieved
3.00-4.00	Always Manifested (AM)	An SBM indicator is consistently observed and achieved at all times

### IV. ANALYSIS BY DIMENSION

#### 1. Curriculum and Teaching (with sample data only)

- Rating/Score: **2.85**
- Degree of Manifestation: **Frequently Manifested**
- Strengths:
  - Curriculum aligned with Deped CO Standard
  - Teachers used varied instructional strategies
  - Presence of ARAL programs
- Gaps/Areas for Improvement:
  - Limited integration of ICT in teaching
  - Inconsistent differentiation of instruction
- Possible Causes
  - Insufficient training in digital pedagogy
  - Limited access to ICT resources
- Implications:
  - Affects Learner engagement and 21<sup>st</sup>- century skill development

## **2. Learning Environment:**

- Rating/Score:
- Degree of Manifestation:
- Strengths:
- Gaps/Areas for Improvement:
- Possible Causes:
- Implications:

## **3. Leadership**

- Rating/Score:
- Degree of Manifestation:
- Strengths:
- Gaps/Areas for Improvement:
- Possible Causes:
- Implications:

## **4. Governance and Accountability**

- Rating/Score
- Degree of Manifestation
- Strengths:
- Gaps/Areas for Improvement:
- Possible Causes:
- Implications:

## **5. Human Resource and Team Development**

- Rating/Score
- Degree of Manifestation

- Strengths:
- Gaps/Areas for Improvement:
- Possible Causes:
- Implications:

## 6. Finance and Resource Management and Mobilization

- Rating/Score
- Degree of Manifestation
- Strengths:
- Gaps/Areas for Improvement:
- Possible Causes:
- Implications:

## V. CROSS-DIMENSIONAL ANALYSIS

- Identify patterns and relationships across dimensions:
  - Which dimensions are strongest? **The assessment reveals that leadership and governance and school climate are the strongest dimensions, contributing to a stable and supportive learning environment.**  
Why? **However, stakeholder engagement and resource management are relatively weaker, which affects: a. resource availability b. program sustainability and c. shared accountability**
  - Which are weakest? **There is also noticeable link between: Weak stakeholder engagement—limited resources** Why? **Gaps in curriculum delivery.**
- Are there systemic issues affecting multiple dimensions?
- Are improvements in one dimension influencing another?  
Example: weak stakeholder engagement may affect resource mobilization and governance.

## VI. KEY FINDINGS

- Top 3 strengths of the school/division: 1. Strong leadership and governance structures 2. Positive and inclusive school climate 3. Functional curriculum implementation
- Top 3 priority gaps: 1. Weak stakeholder engagement 2. Limited resource generation 3. Inconsistent use of data for decision-making
- Critical issues needing immediate attention: Need to strengthen collaboration and shared accountability among stakeholders.

## VII. RECOMMENDATIONS (Short-Long Term)

### A. Short Term (period of 1 year)

- Conduct training on data-driven decision-making
- Strengthen PTA and other stakeholders participation in planning
- Improve ICT integration through teacher training.

### B. Medium Term (1-3 Years)

- Establish partnerships with LGUs, NGOs, and private sectors
- Develop resource mobilization strategies
- Institutionalize feedback and monitoring systems
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### C. Long Term (3-5 Years)

- Build a sustainable stakeholder engagement framework
- Achieve full SBM implementation (Always Manifested the highest degree of manifestation)
- Enhance school innovation programs

→Ensure recommendations are:

- Specific
- Measurable
- Aligned with SBM dimensions

## VIII. SBM TA/Coaching Plan(based on the identified top 3 priority gaps)

Priority Gaps/Areas	Objectives	Strategy/Activities	Responsible person	Timeline	Resources needed	Success Indicator
1. Weak stakeholder engagement	Improve stakeholder engagement	Conduct quarterly stakeholder meetings	School Head	Quarterly	Meeting funds	Increased participation rate

2. Limited resource generation	Enhance ICT integration	Teacher ICT training	ICT Coordinator	6 months	Training materials	Increased ICT use in classes
3. 3. Inconsistent use of data for decision-making	Strengthen data use	Data analysis workshop	Master Teachers	3 months	Training modules	Improved planning based on data

**IX. CONCLUSION**

- Overall SBM Degree of manifestation
- Readiness for higher degree of manifestation
- Commitment to continuous improvement

The school demonstrates a “Frequently Manifested” degree of manifestation, indicating that systems are in place but require strengthening for full institutionalization. With focused improvements in stakeholder engagement, resource management, and data utilization, the school is well-positioned to achieve a higher SBM degree of manifestation.

**Note: all in red fonts are just sample entries.**

Prepared by:

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SBM Coordinator

Reviewed by:

\_\_\_\_\_  
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\_\_\_\_\_  
CID Chief

Recommending Approval:

\_\_\_\_\_  
ASDS

APPROVED:

\_\_\_\_\_  
Schools Division Superintendent