SBM Self-Assessment Rubric

Edition 1, November 2026. Levels for the 42 indicators of the SBM Self-Assessment Checklist, Annex A of DepEd Order No. 007, s. 2024 (Policy Guidelines on the Implementation of the Revised School-Based Management System). The indicators are DepEd's words; the levels are NASH Reviewer's rubric, built on DepEd's issuances. It is not DepEd's rubric: a school whose region or division has issued its own rubric follows that one. The tool and the explanation are at https://nash.com.ph/blog/sbm-self-assessment-checklist.

How the levels are set. Each line is marked as a rule, with the issuance that sets it, or as our choice, with the reason. Where no issuance sets the lines between levels, the rubric uses one convention: all is Always manifested, more than half but not all is Frequently, at least one but half or fewer is Rarely, and none is Not yet. DO 007, s. 2024 defines the degrees as "consistently observed and achieved at all times" (always), "most of the time" (frequently), "sometimes" (rarely) and "neither observed nor achieved" (not yet), and sets no total score or level. Not applicable is not one of DO 007's degrees: write it in the Remarks column.

Records, not documents. DO 007, s. 2024, Sec. E: means of verification are "no longer necessary." Each indicator lists records the school already keeps.

Use. Schools and researchers may print this rubric, copy it whole, put it in a thesis appendix and translate it, with credit (NASH Reviewer, the rubric's edition, and https://nash.com.ph/blog/sbm-self-assessment-checklist) and not for sale. Any other change to its text needs NASH Reviewer's permission. Cite: Llego, M. A. (2026). *SBM self-assessment checklist: A rubric for 42 indicators* (Edition 1, November 2026). NASH Reviewer. https://nash.com.ph/blog/sbm-self-assessment-checklist

Dimension 1. 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.

Indicator 1

Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills

The clusters in the school's latest Early Language, Literacy, and Numeracy Assessment (ELLNA) result whose mean percentage score (MPS) is 75 or higher, out of all the clusters reported.

Degree	The rubric's levels
Always manifested	• Every cluster in the school's latest ELLNA result has an MPS of 75 or higher: English literacy, Filipino literacy and numeracy, and Mother Tongue in results from before School Year 2025-2026. **Rule:** DO 55, s. 2016, Sec. 2, item 6.2; BEA Technical Notes, Sec. V • The 75 line is read on the school's MPS for each cluster. **Our choice:** DO 55 sets the line for a score; DepEd's school-level ELLNA data give each cluster's MPS. • DepEd reports national test results on five bands: Highly Proficient (90 to 100), Proficient (75 to 89), Nearly Proficient (50 to 74), Low Proficient (25 to 49) and Not Proficient (0 to 24); Remarks can give each cluster's band. **Rule:** BEA Technical Notes, Sec. V; DO 024, s. 2022, Table 11 (where the fourth band is 'Low Proficiency')
Frequently manifested	• More than half of the clusters, but not all, have an MPS of 75 or higher. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting clusters at an MPS of 75 or higher.
Rarely manifested	• At least one cluster, but half or fewer, has an MPS of 75 or higher. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting clusters at an MPS of 75 or higher.
Not yet manifested	• No cluster has an MPS of 75 or higher. **Our choice:** The rubric's convention: none = Not yet, counting clusters at an MPS of 75 or higher.
Not applicable	The school has no Grade 3 learners, or no ELLNA result for the latest administration has reached it; write "No ELLNA result received" and the latest test date in Remarks, and ask the Schools Division Office (DO 55, s. 2016, Sec. 14).

Records the school already keeps: The school's ELLNA result (Institutional Performance Profile), received through the Schools Division Office; ELLNA List of Learners (DO 006, s. 2025, Enclosure No. 2); DepEd's released school-level ELLNA data, for schools listed in it.

Applies to: Public elementary schools with Grade 3 learners (the School Year 2025-2026 ELLNA tested the same cohort in Grade 4, in November 2025).

Issuances: DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DM 087, s. 2025, Administration of the Early Language, Literacy, and Numeracy Assessment (ELLNA) for School Year 2025-2026 (https://www.deped.gov.ph/2025/09/29/september-29-2025-dm-087-s-2025-administration-of-the-early-language-literacy-and-numeracy-assessment-ellna-for-school-year-2025-2026/); Bureau of Education Assessment (BEA), Technical Notes on Learning Outcomes Data, as of March 31, 2025 (https://www.deped.gov.ph/machine-ready-files/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); RA 12027, Discontinuing the Use of the Mother Tongue as Medium of Instruction from Kindergarten to Grade 3 (https://lawphil.net/statutes/repacts/ra2024/ra_12027_2024.html); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 024, s. 2022, Adoption of the Basic Education Development Plan 2030 (https://www.deped.gov.ph/2022/05/30/may-30-2022-do-024-s-2022-adoption-of-the-basic-education-development-plan-2030/); DO 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program (https://www.deped.gov.ph/2016/06/30/do-55-s-2016-policy-guidelines-on-the-national-assessment-of-student-learning-for-the-k-to-12-basic-education-program/).

Indicator 2

Grade 6, 10, and 12 learners achieve the proficiency level in all 21st-century skills and core learning areas in the National Achievement Test (NAT)

The learning areas, in every grade the school had tested in the latest National Achievement Test (NAT) for that grade, whose mean percentage score (MPS) is 75 or higher, out of all the areas reported for those grades.

Degree	The rubric's levels
Always manifested	• Every learning area reported, and every 21st-century skill where a result reports skills, has an MPS of 75 or higher in each NAT grade the school had tested. **Rule:** DO 55, s. 2016, Sec. 3, item 6.2 • The 75 line is read on the school's MPS for each area, all the tested grades counted together. **Our choice:** DO 55 sets the line for a score; counting the grades together gives one level for the indicator's three grades. • DepEd reports national test results on five bands: Highly Proficient (90 to 100), Proficient (75 to 89), Nearly Proficient (50 to 74), Low Proficient (25 to 49) and Not Proficient (0 to 24); Remarks can give each area's band. **Rule:** BEA Technical Notes, Sec. V; DO 024, s. 2022, Table 11 (where the fourth band is 'Low Proficiency')
Frequently manifested	• More than half of the areas reported, but not all, have an MPS of 75 or higher. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting areas at an MPS of 75 or higher across the grades tested.
Rarely manifested	• At least one area, but half or fewer, has an MPS of 75 or higher. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting areas at an MPS of 75 or higher across the grades tested.
Not yet manifested	• No area has an MPS of 75 or higher. **Our choice:** The rubric's convention: none = Not yet, counting areas at an MPS of 75 or higher across the grades tested.
Not applicable	The school offers none of the three grades, none of its grades was in the latest NAT sample, or no school-level result has reached it. Schools are sampled for the Grade 10 and Grade 12 tests, so many schools rightly mark this not applicable (DO 55, s. 2016, Sec. 3, item 5.2; DM 014, s. 2026, para. 3).

Records the school already keeps: The school's NAT result (Institutional Performance Profile), received through the Schools Division Office; NAT List of Learners (DO 006, s. 2025, Enclosure No. 2).

Applies to: Schools with Grade 6, Grade 10 or Grade 12 learners whose grade was tested in the latest NAT for that grade.

Issuances: DM 014, s. 2026, Administration of the Computer-Based National Achievement Test for Grade 12 for School Year 2025-2026 (https://www.deped.gov.ph/2026/03/04/march-3-2026-dm-014-s-2026-administration-of-the-computer-based-national-achievement-test-for-grade-12-for-school-year-2025-2026/); DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); Bureau of Education Assessment (BEA), Technical Notes on Learning Outcomes Data, as of March 31, 2025 (https://www.deped.gov.ph/machine-ready-files/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DM 024, s. 2025, Administration of the National Achievement Test for Grade 6 for School Year 2024-2025 (https://www.deped.gov.ph/2025/03/12/march-12-2025-dm-024-s-2025-administration-of-the-national-achievement-test-for-grade-6-for-school-year-2024-2025/); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 024, s. 2022, Adoption of the Basic Education Development Plan 2030 (https://www.deped.gov.ph/2022/05/30/may-30-2022-do-024-s-2022-adoption-of-the-basic-education-development-plan-2030/); DO 55, s. 2016, Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program (https://www.deped.gov.ph/2016/06/30/do-55-s-2016-policy-guidelines-on-the-national-assessment-of-student-learning-for-the-k-to-12-basic-education-program/).

Indicator 3

School-based ALS learners attain certification as elementary and junior high school completers

Learners of the school's Alternative Learning System (ALS) School-Based Learning Center (SBLC) who passed the latest Accreditation and Equivalency (A&E) Test, out of those who sat it, Elementary and Junior High School levels together.

Degree	The rubric's levels
Always manifested	• Every A&E Elementary and A&E Junior High School learner of the school's SBLC who sat the latest A&E Test passed. **Our choice:** The rubric's convention: all = Always, counting passers among the school's learners who sat the test. • Passing means the learner passed the Presentation Portfolio Assessment (PPA), which admits a learner to the test, and scored at least 60% of the overall test score. **Rule:** DO 001, s. 2026, para. 68.b; DM 066, s. 2026, paras. 5.d and 20; DM 100, s. 2025, paras. 14, 16 and 21 • Learners eligible for the cycle but not registered for it are named in Remarks, with the reason. **Our choice:** The rate counts only learners who sat the test, so those kept from it must still show.
Frequently manifested	• More than half of those who sat the latest A&E Test, but not all, passed. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting passers among the school's learners who sat the test.
Rarely manifested	• At least one passed, but half or fewer of those who sat the test. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting passers among the school's learners who sat the test.
Not yet manifested	• None of the school's learners who sat the latest A&E Test passed. **Our choice:** The rubric's convention: none = Not yet, counting passers among the school's learners who sat the test.
Not applicable	The school has no School-Based Learning Center or no A&E learners; its ALS learners are in the Basic Literacy Program only, which ends in a certificate of program completion, not the A&E Test (DO 001, s. 2026, paras. 52 and 68.a); or no result has been announced for a test its learners sat.

Records the school already keeps: ALS Form 1 (mapped learners), ALS Form 3 (enrolled learners and end-of-program assessment), ALS Form 4 (A&E registrants) and ALS Form 5 (learner's permanent record) (DO 006, s. 2025, Enclosure No. 2); Learner Information System (LIS) records; PPA results; Certificates of Rating and DepEd's memorandum announcing the passers.

Applies to: Schools with a School-Based Learning Center whose A&E Elementary or A&E Junior High School learners sat the latest A&E Test.

Issuances: DM 066, s. 2026, 2026 Accreditation and Equivalency Test Registration and Administration Guidelines (https://www.deped.gov.ph/2026/11/24/november-23-2026-dm-066-s-2026-2026-accreditation-and-equivalency-test-registration-and-administration-guidelines/); DO 001, s. 2026, Implementing Guidelines of the Enhanced Alternative Learning System (https://www.deped.gov.ph/2026/01/19/january-19-2026-do-001-s-2026-implementing-guidelines-of-the-enhanced-alternative-learning-system/); DM 100, s. 2025, 2025 Accreditation and Equivalency (A&E) Test Registration and Administration Guidelines (https://www.deped.gov.ph/2025/10/30/october-30-2025-dm-100-s-2025-2025-accreditation-and-equivalency-ae-test-registration-and-administration-guidelines/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); RA 11510, Alternative Learning System Act (https://lawphil.net/statutes/repacts/ra2020/ra_11510_2020.html).

Indicator 4

Teachers prepare contextualized learning materials responsive to the needs of learners

Teachers whose lesson plans this term show learning materials adapted to their learners' setting and needs, out of all teachers.

Degree	The rubric's levels
Always manifested	• Every teacher's lesson plans this term show contextualized materials. **Our choice:** The rubric's convention: all = Always, counting teachers whose plans this term show contextualized materials. • Contextualization is "relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners"; a lesson plan shows it in learning resources relevant to its objectives and in real-life, cultural or community-based contexts. **Rule:** DO 32, s. 2015, Definition of Terms; DO 016, s. 2026, paras. 7.b.i and 7.b.iv; DO 010, s. 2024, para. 13.d • Materials used in the Academic Recovery and Accessible Learning (ARAL) Program pass the school head's quality assurance; materials the school submits to the Schools Division Office pass its Learning Resources Management Section's. **Rule:** DO 018, s. 2025, item 69; DepEd Citizen's Charter 2026, pp. 450-451 • Schools may not require lesson plan components or documentation beyond DO 016's framework, so the count reads the plans teachers already have. **Rule:** DO 016, s. 2026, paras. 10 and 21; DO 007, s. 2024, Sec. E
Frequently manifested	• More than half of the teachers, but not all, have plans this term showing contextualized materials. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting teachers whose plans this term show contextualized materials.
Rarely manifested	• At least one teacher, but half or fewer, has plans this term showing contextualized materials. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting teachers whose plans this term show contextualized materials.
Not yet manifested	• No teacher's plans this term show contextualized materials; lessons use materials as issued. **Our choice:** The rubric's convention: none = Not yet, counting teachers whose plans this term show contextualized materials.
Not applicable	Not applicable to any school.

Records the school already keeps: Lesson plans in any format, at their learning resources and their integration and contextualization parts (DO 016, s. 2026, Annex B); Learning Action Cell (LAC) Plan and Accomplishment Report (DO 006, s. 2025, Enclosure No. 2); Learning Resource Management Section (LRMS) Needs (DO 006, s. 2025, Enclosure No. 3); Individualized Education Plans of learners with disabilities; Certificates of Recognition from the Schools Division Office for materials that passed its quality assurance.

Applies to: All schools.

Issuances: DepEd Citizen's Charter 2026, 2nd Edition (https://www.deped.gov.ph/wp-content/uploads/DepEd-Citizens-Charter-2026-2nd-Edition.pdf); DO 016, s. 2026, Guidelines on Lesson Planning and Learning Design (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-016-s-2026-guidelines-on-lesson-planning-and-learning-design/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DO 010, s. 2024, Policy Guidelines on the Implementation of the MATATAG Curriculum (https://www.deped.gov.ph/2024/07/23/july-23-2024-do-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/); DO 32, s. 2015, Adopting the Indigenous Peoples Education Curriculum Framework (https://www.deped.gov.ph/2015/07/29/do-32-s-2015-adopting-the-indigenous-peoples-education-curriculum-framework/); RA 10533, Enhanced Basic Education Act of 2013 (https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html).

Indicator 5

Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics

In each area (reading, mathematics, science), the learners identified for remediation who received it within the term, out of those identified; the area with the lowest share decides.

Degree	The rubric's levels
Always manifested	• In every area, every identified learner received remediation within the term. **Our choice:** The rubric's convention: all = Always, counting identified learners who received remediation, in the area with the lowest share. • Identified means below the minimum proficiency level on the beginning-of-year screening (Comprehensive Rapid Literacy Assessment or CRLA, Philippine Informal Reading Inventory or Phil-IRI, Rapid Mathematics Assessment or RMA), or consistently below expectations in written work, performance tasks and summative tests. **Rule:** DO 018, s. 2025, items 24 and 39; DO 015, s. 2026, para. 68 • Remediation comes within the term, beginning as early as Week 5, in class, through the Academic Recovery and Accessible Learning (ARAL) Program or another school-based strategy. **Rule:** DO 015, s. 2026, para. 68 • A summer class alone does not count as remediation received. **Our choice:** DO 015 asks for remediation within the term to prevent end-of-year failure; a summer class comes after it.
Frequently manifested	• In the area with the lowest share, more than half of the identified learners, but not all, received remediation. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting identified learners who received remediation, in the area with the lowest share.
Rarely manifested	• In the area with the lowest share, at least one identified learner, but half or fewer, received remediation. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting identified learners who received remediation, in the area with the lowest share.
Not yet manifested	• In at least one area, no identified learner received remediation. **Our choice:** The rubric's convention: none = Not yet, counting identified learners who received remediation, in the area with the lowest share. • Or the school gave no assessment that identifies learners for remediation. **Our choice:** Identification comes first (DO 018, s. 2025, items 35 to 39); without it no learner can be served.
Not applicable	Not applicable to any school.

Records the school already keeps: CRLA results, Phil-IRI profiles and the Rapid Numeracy Assessment Result (DO 006, s. 2025, Enclosure No. 2); Report on Remedial and Intervention Program (DO 006, s. 2025, Enclosure No. 1); Class records; ARAL dashboard entries.

Applies to: Schools with Grades 1 to 10 for reading and mathematics, and with Grades 3 to 10 for science (RA 12028, Sec. 5); senior high schools through DO 015, s. 2026's remediation within the term. A school without Grade 3 or higher leaves science out of the count.

Issuances: DM 060, s. 2026, Guidelines on the Implementation of the Academic Recovery and Accessible Learning Program in Mathematics (https://www.deped.gov.ph/2026/09/29/september-28-2026-dm-060-s-2026-guidelines-on-the-implementation-of-the-academic-recovery-and-accessible-learning-program-in-mathematics/); DO 015, s. 2026, Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-015-s-2026-revised-guidelines-on-classroom-assessment-grading-system-and-awards-and-recognition-for-the-k-to-12-basic-education-program/); DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); RA 12028, Academic Recovery and Accessible Learning (ARAL) Program Act (https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html).

Indicator 6

Teachers integrate topics promoting peace and DepEd core values

Learning areas, other than Good Manners and Right Conduct (GMRC) and Values Education, whose lesson plans this term integrate topics promoting peace and the DepEd core values, out of those the school offers.

Degree	The rubric's levels
Always manifested	• In every learning area offered, other than GMRC and Values Education, this term's lesson plans integrate topics promoting peace and the DepEd core values; in senior high, every subject counts. **Our choice:** The rubric's convention: all = Always, counting learning areas other than the two values subjects, whose own competencies already teach the core values. Senior high has no values subject to leave out: RA 11476 integrates Values Education in the teaching of the Grade 11 and 12 subjects, so each of them counts. • Peace education runs through all learning areas: peace concepts and values in lessons, cooperative or dialogue-based teaching methods, and learning resources on peace. **Rule:** DO 032, s. 2019, Building Block D.1.a • In September, National Peace Consciousness Month is observed through lesson integration in class. **Rule:** DO 009, s. 2026, para. 20.i and Annex D • GMRC (Grades 1 to 6) and Values Education (Grades 7 to 10) are subjects of their own; in Grades 11 and 12, Values Education is integrated in the teaching of the subjects. **Rule:** RA 11476, Sec. 4
Frequently manifested	• More than half of those learning areas, but not all. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting learning areas other than GMRC and Values Education that integrate peace and the core values.
Rarely manifested	• At least one of those learning areas, but half or fewer: for example, only Araling Panlipunan. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting learning areas other than GMRC and Values Education that integrate peace and the core values.
Not yet manifested	• No learning area beyond GMRC and Values Education integrates them. **Our choice:** The rubric's convention: none = Not yet, counting learning areas other than GMRC and Values Education that integrate peace and the core values.
Not applicable	Not applicable to any school.

Records the school already keeps: Lesson plans, at their integration and contextualization part (DO 016, s. 2026, Annex B); Learning Action Cell (LAC) Plan and Accomplishment Report (DO 006, s. 2025, Enclosure No. 2); Class programs.

Applies to: All schools.

Issuances: DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DO 010, s. 2024, Policy Guidelines on the Implementation of the MATATAG Curriculum (https://www.deped.gov.ph/2024/07/23/july-23-2024-do-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/); RA 11476, GMRC and Values Education Act (https://lawphil.net/statutes/repacts/ra2020/ra_11476_2020.html); DO 032, s. 2019, National Policy Framework on Learners and Schools as Zones of Peace (https://www.deped.gov.ph/2019/11/11/november-11-2019-do-032-s-2019-national-policy-framework-on-learners-and-schools-as-zones-of-peace/); DO 36, s. 2013, Our Department of Education Vision, Mission and Core Values (DepEd VMV) (https://www.deped.gov.ph/2013/09/04/do-36-s-2013-our-department-of-education-vision-mission-and-core-values-deped-vmv/); EO 570, s. 2006, Institutionalizing Peace Education in Basic Education and Teacher Education (https://lawphil.net/executive/execord/eo2006/eo_570_2006.html).

Indicator 7

The school conducts test item analysis to inform its teaching and learning process

Term examinations given this school year whose results were analyzed item by item and acted on, out of all the term examinations given (one per learning area, grade and term).

Degree	The rubric's levels
Always manifested	• Every term examination given this school year was analyzed item by item and acted on. **Our choice:** The rubric's convention: all = Always, counting term examinations analyzed and acted on, of those given. • In Grades 4 to 12, each term ends with a term examination in each learning area, given in the term's final instructional days and guided by the teacher's Table of Specifications. **Rule:** DO 015, s. 2026, paras. 26 and 27; Table 3 (para. 24) recommends two summative tests and one term examination per learning area per term • Acted on means the least-mastered competencies found were retaught or remediated and carried into the next term examination, and faulty items were revised. **Our choice:** DO 015, s. 2026 has results guide instructional planning and the term examination re-test least-mastered competencies (para. 26; Annex A, para. 12), but names no method. • Schools discuss assessment results and interventions in collaborative expertise sessions or monthly LAC sessions. **Rule:** DO 018, s. 2025, item 48 (ARAL guidelines); DO 015, s. 2026, Sec. X.D(b) (the school head organizes LAC sessions)
Frequently manifested	• More than half of the term examinations given, but not all, were analyzed and acted on. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting term examinations analyzed and acted on, of those given.
Rarely manifested	• At least one term examination, but half or fewer, was analyzed and acted on. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting term examinations analyzed and acted on, of those given.
Not yet manifested	• No term examination was analyzed item by item and acted on. **Our choice:** The rubric's convention: none = Not yet, counting term examinations analyzed and acted on, of those given.
Not applicable	The school has Kindergarten only (DO 015, s. 2026, para. 28: no term examination in Kindergarten).

Records the school already keeps: Test Result and Analysis, Class Record and Learning Outcome Assessment (DO 006, s. 2025, Enclosure No. 1); Tables of Specifications; LAC Plan and Accomplishment Report (DO 006, s. 2025, Enclosure No. 2); Assessment tools and raw scores teachers keep for at least one school year (DO 015, s. 2026, para. 61).

Applies to: Schools that give term examinations: Grades 4 to 12, and Grades 1 to 3 where a term examination is given.

Issuances: DO 015, s. 2026, Revised Guidelines on Classroom Assessment, Grading System, and Awards and Recognition for the K to 12 Basic Education Program (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-015-s-2026-revised-guidelines-on-classroom-assessment-grading-system-and-awards-and-recognition-for-the-k-to-12-basic-education-program/); DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DM 160, s. 2012, Maximizing Utilization of the National Achievement Test (NAT) Results to Raise the Achievement Levels in Low Performing Schools (https://www.deped.gov.ph/2012/09/10/september-10-2012-dm-160-s-2012-maximizing-utilization-of-the-national-achievement-test-nat-results-to-raise-the-achievement-levels-in-low-performing-schools/).

Indicator 8

The school engages local industries to strengthen its TLE-TVL course offerings

The industry partnership functions in the checklist that are in place this school year, out of those that apply to the school's Technology and Livelihood Education (TLE) and senior high Technical-Professional (Tech-Pro, formerly Technical-Vocational-Livelihood or TVL) offerings, with every learner due for work immersion placed with a partner.

Degree	The rubric's levels
Always manifested	• Every function in the checklist that applies to the school is in place. **Our choice:** The rubric's convention: all = Always, counting the functions in the checklist that apply. • Every Tech-Pro learner due for work immersion is placed with a partner under a Memorandum of Agreement (MOA) and a training plan. **Rule:** DO 017, s. 2026, para. 16 ('mandatory for all Tech-Pro learners'); DO 023, s. 2026, paras. 3 and 18 • Grade 12 TVL learners in schools outside the pilot are counted the same way. **Our choice:** No issuance governs their work immersion in School Year 2026-2027, since DO 023, s. 2026 repealed DO 30, s. 2017; the rubric applies the Tech-Pro test.
Frequently manifested	• More than half of the functions that apply, but not all, are in place. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the functions in the checklist that apply. • Or every function is in place, but some learners due for work immersion were not placed with a partner under a MOA. **Our choice:** Work immersion is mandatory for Tech-Pro learners, so a learner left without a placement stops the level at Frequently.
Rarely manifested	• At least one function, but half or fewer of those that apply, is in place. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the functions in the checklist that apply.
Not yet manifested	• No function is in place: the school has engaged no industry partner. **Our choice:** The rubric's convention: none = Not yet, counting the functions in the checklist that apply.
Not applicable	The school offers neither: an elementary school, or a senior high school with no Tech-Pro or TVL electives and no junior high. Annex A names TLE-TVL offerings, and DO 010, s. 2024 offers TLE in junior high school; the rubric leaves the elementary grades out.

Records the school already keeps: Memoranda of Agreement and the partner database; Training plans, Learner's Performance Evaluations and certificates of completion (DO 023, s. 2026, Annex K); The Consolidated Work Immersion Report; SHS Tracer Report or Curriculum Exit Tracking System (DO 006, s. 2025, Enclosure No. 2); Learner Information System records of elective enrollment; Deeds of donation under the Adopt-a-School Program.

Applies to: Schools with junior high TLE (Grades 7 to 10) or senior high Tech-Pro or TVL electives. A school without senior high counts the four functions that have no condition.

Issuances: DO 023, s. 2026, Guidelines on the Strengthened Senior High School Work Immersion, Field Exposure (Off-Campus), and Arts Apprenticeship (https://www.deped.gov.ph/2026/11/11/november-10-2026-do-023-s-2026-guidelines-on-the-strengthened-senior-high-school-work-immersion-field-exposure-off-campus-and-arts-apprenticeship/); DO 017, s. 2026, Strengthened Senior High School Curriculum (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-017-s-2026-strengthened-senior-high-school-curriculum/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); DO 010, s. 2024, Policy Guidelines on the Implementation of the MATATAG Curriculum (https://www.deped.gov.ph/2024/07/23/july-23-2024-do-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/); DO 40, s. 2015, Guidelines on K to 12 Partnerships (https://www.deped.gov.ph/2015/08/28/do-40-s-2015-guidelines-on-k-to-12-partnerships/).

Dimension 2. 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.

Indicator 9

The school has zero bullying incidence

Recorded bullying cases, as the Revised Implementing Rules and Regulations (IRR) of the Anti-Bullying Act define bullying, in each term of the school year, read only once the six parts of the reporting system below are in place.

Degree	The rubric's levels
Always manifested	• All six parts of the reporting system are in place. **Our choice:** Each part is required by an issuance, and IRR of RA 10627, Sec. 24.1 says a zero report is not by itself a sign of good performance. • No recorded bullying incident in any term of the school year. **Rule:** DO 007, s. 2024, Annex A (zero bullying incidence) • Precursors to bullying are logged and reported but do not break the zero. **Our choice:** The IRR defines precursors apart from bullying (Sec. 4(k)); counting them would punish early reporting.
Frequently manifested	• All six parts are in place, and more than half of the terms (two of three) had no recorded incident. **Our choice:** The rubric's convention: terms of the school year without a recorded incident. • Or all six parts are in place and every recorded incident was handled within the periods: referred to the disciplining authority within 48 hours, fact-finding done within 10 calendar days, and decided and reported to the Schools Division Superintendent and Regional Director within 30 calendar days, with interventions given. **Rule:** DO 006, s. 2026, VII.A.2(a)-(c); IRR of RA 10627, Sec. 13; its place at Frequently is the rubric's • A school that records and resolves every case stands here, not below a school that records nothing. **Our choice:** Recording and resolving cases is what the rules ask; IRR of RA 10627, Sec. 24.1 refuses to read silence as success.
Rarely manifested	• At least one but not all six parts of the reporting system are in place, whatever the count. **Our choice:** A count from a partial system cannot be trusted (IRR of RA 10627, Sec. 24.1), so any gap keeps the level at Rarely. • Or all six parts are in place, but half of the terms or fewer had no recorded incident, and not every incident was handled within the periods. **Our choice:** The rubric's convention: half or fewer of the terms without an incident, with cases left past their deadlines.
Not yet manifested	• None of the six parts of the reporting system is in place, whatever the count. **Our choice:** The rubric's convention: none of the six required parts in place. • A zero report is not by itself a sign of good performance. **Rule:** IRR of RA 10627, Sec. 24.1 (zero reporting is not automatically positive performance)
Not applicable	Not applicable to any school.

Records the school already keeps: Incident Report and Intake Sheets; Initial Risk Assessment Forms (DO 006, s. 2026, Annex H); The school's incident database and its public record of bullying statistics; The yearly bullying report filed with the SDO; The LFO's case records; The posted anti-bullying policy and the Learner Handbook.

Applies to: Every school: all public schools and community learning centers have learners the Anti-Bullying Act covers.

Issuances: DM 055, s. 2026, Clarificatory Guidelines on the Designation of Learner Formation Officers in Schools (https://www.deped.gov.ph/2026/09/17/september-17-2026-dm-055-s-2026-clarificatory-guidelines-on-the-designation-of-learner-formation-officers-in-schools-pursuant-to-the-revised-implementing-rules-and-regulations-of-republic/); DO 006, s. 2026, Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE) (https://www.deped.gov.ph/2026/03/24/march-24-2026-do-006-s-2026-guidelines-on-ensuring-a-safe-and-motivating-learning-environment-esmle/); DM 090, s. 2025, Dissemination of the Revised Implementing Rules and Regulations of Republic Act No. 10627 (Anti-Bullying Act of 2013) (https://www.deped.gov.ph/2025/10/10/october-9-2025-dm-090-s-2025-dissemination-of-the-revised-implementing-rules-and-regulations-of-republic-act-no-10627-otherwise-known-as-the-anti-bullying-act-of-2013/); RA 10627, Anti-Bullying Act of 2013 (https://lawphil.net/statutes/repacts/ra2013/ra_10627_2013.html); DO 40, s. 2012, DepEd Child Protection Policy (https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf).

Indicator 10

The school has zero child abuse incidence

Recorded child abuse cases (RA 7610, Sec. 3(b)) by school personnel or any other adult, visitors and service providers included, against learners in school, online or during school activities, in each term of the school year, read only once the six parts of the reporting system below are in place.

Degree	The rubric's levels
Always manifested	• All six parts of the reporting system are in place. **Our choice:** Each part is required by an issuance; the reading of IRR of RA 10627, Sec. 24.1 for bullying applies to abuse as well. • No recorded child abuse case in any term of the school year. **Rule:** DO 007, s. 2024, Annex A (zero child abuse incidence) • Abuse the school finds at a learner's home is recorded and referred but does not break the zero. **Our choice:** Counting it would punish detection, against the duty to report under the DOJ's 1993 reporting rules, Sec. 5.
Frequently manifested	• All six parts are in place, and more than half of the terms (two of three) had no recorded case. **Our choice:** The rubric's convention: terms of the school year without a recorded case. • Or all six parts are in place and every recorded case was handled within the periods: forwarded within 48 hours, a fact-finding order within 72 hours, fact-finding done within 10 calendar days and the results sent to the Schools Division Superintendent and Regional Director within 30 calendar days. **Rule:** DO 40, s. 2012, Sec. 16.A; DO 006, s. 2026, VII.A.2(a)-(c); its place at Frequently is the rubric's • A school that records and resolves every case stands here, not below a school that records nothing. **Our choice:** Reporting and acting on every case is what the rules ask; a silent count proves nothing.
Rarely manifested	• At least one but not all six parts of the reporting system are in place, whatever the count. **Our choice:** A count from a partial system cannot be trusted, so any gap keeps the level at Rarely. • Or all six parts are in place, but half of the terms or fewer had no recorded case, and not every case was handled within the periods. **Our choice:** The rubric's convention: half or fewer of the terms without a case, with cases left past their deadlines.
Not yet manifested	• None of the six parts of the reporting system is in place, whatever the count, including a zero with no record behind it. **Our choice:** The rubric's convention: none of the six required parts in place.
Not applicable	Not applicable to any school.

Records the school already keeps: Enhanced Intake Sheets and Initial Risk Assessment Forms, kept confidential by the guidance counselor or the designated CPC member; Incident reports and endorsements to the Schools Division Office; Referral records; The school's child protection database; The CPC's minutes and the attendance of the personnel orientation.

Applies to: Every school.

Issuances: DO 006, s. 2026, Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE) (https://www.deped.gov.ph/2026/03/24/march-24-2026-do-006-s-2026-guidelines-on-ensuring-a-safe-and-motivating-learning-environment-esmle/); DM-OUOPS-2024-05-07998, Supplemental Guidelines for the Implementation of DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy, via Region X RM No. 044, s. 2025, in SDO Tangub City DM No. 64, s. 2025 (https://tangub.deped.gov.ph/wp-content/uploads/2025/03/divmemo064_2025.pdf); DO 40, s. 2012, DepEd Child Protection Policy (https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf); RA 7610, Special Protection of Children Against Abuse, Exploitation and Discrimination Act (https://lawphil.net/statutes/repacts/ra1992/ra_7610_1992.html).

Indicator 11

The school has reduced its dropout incidence

This school year's simple dropout rate (dropouts at the end of the school year over enrollment at its beginning), for the school and for each grade level, against last school year's, from the Learner Information System (LIS).

Degree	The rubric's levels
Always manifested	• No learner dropped out this school year. **Our choice:** A school with no dropout has nothing left to reduce. • Or the school's rate fell from last school year, and the rate fell or stayed at zero in every grade level. **Our choice:** The rubric's convention: all grade levels with a rate that fell or stayed at zero.
Frequently manifested	• The school's rate fell, and the rate fell or stayed at zero in more than half of the grade levels. **Our choice:** The rubric's convention: more than half of the grade levels with a rate that fell or stayed at zero.
Rarely manifested	• At least one grade level's rate fell or stayed at zero, but the school's rate did not fall, or half of the grade levels or fewer improved. **Our choice:** The rubric's convention: at least one grade level improved, half or fewer, or no fall for the school.
Not yet manifested	• The rate rose or stayed the same, above zero, in every grade level. **Our choice:** The rubric's convention: no grade level with a rate that fell or stayed at zero.
Not applicable	In the school's first year of operation, when there is no earlier rate to compare.

Records the school already keeps: End-of-school-year data in the LIS; School Form 2 (daily attendance) and School Form 4 (monthly learner movement and attendance); School Form 1 (school register); The Report on Learners at Risk of Dropping Out; Home visit records; Flexible Learning Program and Academic Recovery and Accessible Learning (ARAL) Program rosters.

Applies to: Schools with learners enrolled in two consecutive school years.

Issuances: DM 050, s. 2026, Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of the Program Support Fund for Flexible Learning Programs under the FLO-ADM Fund Source (https://www.deped.gov.ph/2026/08/25/august-25-2026-dm-050-s-2026-implementing-guidelines-on-the-release-utilization-monitoring-and-reporting-of-the-program-support-fund-for-flexible-learning-program-under-the-flo-adm-fun/); OUSM Memorandum STR-250331-0910-PS, Guidance and Clarifications on the School Form 10 for End of School Year 2024-2025 and Reiteration of Senior High School Status Tagging, enclosed in SDO Muntinlupa City DM No. 173, s. 2025 (https://deped-muntinlupa.com/wp-content/uploads/2025/04/NUM-2025-173.pdf); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); OSEC Memorandum of October 12, 2022, Guide in Computing Key Performance Indicators, enclosed in SDO Misamis Oriental DM No. 623, s. 2022 (https://www.depedmisor.com/uploads/1/3/2/5/13258713/dm623s.2022_guide_in_computing_key_performance_indicators.pdf); DO 74, s. 2010, Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in the Public Secondary Schools (https://www.deped.gov.ph/2010/06/04/do-74-s-2010-guidelines-on-mainstreaming-the-dropout-reduction-program-dorp-in-the-public-secondary-schools/).

Indicator 12

The school conducts culture-sensitive activities

How many of the practices below that apply to the school, each set by an issuance on culture, indigenous peoples or Muslim learners, it kept this school year.

Degree	The rubric's levels
Always manifested	• Every practice that applies to the school is kept. **Our choice:** The rubric's convention: all applicable practices. No issuance lists culture-sensitive activities, so the list is ours, each item from an issuance.
Frequently manifested	• More than half but not all of the practices that apply. **Our choice:** The rubric's convention: more than half of the applicable practices.
Rarely manifested	• At least one of the practices that apply, half or fewer. **Our choice:** The rubric's convention: at least one applicable practice, half or fewer.
Not yet manifested	• None of the practices that apply. **Our choice:** The rubric's convention: no applicable practice kept.
Not applicable	Not applicable to any school.

Records the school already keeps: Lesson plans and daily lesson logs; The school calendar; IPEd and ALIVE class programs; Records of consultation with the indigenous community and its elders; Learning Action Cell and in-service training records.

Applies to: Every school. The IPEd item applies where the school serves indigenous learners or offers IPEd; the item on Muslim learners where any are enrolled.

Issuances: DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 006, s. 2026, Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE) (https://www.deped.gov.ph/2026/03/24/march-24-2026-do-006-s-2026-guidelines-on-ensuring-a-safe-and-motivating-learning-environment-esmle/); DM 094, s. 2025, Observance of the National Indigenous Peoples Month 2025 (https://www.deped.gov.ph/2025/10/13/october-10-2025-dm-094-s-2025-observance-of-the-national-indigenous-peoples-month-2025/); DO 41, s. 2017, Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program (https://www.deped.gov.ph/2017/08/11/do-41-s-2017-policy-guidelines-on-madrasah-education-in-the-k-to-12-basic-education-program/); DO 32, s. 2015, Adopting the Indigenous Peoples Education Curriculum Framework (https://www.deped.gov.ph/2015/07/29/do-32-s-2015-adopting-the-indigenous-peoples-education-curriculum-framework/); DO 51, s. 2014, Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture (https://www.deped.gov.ph/2014/12/19/do-51-s-2014-guidelines-on-the-conduct-of-activities-and-use-of-materials-involving-aspects-of-indigenous-peoples-culture/); DO 32, s. 2013, Reiterating DECS Order No. 53, s. 2001 (Strengthening the Protection of Religious Rights of Students) (https://www.deped.gov.ph/2013/07/16/do-32-s-2013-reiterating-decs-order-no-53-s-2001-strengthening-the-protection-of-religious-rights-of-students/); RA 10533, Enhanced Basic Education Act of 2013, Sec. 5(c) (https://lawphil.net/statutes/repacts/ra2013/ra_10533_2013.html).

Indicator 13

The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners

How many of five access practices, each set by an issuance, the school kept this school year for out-of-school children, youth and adults (OSCYA), learners at risk of dropping out and learners with disabilities.

Degree	The rubric's levels
Always manifested	• All five practices are kept. **Our choice:** The rubric's convention: all five practices. No issuance defines "disadvantaged", so the list reads it through the groups the orders name.
Frequently manifested	• Three or four of the five practices. **Our choice:** The rubric's convention: more than half of the five practices.
Rarely manifested	• One or two of the five practices. **Our choice:** The rubric's convention: at least one of the five practices, half or fewer.
Not yet manifested	• None of the five practices. **Our choice:** The rubric's convention: no practice kept.
Not applicable	Not applicable to any school.

Records the school already keeps: Early registration lists and Basic Education Enrollment Forms; Learner tags in the Learner Information System; The Report on Learners at Risk of Dropping Out; ALS Form 1; Flexible Learning Program and ARAL rosters; Referral notes.

Applies to: Every school.

Issuances: DM 050, s. 2026, Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of the Program Support Fund for Flexible Learning Programs under the FLO-ADM Fund Source (https://www.deped.gov.ph/2026/08/25/august-25-2026-dm-050-s-2026-implementing-guidelines-on-the-release-utilization-monitoring-and-reporting-of-the-program-support-fund-for-flexible-learning-program-under-the-flo-adm-fun/); DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 001, s. 2026, Implementing Guidelines of the Enhanced Alternative Learning System (https://www.deped.gov.ph/2026/01/19/january-19-2026-do-001-s-2026-implementing-guidelines-of-the-enhanced-alternative-learning-system/); DO 017, s. 2025, Revised Basic Education Enrollment Policy (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-017-s-2025-revised-basic-education-enrollment-policy/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DM 043, s. 2025, Dissemination of the IRR of RA No. 11650 (Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education) (https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-043-s-2025-dissemination-of-the-irr-of-ra-no-11650-otherwise-known-as-instituting-a-policy-of-inclusion-and-services-for-learners-with-disabilities-in-support-of-inclusive/); RA 11510, Alternative Learning System Act (https://lawphil.net/statutes/repacts/ra2020/ra_11510_2020.html).

Indicator 14

The school has a functional school-based ALS program

How many of the eight functions DO 001, s. 2026 gives a school that hosts an Alternative Learning System (ALS) learning center the school carried out this school year.

Degree	The rubric's levels
Always manifested	• All eight functions are carried out. **Our choice:** The rubric's convention: all eight functions DO 001, s. 2026, para. 73 gives the school. • The class program is approved by the school head, every ALS learner is enrolled on the ALS Enrollment Form and in the Learner Information System (LIS) at the beginning of the school year, and no fee is collected. **Rule:** DO 001, s. 2026, paras. 13, 16 and 17; RA 11510, Sec. 20
Frequently manifested	• Five to seven of the eight functions. **Our choice:** The rubric's convention: more than half of the eight functions. • Or all eight, but the class program is not approved, a learner is missing from the LIS, or a fee is collected. **Our choice:** A broken rule on the class program, enrollment or fees keeps the school from Always.
Rarely manifested	• One to four of the eight functions. **Our choice:** The rubric's convention: at least one of the eight functions, half or fewer.
Not yet manifested	• None of the eight functions, though the school hosts ALS. **Our choice:** The rubric's convention: no function carried out.
Not applicable	When the school hosts no SBLC and no ALS learners are enrolled through it.

Records the school already keeps: ALS Forms 1, 3, 4 and 5; ALS Enrollment Forms and the LIS; The approved class program; Individual Learning Agreements, Records of Learner's Progress and portfolios; The quarterly reports to the Schools Division Office.

Applies to: Schools that host a School-Based Learning Center (SBLC) or have an ALS implementer assigned.

Issuances: DO 001, s. 2026, Implementing Guidelines of the Enhanced Alternative Learning System (https://www.deped.gov.ph/2026/01/19/january-19-2026-do-001-s-2026-implementing-guidelines-of-the-enhanced-alternative-learning-system/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/); RA 11510, Alternative Learning System Act (https://lawphil.net/statutes/repacts/ra2020/ra_11510_2020.html).

Indicator 15

The school has a functional child-protection committee

The overall score on DepEd's Child Protection Committee (CPC) Functionality Assessment Tool: the stage (1 to 5) of each of its 12 sub-indicators, from the count of Yes answers, averaged over the 12 without rounding.

Degree	The rubric's levels
Always manifested	• All 12 sub-indicators of the CPC Functionality Assessment Tool are at Stage 5, Fully Functional, for an overall score of 5. **Rule:** DM-OUOPS-2024-05-0627, the tool's stages and summary sheet • Always asks for every sub-indicator at the top stage, not an average that hides a weak area. **Our choice:** DO 007's "at all times" read as every work area of the committee fully functional.
Frequently manifested	• An overall score of 4 or higher, below 5. **Rule:** DM 050, s. 2025, Encl. III.3 (a functional CPC scores at least 4 on the tool); its place at Frequently is the rubric's • DM 050, s. 2025 covered SY 2025-2026 only; its line of 4 is used as DepEd's stated reading of a functional CPC. **Our choice:** It is the only line DepEd has stated for a functional CPC.
Rarely manifested	• An overall score of 2 or higher, below 4. **Our choice:** 2 is the tool's Planning Stage; scores below DepEd's functional line of 4 are read as sometimes achieved.
Not yet manifested	• An overall score below 2, near the tool's Stage 1, Not yet in place. **Our choice:** Below the tool's Stage 2, Planning Stage, the committee is not yet working.
Not applicable	Not applicable to any school.

Records the school already keeps: The CPC's membership list and minutes; The school child protection policy and code of conduct; The latest result of the CPC Functionality Assessment Tool; Intake and referral records; The yearly bullying report.

Applies to: Every school.

Issuances: DM 059, s. 2026, Guidelines on the Delivery of School Health Services for School Year 2026-2027 (https://www.deped.gov.ph/2026/09/28/september-26-2026-dm-059-s-2026-guidelines-on-the-delivery-of-school-health-services-for-school-year-2026-2027/); DO 006, s. 2026, Guidelines on Ensuring a Safe and Motivating Learning Environment (ESMLE) (https://www.deped.gov.ph/2026/03/24/march-24-2026-do-006-s-2026-guidelines-on-ensuring-a-safe-and-motivating-learning-environment-esmle/); DM 050, s. 2025, Learners' Health Assessment and Screening for School Year 2025-2026 (https://www.deped.gov.ph/2025/06/18/june-18-2025-dm-050-s-2025-learners-health-assessment-and-screening-for-school-year-2025-2026/); DM-OUOPS-2024-05-0627 (August 5, 2024), Dissemination of the Updated CPC Functionality Assessment Tool, enclosed in SDO Iriga City DM No. 366, s. 2024 (https://depediriga.ph/wp-content/uploads/2024/10/10_7_2024_DM-366-s.2024-Dissemination-and-Utilization-of-the-Updated-CPC-Functionality-Assessment-Tool-to-SDOIC.pdf); DO 40, s. 2012, DepEd Child Protection Policy (https://www.deped.gov.ph/wp-content/uploads/2012/05/DO_s2012_40.pdf).

Indicator 16

The school has a functional DRRM plan

Whether the school's disaster risk reduction and management (DRRM) contingency plan and its Learning and Service Continuity Plan (LSCP) are current, how many of the 15 minimum measures of DO 033, s. 2021 are done, and in how many months so far both required drills were held, this school year.

Degree	The rubric's levels
Always manifested	• The DRRM contingency plan, with its Student-Family Reunification Plan, was created or updated this school year; in the National Capital Region, Rizal, Cavite, Laguna and Bulacan, with the separate disaster plan for an earthquake of magnitude 7 or higher. **Rule:** DO 033, s. 2021, para. 20(h); DO 053, s. 2022, para. 6 • The LSCP was prepared before the school year and updated in every term so far. **Rule:** DO 014, s. 2026, para. 25 • All 15 minimum measures are done. **Rule:** DO 033, s. 2021, para. 20 • Unannounced earthquake and fire drills were held in the first and third weeks of every month so far. **Rule:** DO 053, s. 2022, para. 4
Frequently manifested	• The contingency plan was created or updated this school year, and the LSCP updated in every term so far. **Rule:** DO 033, s. 2021, para. 20(h); DO 014, s. 2026, para. 25 • More than half of the 15 measures are done (8 or more). **Our choice:** The rubric's convention: more than half of DO 033's 15 minimum measures. • Both drills were held in more than half of the months so far. **Our choice:** The rubric's convention: more than half of the months with both required drills.
Rarely manifested	• A DRRM or contingency plan exists, but it was not updated this school year, or the LSCP was not updated in every term. **Our choice:** An old plan is a start, but not a plan that works for this year's hazards and learners. • Or the plans are current, but 7 or fewer measures are done, or both drills were held in half of the months or fewer. **Our choice:** The rubric's convention: half or fewer of the measures or of the months.
Not yet manifested	• No school DRRM or contingency plan. **Our choice:** Without a plan, the indicator names nothing yet in place, whatever else the school does.
Not applicable	Not applicable to any school.

Records the school already keeps: The contingency plan and the approved LSCP; DRRM items in the SIP and the Annual Implementation Plan; The school-watching hazard map; Drill records; The designation of the school DRRM coordinator; DRRM accomplishment reports; Incident reports and the Learning Continuity dashboard entries.

Applies to: Every school.

Issuances: DO 014, s. 2026, Guidelines on Learning Continuity in Emergencies (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-014-s-2026-guidelines-on-learning-continuity-in-emergencies/); DO 022, s. 2024, Revised Guidelines on Class and Work Suspension in Schools during Disasters and Emergencies (https://www.deped.gov.ph/2024/12/23/december-23-2024-do-022-s-2024-revised-guidelines-on-class-and-work-suspension-in-schools-during-disasters-and-emergencies/); DO 053, s. 2022, Mandatory Unannounced Earthquake and Fire Drills in Schools (https://www.deped.gov.ph/2022/12/09/december-9-2022-do-053-s-2022-mandatory-unannounced-earthquake-and-fire-drills-in-schools/); DO 033, s. 2021, School-Based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding, and Other Weather-Related Disturbances and Calamities (https://www.deped.gov.ph/2021/08/24/august-20-2021-do-033-s-2021-school-based-disaster-preparedness-and-response-measures-for-tropical-cyclones-flooding-and-other-weather-related-disturbances-and-calamities/); DO 37, s. 2015, The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework (https://www.deped.gov.ph/2015/08/12/do-37-s-2015-the-comprehensive-disaster-risk-reduction-and-management-drrm-in-basic-education-framework/); DO 23, s. 2015, Student-Led School Watching and Hazard Mapping (https://www.deped.gov.ph/2015/06/16/do-23-s-2015-student-led-school-watching-and-hazard-mapping/).

Indicator 17

The school has a functional support mechanism for mental wellness

How many of ten parts of a school mental health program, drawn from the implementing rules of RA 12080 (Basic Education Mental Health and Well-Being Promotion Act) and DepEd's memoranda, the school has in place this school year.

Degree	The rubric's levels
Always manifested	• All ten parts are in place. **Our choice:** The rubric's convention: all ten parts, each from the implementing rules of RA 12080 or a DepEd issuance. • No level asks for a room: a school without a Care Center still provides the services. **Rule:** IRR of RA 12080, Sec. 20
Frequently manifested	• Six to nine of the ten parts. **Our choice:** The rubric's convention: more than half of the ten parts.
Rarely manifested	• One to five of the ten parts. **Our choice:** The rubric's convention: at least one of the ten parts, half or fewer.
Not yet manifested	• None of the ten parts. **Our choice:** The rubric's convention: no part in place.
Not applicable	Not applicable to any school.

Records the school already keeps: The school mental health program; The referral directory; Confidential case notes; The Quarterly Mental Health Report; Homeroom Guidance records; Psychological first aid and mental health and psychosocial support records; Training records; The master list from the learners' health assessment.

Applies to: Every school.

Issuances: DM 059, s. 2026, Guidelines on the Delivery of School Health Services for School Year 2026-2027 (https://www.deped.gov.ph/2026/09/28/september-26-2026-dm-059-s-2026-guidelines-on-the-delivery-of-school-health-services-for-school-year-2026-2027/); DO 019, s. 2026, Qualification Standards for Positions Created under Republic Act No. 12080 or the Basic Education Mental Health and Well-Being Promotion Act (https://www.deped.gov.ph/2026/07/22/july-22-2026-do-019-s-2026-qualification-standards-for-positions-created-under-republic-act-no-12080-or-the-basic-education-mental-health-and-well-being-promotion-act/); DM 077, s. 2025, Dissemination of the Implementing Rules and Regulations of Republic Act No. 12080 (Basic Education Mental Health and Well-Being Promotion Act) (https://www.deped.gov.ph/2025/09/18/september-18-2025-dm-077-s-2025-dissemination-of-implementing-rules-and-regulations-of-the-republic-act-no-12080-otherwise-known-as-the-basic-education-mental-health-and-well-being-prom/); DO 006, s. 2025, Guidelines on the Streamlining of School Forms and Reports Accomplished by Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-006-s-2025-guidelines-on-the-streamlining-of-school-forms-and-reports-accomplished-by-teachers/).

Indicator 18

The school has special education- and PWD-friendly facilities

How many of the barrier-free features that the Accessibility Law's rules (BP 344) require of schools, counting only the features the school has, meet those rules, with a resource room where learners with disabilities are enrolled and no Inclusive Learning Resource Center (ILRC) serves the school.

Degree	The rubric's levels
Always manifested	• Every feature that applies meets the Accessibility Law's rules, with a resource room where one is required. **Our choice:** The rubric's convention: all applicable features, from the list the BP 344 rules require of schools (Rule III, 5.a) and DO 044, s. 2021. • Only the features the school has are counted: a school without a parking area does not count parking. **Our choice:** A feature the school does not have cannot be barrier-free or not.
Frequently manifested	• More than half but not all of the features that apply. **Our choice:** The rubric's convention: more than half of the applicable features.
Rarely manifested	• At least one of the features that apply, half or fewer. **Our choice:** The rubric's convention: at least one applicable feature, half or fewer.
Not yet manifested	• None of the features that apply. **Our choice:** The rubric's convention: no applicable feature meets the rules.
Not applicable	Not applicable to any school.

Records the school already keeps: The school's building inventory and facilities data; Learner Information System tags for learners with disabilities; Accessibility items in the School Improvement Plan and the Annual Implementation Plan; The resource room, or the arrangement with an ILRC; Individualized education plans.

Applies to: Every school. The resource room applies only where learners with disabilities are enrolled and no ILRC serves the school.

Issuances: DO 022, s. 2026, Enhanced Minimum Performance Standards and Specifications for DepEd School Infrastructure and School Furniture (https://www.deped.gov.ph/2026/09/24/september-24-2026-do-022-s-2026-enhanced-minimum-performance-standards-and-specifications-for-deped-school-infrastructure-and-school-furniture/); DM 043, s. 2025, Dissemination of the IRR of RA No. 11650 (Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education) (https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-043-s-2025-dissemination-of-the-irr-of-ra-no-11650-otherwise-known-as-instituting-a-policy-of-inclusion-and-services-for-learners-with-disabilities-in-support-of-inclusive/); Amended Implementing Rules and Regulations of BP 344 (Accessibility Law), Official Gazette, July 8, 2024 (https://ncda.gov.ph/wp-content/uploads/2024/08/amended-IRR-BP-344-Official-Gazette.pdf); DO 044, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program (https://www.deped.gov.ph/2021/11/02/november-2-2021-do-044-s-2021-policy-guidelines-on-the-provision-of-educational-programs-and-services-for-learners-with-disabilities-in-the-k-to-12-basic-education-program/); BP 344 (1983), the Accessibility Law (https://lawphil.net/statutes/bataspam/bp1983/bp_344_1983.html).

Dimension 3. 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.

Indicator 19

The school develops a strategic plan

The parts of a three-year School Improvement Plan (SIP) that DO 44, s. 2015 and its SIP Guidebook require, counted on the plan that covers this school year.

Degree	The rubric's levels
Always manifested	• The current SIP has every part on the list that applies to it. **Our choice:** The rubric's convention: all = Always, counting the parts of the SIP that DO 44, s. 2015 and its Guidebook require. • The plan is a three-year roadmap, prepared by the planning team and signed by all its members. **Rule:** DO 44, s. 2015, V.A and V.A.2
Frequently manifested	• It has more than half of the parts that apply, but not all (five to eight when all nine apply). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the parts of the SIP.
Rarely manifested	• It has at least one of the parts that apply, but half or fewer (one to four when all nine apply). **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the parts of the SIP.
Not yet manifested	• No SIP covers this school year: none was written, or the last plan's three years ended without a new one. **Our choice:** The rubric's convention: none = Not yet. RA 9155, Sec. 7(E)(4) makes the SIP a duty of every school head. • A plan whose three years have ended counts as none, whatever parts it had. **Our choice:** DO 44, s. 2015 sets no rule for an expired plan, and a plan for past years does not guide this one.
Not applicable	Not applicable to any school.

Records the school already keeps: The SIP, with the planning team's signature page; The Planning Worksheet (Annex 5) and the prioritization of improvement areas (Annex 4); The School Report Card; The SDO's acknowledgment or certificate of acceptance, where the division appraises plans; The latest SBM self-assessment checklist.

Applies to: Every public school (DO 44, s. 2015, Sec. III). A school opened during a cycle counts the parts of its first SIP done so far.

Issuances: DO 020, s. 2025, Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026 (https://www.deped.gov.ph/2025/07/03/july-3-2025-do-020-s-2025-policy-on-the-medium-of-instruction-for-kindergarten-to-grade-3-effective-school-year-2025-2026/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 004, s. 2025, Guidelines on the Adoption of the Flexible Work Arrangement in the Department of Education (https://www.deped.gov.ph/2025/03/05/march-5-2025-do-004-s-2025-guidelines-on-the-adoption-of-the-flexible-work-arrangement-in-the-department-of-education/); DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 026, s. 2022, Implementing Guidelines on the Establishment of School Governance Council (https://www.deped.gov.ph/2022/06/17/june-17-2022-do-026-s-2022-implementing-guidelines-on-the-establishment-of-school-governance-council/); DO 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) (https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/); RA 9155, Governance of Basic Education Act of 2001 (https://lawphil.net/statutes/repacts/ra2001/ra_9155_2001.html).

Indicator 20

The school has a functional school-community planning team

The makeup and the tasks of the School-Community Planning Team (SPT) that the School Improvement Plan (SIP) Guidebook of DO 44, s. 2015 sets, counted for this school year.

Degree	The rubric's levels
Always manifested	• The team has the makeup the Guidebook sets and did every task on the list this school year. **Our choice:** The rubric's convention: all = Always, counting the team's makeup and eight tasks in the SIP Guidebook (DO 44, s. 2015). • The team, not the school head alone, prepares the SIP and the Annual Implementation Plan (AIP). **Rule:** DO 44, s. 2015, V.A.2; DO 44, s. 2015, SIP Guidebook, Steps 7 and 8
Frequently manifested	• More than half of the nine items, but not all (five to eight). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the team's makeup and tasks.
Rarely manifested	• At least one item, but half or fewer (one to four): for example, a team that met only to sign a plan the school head wrote. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the team's makeup and tasks.
Not yet manifested	• None of the items, as when no planning team has been formed. **Our choice:** The rubric's convention: none = Not yet. DO 44, s. 2015 makes this team the one that prepares the SIP.
Not applicable	Not applicable to any school.

Records the school already keeps: The list of team members and the seats they hold; The team's timetable; The signed SIP and the AIP; Project Monitoring Report Forms; The School Report Card.

Applies to: Every public school (DO 44, s. 2015, Sec. III). A school with no learner able to serve, such as a stand-alone kindergarten school, counts the makeup item without the learner seat and says why in Remarks.

Issuances: DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 026, s. 2022, Implementing Guidelines on the Establishment of School Governance Council (https://www.deped.gov.ph/2022/06/17/june-17-2022-do-026-s-2022-implementing-guidelines-on-the-establishment-of-school-governance-council/); DO 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) (https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/).

Indicator 21

The school has a functional Supreme Student Government/Supreme Pupil Government

The duties of the learner government, now the Supreme Elementary Learner Government (SELG) or Supreme Secondary Learner Government (SSLG), done this school year under its 2023 Constitution and By-Laws, its election code and the seats other bodies give it.

Degree	The rubric's levels
Always manifested	• Every duty on the list that applies is done this school year. **Our choice:** The rubric's convention: all = Always, counting the duties set by the learner government's constitution, its election code and its seats on other bodies. • No contribution is collected from learners or teachers, voluntary or otherwise, except the Red Cross, Girl Scouts and Boy Scouts membership fees RA 4206, as amended, allows. **Rule:** RA 4206, as amended by RA 5546, Sec. 1; DM 041, s. 2024, para. 5
Frequently manifested	• More than half of the duties that apply, but not all (six to nine when all ten apply). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the learner government's duties. • Or every duty done, but a contribution the law does not allow was collected from learners or teachers. **Our choice:** A learner government that breaks the no-collection rule is not working as the rules require at all times, whatever else it does.
Rarely manifested	• At least one duty, but half or fewer (one to five when all ten apply): for example, officers elected and an adviser named, but no approved plan and few meetings. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the learner government's duties.
Not yet manifested	• None of the duties: no learner government was elected or appointed for this school year. **Our choice:** The rubric's convention: none = Not yet, counting the learner government's duties. • Every public elementary and secondary school must hold the learner government election. **Rule:** Interim Guidelines of the Learner Government Program for School Year 2023-2024, OUOPS Memorandum, May 5, 2023; DM-OUOPS-2025-10-07908 (SY 2026-2027 elections), which applies them pending the revised Constitution and By-Laws
Not applicable	A stand-alone kindergarten school: no learner government rule covers kindergarten, and an elementary school's seats and voters begin at Grade 3.

Records the school already keeps: The LG COMEA's election results and the officers' oaths of office; The adviser's designation; The approved GPOA; Minutes and resolutions given to the school head; Accomplishment and financial reports on the learner government's bulletin board; The member lists of the School Governance Council and the planning team.

Applies to: Every public elementary school (SELG) and secondary school (SSLG). A school without the grades the election code names opens the posts to its highest grade level.

Issuances: DM-OUOPS-2025-10-07908, Learner Government (LG) Elections for School Year 2026-2027, enclosed in DepEd Region VIII RM No. 100, s. 2026 (https://region8.deped.gov.ph/wp-content/uploads/2026/01/RM-No.-100-s.-2026-ESSD-SPPS-EAD-12626.pdf); DM 041, s. 2024, Reiteration of the No Collection Policy in Schools (https://www.deped.gov.ph/2024/08/02/august-2-2024-dm-041-s-2024-reiteration-of-the-no-collection-policy-in-schools/); DM-OUOPS-2024-11-02487, Schedule of the SELG and SSLG Elections for SY 2024-2025, with the Learner Government Election and Appointment Code (Annex A), enclosed in NCR RM No. 324, s. 2024 (https://deped-muntinlupa.com/wp-content/uploads/2024/04/UN-2024-130.pdf); Interim Guidelines of the Learner Government Program (LGP) for School Year 2023-2024, OUOPS Memorandum, May 5, 2023, with the Constitution and By-Laws (Annex A) (https://www.deped.gov.ph/2023/05/05/interim-guidelines-of-the-learner-government-program-lgp-for-school-year-2023-2024/); DO 026, s. 2022, Implementing Guidelines on the Establishment of School Governance Council (https://www.deped.gov.ph/2022/06/17/june-17-2022-do-026-s-2022-implementing-guidelines-on-the-establishment-of-school-governance-council/); DO 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) (https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/); RA 4206, as amended by RA 5546, An Act Prohibiting the Sale of Tickets and/or the Collection of Contributions for Whatever Project or Purpose from Students and Teachers of Public and Private Schools, Colleges and Universities (https://lawphil.net/statutes/repacts/ra1969/ra_5546_1969.html).

Indicator 22

The school innovates in its provision of frontline services to stakeholders

The frontline service duties a school has under the Ease of Doing Business Act (RA 11032), DepEd's anti-red tape rules and the Anti-Red Tape Authority's (ARTA) Client Satisfaction Measurement (CSM) rules, plus one improvement to a service, counted for this school year.

Degree	The rubric's levels
Always manifested	• Every item on the list is in place, the improvement to a service among them. **Our choice:** The rubric's convention: all = Always, counting six frontline service duties and one improvement. • The school evaluates its procedures regularly and improves them to cut red tape and processing time. **Rule:** RA 11032, Sec. 5
Frequently manifested	• More than half of the items, but not all (four to six of seven), the improvement among them. **Our choice:** The rubric's convention: more than half but not all = Frequently; without an improvement the school stays at Rarely.
Rarely manifested	• At least one item, but half or fewer (one to three of seven). **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the frontline service duties and the improvement. • Or any number of items without an improvement to a service this school year. **Our choice:** Annex A's verb is 'innovates': a school that keeps the rules but changes nothing serves its clients but has not innovated.
Not yet manifested	• None of the items: no posted Charter, desk, committee, CSM or improvement. **Our choice:** The rubric's convention: none = Not yet, counting the frontline service duties and the improvement.
Not applicable	Not applicable to any school.

Records the school already keeps: The posted Citizen's Charter; The Sub-CART's designation; The log of incoming documents; CSM forms and results; Enrollment and School Form 10 request records, with the dates received and released.

Applies to: Every public school. Some Charter services apply only to some schools: School Form 10 for senior high school, and Teacher I applications where the school receives them.

Issuances: DepEd Citizen's Charter 2026, 2nd Edition (July 2026) (https://www.deped.gov.ph/wp-content/uploads/DepEd-Citizens-Charter-2026-2nd-Edition.pdf); ARTA Memorandum Circular No. 2026-0004 (June 22, 2026), the revised memorandum on the campaign against fixers and the CSM (https://arta.gov.ph/wp-content/uploads/2026/07/ARTA-Memorandum-Circular-No.-2026-0004.pdf); DM 040, s. 2025, Updated Composition of the Department of Education Committee on Anti-Red Tape in the Central Office and Sub-CART in Field Offices and Schools (https://www.deped.gov.ph/2025/04/28/april-28-2025-dm-040-s-2025-updated-composition-of-the-department-of-education-committee-on-anti-red-tape-in-the-central-office-and-sub-cart-in-field-offices-and-schools/); ARTA Memorandum Circular No. 2022-05, Guidelines on the Implementation of the Harmonized Client Satisfaction Measurement (https://arta.gov.ph/wp-content/uploads/2022/09/MC-2022-05-GUIDELINES-ON-THE-IMPLEMENTATION-OF-THE-HARMONIZED-CLIENT-SATISFACTION-MEASUREMENT.pdf); RA 11032, Ease of Doing Business and Efficient Government Service Delivery Act of 2018 (https://lawphil.net/statutes/repacts/ra2018/ra_11032_2018.html).

Dimension 4. 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.

Indicator 23

The school's strategic plan is operationalized through an implementation plan

The share of the Annual Implementation Plan (AIP) activities due from the start of this school year to the rating date that were carried out, or moved by a recorded adjustment; the AIP runs by calendar year, so the count may cover two plans.

Degree	The rubric's levels
Always manifested	• Every activity due was carried out, or moved by a recorded adjustment. **Our choice:** The rubric's convention: all = Always, counting the AIP's activities due by the rating date. • The AIP is drawn from the general objectives and targets of the School Improvement Plan (SIP), in the calendar-year format. **Rule:** DO 44, s. 2015, SIP Guidebook, Step 8; DO 008, s. 2019, V.D.1 and Annex 1 • Every SIP activity that the school's Maintenance and Other Operating Expenses (MOOE) fund this year is one the AIP sets out. **Rule:** DO 008, s. 2019, V.D.1; MOOE also pays for mandatory expenses and the uses in V.D.2 to V.D.5
Frequently manifested	• More than half of the activities due, but not all, were carried out or moved. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the AIP's activities due. • Or all of them, but the AIP is not drawn from the SIP, or MOOE funded a SIP activity the AIP does not include. **Our choice:** Annex A asks that the strategic plan be carried out through the implementation plan; planning outside it, or funding a SIP activity outside it, breaks that link.
Rarely manifested	• At least one activity due, but half or fewer, was carried out or moved. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the AIP's activities due.
Not yet manifested	• None of the activities due was carried out or moved. **Our choice:** The rubric's convention: none = Not yet, counting the AIP's activities due. • Or the school has no AIP for the year, so there is nothing to count. **Rule:** DO 44, s. 2015, V.A.3 and DO 44, s. 2015, SIP Guidebook, Step 8: an AIP for every year of the cycle
Not applicable	Not applicable to any school.

Records the school already keeps: The AIP (the Guidebook's Annex 10, in the format of DO 008, s. 2019, Annex 1); The Project Work Plan and Budget Matrix (Annex 9); Project Monitoring Report Forms; MOOE liquidation reports and transparency board postings; Quarterly Program Implementation Review results.

Applies to: Every public school (DO 44, s. 2015, Sec. III).

Issuances: DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DO 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning Program (https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/); DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools, Including Other Funds Managed by Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/); DO 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) (https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/).

Indicator 24

The school has a functional School Governance Council (SGC)

The number of the 12 functionality indicators of DepEd's School Governance Council (SGC) Functionality Assessment Tool met on the council's own records (the 2026 tool for elementary schools, the 2024 tool for secondary schools), and whether the council met in every quarter so far this school year; use the count the Schools Division Office validated, if it has.

Degree	The rubric's levels
Always manifested	• All 12 functionality indicators are met. **Our choice:** The rubric's convention: all = Always, counting the 12 indicators of the SGC tool (DM-OUHRODI-2026-3750, Encl. No. 2). • The council met at least once in every quarter so far this school year. **Rule:** DO 026, s. 2022, Part V.M
Frequently manifested	• 10 or 11 of the 12 indicators: the tool's mark for a functional council. **Rule:** DM-OUHRODI-2026-3750, Encl. No. 2: at least 10 of 12; DM-OUHROD-2024-0696 for secondary schools; its place at Frequently is the rubric's • Or all 12, but a quarter passed without a meeting. **Our choice:** DO 026, s. 2022 sets quarterly meetings as the minimum; a council that skipped one did not work at all times.
Rarely manifested	• 1 to 9 of the 12 indicators, which the 2026 tool rates Partially Functional (Not Yet Functional on the 2024 secondary tool). **Rule:** DM-OUHRODI-2026-3750, Encl. No. 1, User Guide, Vol. 2, p. 17; DM-OUHROD-2024-0696, Encl. No. 3; its place at Rarely is the rubric's
Not yet manifested	• No SGC has been organized (the tool's No Existing SGC). **Rule:** DO 026, s. 2022 requires every public school to establish an SGC; DM-OUHRODI-2026-3750, Encl. No. 1 • An SGC that meets none of the 12 indicators is placed here too, though the tool rates it Partially Functional. **Our choice:** A council that does none of its functions has not yet manifested it.
Not applicable	Not applicable to any school.

Records the school already keeps: The council's notices, minutes, resolutions and quarterly reports; The files the school gathered for the SGC tool, if it has answered the 2026 elementary form or the 2024 secondary form; The Schools Division Office's validated status: Functional, Partially Functional or No Existing SGC.

Applies to: Every public elementary and secondary school (DO 026, s. 2022).

Issuances: DM-OUHRODI-2026-3750, Roll-Out of the School Governance Council (SGC) Functionality Assessment Tool for Public Elementary Schools, enclosed in DepEd Region VIII RM No. 1310, s. 2026 (https://region8.deped.gov.ph/2026/10/12/oct-6-2026-rm-no-1310-s-2026-roll-out-of-the-school-governance-council-sgc-functionality-assessment-tool-for-public-elementary-schools/); DM-OUHROD-2024-0696, Revised SGC Functionality Assessment Tool for Secondary Schools, enclosed in SDO Muntinlupa City DM No. 145, s. 2024 (https://deped-muntinlupa.com/wp-content/uploads/2024/05/NUM-2024-145.pdf); DO 026, s. 2022, Implementing Guidelines on the Establishment of School Governance Council (https://www.deped.gov.ph/2022/06/17/june-17-2022-do-026-s-2022-implementing-guidelines-on-the-establishment-of-school-governance-council/).

Indicator 25

The school has a functional Parent-Teacher Association (PTA)

The ten requirements for an officially recognized Parent-Teacher Association (PTA) that DO 013, s. 2022 sets, met for this school year; a requirement not yet due counts as met if it is on schedule.

Degree	The rubric's levels
Always manifested	• The PTA meets all ten requirements for official recognition. **Rule:** DO 013, s. 2022, Sec. 20.2 • Its financial statements and reports are posted on the PTA bulletin board and its social media account. **Rule:** DO 013, s. 2022, Sec. 28.2 • No contribution is collected from learners or teachers, voluntary or otherwise, except the Red Cross, Girl Scouts and Boy Scouts membership fees RA 4206, as amended, allows. **Rule:** RA 4206, as amended by RA 5546, Sec. 1; DM 041, s. 2024, para. 5
Frequently manifested	• More than half of the ten requirements, but not all (six to nine). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting DO 013's recognition requirements. • Or all ten, but the reports are not posted, or a contribution the law does not allow was collected from learners or teachers. **Our choice:** Posting and the no-collection rule bind a PTA at all times; breaking either keeps it below Always.
Rarely manifested	• At least one requirement, but half or fewer (one to five): for example, officers elected but no bank account, one general assembly and no SIP project. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting DO 013's recognition requirements.
Not yet manifested	• None of the requirements, as when no PTA has been organized. **Our choice:** The rubric's convention: none = Not yet, counting DO 013's recognition requirements. • Every public school must organize a PTA. **Rule:** DO 013, s. 2022, Sec. 3.1
Not applicable	Not applicable to any school.

Records the school already keeps: The list of officers and members of the Board of Directors, with their oaths of office; The PTA's calendar of activities; Minutes of the general assemblies; The PTA's passbook and books of account; The accomplishment report and report of financial operations; The Certificate of Recognition the school head issued; Postings on the PTA bulletin board and social media account.

Applies to: Every public school (DO 013, s. 2022, Sec. 3.1).

Issuances: DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DM 041, s. 2024, Reiteration of the No Collection Policy in Schools (https://www.deped.gov.ph/2024/08/02/august-2-2024-dm-041-s-2024-reiteration-of-the-no-collection-policy-in-schools/); DO 013, s. 2022, Omnibus Guidelines on the Regulation of Operations of the Parent-Teacher Associations (https://www.deped.gov.ph/2022/03/18/march-18-2022-do-013-s-2022-omnibus-guidelines-on-the-regulation-of-operations-of-the-parent-teacher-associations/); RA 4206, as amended by RA 5546, An Act Prohibiting the Sale of Tickets and/or the Collection of Contributions for Whatever Project or Purpose from Students and Teachers of Public and Private Schools, Colleges and Universities (https://lawphil.net/statutes/repacts/ra1969/ra_5546_1969.html).

Indicator 26

The school collaborates with stakeholders and other schools in strengthening partnerships

Four parts of working with partners and other schools, set by DepEd's partnership rules or named by Annex A, counted for this school year.

Degree	The rubric's levels
Always manifested	• Every item on the list that applies is done this school year. **Our choice:** The rubric's convention: all = Always, counting formal partnerships, donations, partner monitoring and work with another school. • Partnerships are formalized by an agreement the school head signs. **Rule:** DO 026, s. 2022, Part V; DO 40, s. 2015, D.3 and E • No school personnel solicit contributions from parents, volunteers, partners or other stakeholders, Brigada Eskwela fees included. **Rule:** DM 027, s. 2026 (Brigada Eskwela guidelines), Encl. 1, A.2, Compliance with the Absolute Prohibition on Solicitation
Frequently manifested	• More than half of the items that apply, but not all (three of four, or two of three when no donation came in). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the parts of partnership work. • Or all of them, but school personnel solicited contributions, or a contribution the law does not allow was collected from learners or teachers. **Our choice:** Partnerships that rest on solicitation by personnel break DM 027, s. 2026 and the no-collection rule, so they cannot count as Always.
Rarely manifested	• At least one item, but half or fewer (one or two of four, or one of three): for example, signed agreements that nobody monitors, and no work with another school. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the parts of partnership work.
Not yet manifested	• None of the items: no formal partnership, no work with another school. **Our choice:** The rubric's convention: none = Not yet, counting the parts of partnership work.
Not applicable	Not applicable to any school.

Records the school already keeps: Memoranda of agreement, deeds of donation and acceptance, and certificates of acceptance; Reports of donations to the district and the Schools Division Office; Brigada Eskwela reports; Records of partner recognition; Cluster or district learning action cell records.

Applies to: Every public school. The MOA rule of DO 40, s. 2015 is written for the K to 12 partnerships of secondary schools; elementary schools follow DO 026, s. 2022's MOA, deed of donation or deed of acceptance.

Issuances: DO 023, s. 2026, Guidelines on the Strengthened Senior High School Work Immersion, Field Exposure (Off Campus), and Arts Apprenticeship (https://www.deped.gov.ph/2026/11/11/november-10-2026-do-023-s-2026-guidelines-on-the-strengthened-senior-high-school-work-immersion-field-exposure-off-campus-and-arts-apprenticeship/); DM 027, s. 2026, 2026 Brigada Eskwela Implementing Guidelines (https://www.deped.gov.ph/2026/05/05/may-5-2026-dm-027-s-2026-2026-brigada-eskwela-implementing-guidelines/); DM 041, s. 2024, Reiteration of the No Collection Policy in Schools (https://www.deped.gov.ph/2024/08/02/august-2-2024-dm-041-s-2024-reiteration-of-the-no-collection-policy-in-schools/); DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 026, s. 2022, Implementing Guidelines on the Establishment of School Governance Council (https://www.deped.gov.ph/2022/06/17/june-17-2022-do-026-s-2022-implementing-guidelines-on-the-establishment-of-school-governance-council/); DO 013, s. 2022, Omnibus Guidelines on the Regulation of Operations of the Parent-Teacher Associations (https://www.deped.gov.ph/2022/03/18/march-18-2022-do-013-s-2022-omnibus-guidelines-on-the-regulation-of-operations-of-the-parent-teacher-associations/); DO 44, s. 2016, Guidelines on the School-to-School Partnerships for Fiscal Year 2016 (https://www.deped.gov.ph/2016/06/23/do-44-s-2016-guidelines-on-the-school-to-school-partnerships-for-fiscal-year-2016/); DO 24, s. 2016, Guidelines on Accepting Donations and on Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program (https://www.deped.gov.ph/2016/04/25/do-24-s-2016-guidelines-on-accepting-donations-and-on-processing-applications-for-the-availment-of-tax-incentives-by-private-donor-partners-supporting-the-k-to-12-program/); DO 40, s. 2015, Guidelines on K to 12 Partnerships (https://www.deped.gov.ph/2015/08/28/do-40-s-2015-guidelines-on-k-to-12-partnerships/); RA 9155, Governance of Basic Education Act of 2001 (https://lawphil.net/statutes/repacts/ra2001/ra_9155_2001.html).

Indicator 27

The school monitors and evaluates its programs, projects, and activities

Six parts of the school's monitoring and evaluation that DO 029, s. 2022 and DO 44, s. 2015 require, counted for this school year.

Degree	The rubric's levels
Always manifested	• Every item on the list is done this school year. **Our choice:** The rubric's convention: all = Always, counting six parts of school monitoring and evaluation. • The school head leads the school's monitoring and evaluation, with a PIR every quarter. **Rule:** DO 029, s. 2022, Sec. VIII (f); DO 007, s. 2024, Sec. V.G
Frequently manifested	• More than half of the six items, but not all (four or five). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the parts of school monitoring and evaluation.
Rarely manifested	• At least one item, but half or fewer (one to three): for example, monitoring only when the division asks. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the parts of school monitoring and evaluation.
Not yet manifested	• None of the items: no PIR, no project monitoring and no record of results. **Our choice:** The rubric's convention: none = Not yet, counting the parts of school monitoring and evaluation.
Not applicable	Not applicable to any school.

Records the school already keeps: Quarterly PIR results; Project Monitoring Report Forms; The School Report Card; Transparency board postings; The latest SBM self-assessment checklist.

Applies to: Every public school (DO 029, s. 2022; DO 44, s. 2015, Sec. III).

Issuances: DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (https://www.deped.gov.ph/2022/06/22/june-20-2022-do-029-s-2022-adoption-of-the-basic-education-monitoring-and-evaluation-framework/); DO 44, s. 2015, Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) (https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/).

Indicator 28

The school maintains an average rating of satisfactory from its internal and external stakeholders

The Client Satisfaction Measurement (CSM) overall score, the survey DepEd directed every school to use from 2023, for the last full calendar year, for external and internal services each and combined, read on the Anti-Red Tape Authority's (ARTA) bands: the 'Agree' and 'Strongly Agree' answers to the eight service quality questions, out of all answers less 'N/A' (the rubric's reading of ARTA's formula; see the traps).

Degree	The rubric's levels
Always manifested	• The overall score is 80.0% or higher, ARTA's Satisfactory or higher. **Rule:** ARTA MC 2023-05, item 3.2, amending MC 2022-05, item 4.5.3 • The score reaches 80.0% for external services and for internal services, each on its own. **Our choice:** Annex A names both internal and external stakeholders; one group's high score must not hide the other's. • The CSM form is offered to every client after each completed transaction, and each service reaches ARTA's minimum number of responses. **Rule:** ARTA MC 2022-05, items 4.3.1 to 4.3.3
Frequently manifested	• The combined score is 80.0% or higher, but external or internal services fall below 80.0%, or the form was not offered to every client or a service fell short of its minimum responses. **Our choice:** A score from some clients, or from a few chosen forms, must not read as Always.
Rarely manifested	• The combined score is 60.0% to 79.9%, ARTA's Fair band. **Rule:** ARTA MC 2023-05, item 3.2; its place at Rarely is the rubric's, below the Satisfactory target ARTA sets
Not yet manifested	• The combined score is below 60.0%, ARTA's Poor band. **Rule:** ARTA MC 2023-05, item 3.2 • Or the school has no CSM results for the year. **Our choice:** Without results there is no stakeholder rating to read, and DepEd requires every school to run the CSM.
Not applicable	Not applicable to any school.

Records the school already keeps: CSM forms or online results; The school's CSM tallies sent to the Schools Division Office; The posted CSM poster.

Applies to: Every public school. A school with no internal-service transaction in the year rates on its external services alone and says so in Remarks.

Issuances: DM-OUHRODI-2026-3014, Refresher Training on the Preparation of the Client Satisfaction Measurement Report, enclosed in DepEd Negros Island Region RM No. 925, s. 2026 (https://depednir.net/attachments/rm_file/rm925.s2026.pdf); DepEd Citizen's Charter 2026, 2nd Edition (July 2026) (https://www.deped.gov.ph/wp-content/uploads/DepEd-Citizens-Charter-2026-2nd-Edition.pdf); ARTA Memorandum Circular No. 2026-0004 (June 22, 2026), the revised memorandum on the campaign against fixers and the CSM (https://arta.gov.ph/wp-content/uploads/2026/07/ARTA-Memorandum-Circular-No.-2026-0004.pdf); DM 040, s. 2025, Updated Composition of the Department of Education Committee on Anti-Red Tape in the Central Office and Sub-CART in Field Offices and Schools (https://www.deped.gov.ph/2025/04/28/april-28-2025-dm-040-s-2025-updated-composition-of-the-department-of-education-committee-on-anti-red-tape-in-the-central-office-and-sub-cart-in-field-offices-and-schools/); DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); ARTA Memorandum Circular No. 2023-05, amending the guidelines on the Harmonized CSM (https://arta.gov.ph/wp-content/uploads/2023/06/MC-2023-05_Amendment-to-CSM-1-1.pdf); ARTA Memorandum Circular No. 2022-05, Guidelines on the Implementation of the Harmonized Client Satisfaction Measurement (https://arta.gov.ph/wp-content/uploads/2022/09/MC-2022-05-GUIDELINES-ON-THE-IMPLEMENTATION-OF-THE-HARMONIZED-CLIENT-SATISFACTION-MEASUREMENT.pdf); RA 11032, Ease of Doing Business and Efficient Government Service Delivery Act of 2018 (https://lawphil.net/statutes/repacts/ra2018/ra_11032_2018.html).

Dimension 5. 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.

Indicator 29

School personnel achieve an average rating of very satisfactory in the individual performance commitment and review

The final Individual Performance Commitment and Review Form (IPCRF) ratings of the school's personnel for the latest completed rating period: how many reached 3.500, and their average.

Degree	The rubric's levels
Always manifested	• Very Satisfactory is a final rating of 3.500 to 4.499, and Outstanding is 4.500 to 5.000. **Rule:** DM 089, s. 2025, item 83, Table 17; DO 2, s. 2015, para. 44, Table 3 • Every personnel with a final IPCRF rating for the latest completed period is at 3.500 or higher. **Our choice:** The rubric's convention: all of the personnel with a final rating.
Frequently manifested	• More than half but not all of the rated personnel are at 3.500 or higher, and the average of their ratings is 3.500 or higher. **Our choice:** The rubric's convention: more than half of the rated personnel; the average keeps Annex A's own target, an average rating of Very Satisfactory.
Rarely manifested	• At least one is at 3.500 or higher, but half or fewer are, or the average of the ratings is below 3.500. **Our choice:** The rubric's convention: at least one of the rated personnel; an average below 3.500 misses Annex A's target, so it stops here.
Not yet manifested	• None of the personnel with a final rating reached 3.500. **Our choice:** The rubric's convention: none of the rated personnel. • Or the latest period's IPCRFs were due and none was finalized. **Our choice:** A rating not yet final cannot reach 3.500; DO 2, s. 2015, para. 66 bars personnel actions that need the period's rating when the forms are not submitted.
Not applicable	When no personnel has yet served a full rating period of at least 90 days in the school, as in a newly opened school (DO 2, s. 2015, para. 56).

Records the school already keeps: Finalized e-IPCRFs of teachers and Master Teachers; Signed IPCRFs of Head Teachers, Department Head and Assistant School Head Designates, and non-teaching staff; Performance Monitoring and Coaching Forms.

Applies to: All schools. Count the personnel rated with an IPCRF: teachers, Master Teachers, Head Teachers, Department Head and Assistant School Head Designates, and non-teaching staff. The school head and an Assistant School Principal are rated with the Office Performance Commitment and Review Form instead (indicator 30), and contract-of-service, job-order and locally funded staff are left out.

Issuances: DM-OSEC-OUHRODI-2026-0001, Guidance in the Implementation of the Performance Management and Evaluation System for Teachers for SY 2025-2026 (https://www.deped.gov.ph/2026/03/10/march-10-2026-memorandum-dm-osec-ouhrodi-2026-0001-guidance-in-the-implementation-of-the-performance-management-and-evaluation-system-for-teachers-for-sy-2025-2026/); DM 089, s. 2025, Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028 (https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/); DO 024, s. 2025, Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education (https://www.deped.gov.ph/2025/08/28/august-28-2025-do-024-s-2025-guidelines-on-the-implementation-of-the-expanded-career-progression-system-for-teachers-and-school-heads-in-the-department-of-education/); DM-OUHROD-2025-1039, Frequently Asked Questions on the Implementation of Performance Management and Evaluation System (DM-OUHROD-2025-0922), as released by SDO Baguio City (https://depedpines.com/wp-content/uploads/2025/04/DM-OUHROD-2025-1039-Frequently-Asked-Questions-on-the-Implementation-of-Performance-Management-and-Evaluation-System.pdf); DM-OUHROD-2025-0922, Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES), enclosed in SDO Calbayog City DM No. 258, s. 2025 (https://calbayogcity.deped.gov.ph/wp-content/uploads/2025/06/DM-NO.-258-s.-2025.pdf); DM 017, s. 2025, Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025 (https://www.deped.gov.ph/2025/02/11/february-7-2025-dm-017-s-2025-interim-guidelines-for-the-department-of-education-performance-management-and-evaluation-system-for-teachers-in-the-school-year-2024-2025/); DO 2, s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (https://www.deped.gov.ph/2015/02/06/do-2-s-2015-guidelines-on-the-establishment-and-implementation-of-the-results-based-performance-management-system-rpms-in-the-department-of-education/).

Indicator 30

The school achieves an average rating of very satisfactory in the office performance commitment and review

The final Office Performance Commitment and Review Form (OPCRF) ratings of the school's last three completed rating periods, latest first, whoever headed the school at the time.

Degree	The rubric's levels
Always manifested	• Very Satisfactory is a final rating of 3.500 to 4.499, and Outstanding is 4.500 to 5.000. **Rule:** DM-OUHROD-2024-0586, Annex B, item 31; DO 2, s. 2015, para. 44, Table 3 • Every final OPCRF rating of the last three completed periods, or of as many as the school has, is 3.500 or higher. **Our choice:** The rubric's convention: all of the periods counted; three periods follow the look-back of DO 024, s. 2025, Encl. 2, item 14.a.
Frequently manifested	• Two of the last three final ratings are 3.500 or higher, the latest among them. **Our choice:** The rubric's convention: more than half of the periods; the latest must be among them, so a school whose rating fell is not rated Frequently.
Rarely manifested	• Of two or three final ratings, at least one is 3.500 or higher, but half or fewer are, or the latest is below 3.500. **Our choice:** The rubric's convention: at least one of the periods counted.
Not yet manifested	• No final OPCRF rating of the periods counted reached 3.500. **Our choice:** The rubric's convention: none of the periods counted.
Not applicable	When the school has no completed OPCRF rating period yet, as in a newly opened school.

Records the school already keeps: Signed OPCRFs with their Part III Summary of Ratings; The copies the Schools Division Office approved.

Applies to: All schools with a head of office: a principal, a school head designate, an officer-in-charge or a teacher-in-charge.

Issuances: DO 024, s. 2025, Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education (https://www.deped.gov.ph/2025/08/28/august-28-2025-do-024-s-2025-guidelines-on-the-implementation-of-the-expanded-career-progression-system-for-teachers-and-school-heads-in-the-department-of-education/); DM-OUHROD-2025-1039, Frequently Asked Questions on the Implementation of Performance Management and Evaluation System (DM-OUHROD-2025-0922), as released by SDO Baguio City (https://depedpines.com/wp-content/uploads/2025/04/DM-OUHROD-2025-1039-Frequently-Asked-Questions-on-the-Implementation-of-Performance-Management-and-Evaluation-System.pdf); DM-OUHROD-2025-0922, Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES), enclosed in SDO Calbayog City DM No. 258, s. 2025 (https://calbayogcity.deped.gov.ph/wp-content/uploads/2025/06/DM-NO.-258-s.-2025.pdf); DM-OUHROD-2024-0586, Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards, enclosed in DepEd Region VIII Regional Memorandum No. 391, s. 2024 (https://region8.deped.gov.ph/wp-content/uploads/2024/04/RM-s2024-391.pdf); DO 2, s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (https://www.deped.gov.ph/2015/02/06/do-2-s-2015-guidelines-on-the-establishment-and-implementation-of-the-results-based-performance-management-system-rpms-in-the-department-of-education/).

Indicator 31

The school conducts needs-based Learning Action Cells and Learning & Development activities

The months with Instructional Block days this school year in which a Learning Action Cell (LAC) met, with whether needs were identified, every teacher belongs to a LAC, and the End-of-Term professional development days were held.

Degree	The rubric's levels
Always manifested	• Learning needs were identified and prioritized this school year from data such as self-assessments, classroom observations, Individual Development Plans and learners' assessment results. **Rule:** DO 35, s. 2016, item 17.1; NEAP school-based PD guidelines, I.A.1 to I.A.3 • Every teacher belongs to a LAC. **Rule:** DO 35, s. 2016, item 17.3 • A LAC session was held in every month that has Instructional Block days. **Rule:** DO 35, s. 2016, item 17.5 (at least once a month); DO 009, s. 2026, item 22 (within the Instructional Block) • The professional development days of the End-of-Term Blocks were held: two days, a 16-hour in-service training, in each End-of-Term Block so far, toward at least 32 hours in the school year. **Rule:** DO 009, s. 2026, item 21 and Annex A, item c
Frequently manifested	• Needs were identified, and LAC sessions were held in more than half but not all of those months, or in every month while some teacher is outside a LAC or the End-of-Term days were not all held. **Our choice:** The rubric's convention: more than half of the months; a teacher left out or an End-of-Term day missed stops at Frequently.
Rarely manifested	• LAC sessions were held in at least one month but in half or fewer, or were held with no needs identified this school year. **Our choice:** The rubric's convention: at least one of the months; Annex A asks for needs-based sessions, so sessions without a needs basis stop at Rarely.
Not yet manifested	• No LAC session was held in any month this school year. **Our choice:** The rubric's convention: none of the months.
Not applicable	Not applicable to any school.

Records the school already keeps: Results of the teachers' self-assessment tool; Classroom Observation Tool rating sheets; Individual Development Plans in Part IV of the Individual Performance Commitment and Review Form; Performance Monitoring and Coaching Forms; The LAC plan, attendance sheets and session notes; In-service training records; The School Improvement Plan and Annual Implementation Plan.

Applies to: All schools. A school too small for a LAC of its own counts the sessions of the cluster LAC its teachers belong to (DO 35, s. 2016, items 12 and 17.3).

Issuances: DM-OULS-2026-179, Guidelines on the Utilization of FY 2026 Current and Continuing Fund under the Human Resource Development for Personnel in Schools and Learning Centers (HRDPSLC) Fund Managed by Regional and Division Offices, enclosed in DepEd Negros Island Region Regional Memorandum No. 534, s. 2026 (https://depednir.net/attachments/rm_file/rm534.s2026.pdf); DO 009, s. 2026, Guidelines on the Implementation of the Three-Term School Calendar in Basic Education (https://www.deped.gov.ph/2026/04/16/april-16-2026-do-009-s-2026-guidelines-on-the-implementation-of-the-three-term-school-calendar-in-basic-education/); DM 089, s. 2025, Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028 (https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/); NEAP, Guidelines on the School-Level Development and Implementation of School-Based Professional Development (PD) Programs, Enclosure No. 1 to DM-OUHROD-2024-1576 (https://drive.google.com/drive/folders/1v37BWAQJwJwtbQ4i8_KzrM-AAISvqC-F); DO 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload (https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/); DO 35, s. 2016, The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning (https://www.deped.gov.ph/2016/06/07/do-35-s-2016-the-learning-action-cell-as-a-k-to-12-basic-education-program-school-based-continuing-professional-development-strategy-for-the-improvement-of-teaching-and-learning/).

Indicator 32

The school facilitates the promotion and continuous professional development of its personnel

Of the six school functions below that apply, how many the school carried out this school year; whether anyone was promoted is not counted, since positions and funds are decided outside the school.

Degree	The rubric's levels
Always manifested	• Every function on the list that applies to the school was carried out this school year. **Our choice:** The rubric's convention: all of the applicable functions, each named by the issuance cited beside it.
Frequently manifested	• More than half but not all of the applicable functions were carried out. **Our choice:** The rubric's convention: more than half of the applicable functions.
Rarely manifested	• At least one of the applicable functions was carried out, but half or fewer. **Our choice:** The rubric's convention: at least one of the applicable functions.
Not yet manifested	• None of the applicable functions was carried out. **Our choice:** The rubric's convention: none of the applicable functions.
Not applicable	Not applicable to any school.

Records the school already keeps: SDO memoranda on calls for applications and vacancies, as posted; IPCRFs and the dates they were finalized; Individual Development Plans; Designation orders signed by the Schools Division Superintendent; The electronic School Form 7 (eSF7); Training records and certificates.

Applies to: All schools. The fourth function applies in every school, since Department Head Designates serve as Grade Level Heads in Kindergarten to Grade 3; its Assistant School Head Designate applies only in a school of more than 1,000 learners (DO 024, s. 2025, Encl. 1, items 36.c and 36.d).

Issuances: DM-OUHRODI-2026-2789, Funding Strategies and Interim Policy Directions for the Continuous Implementation of the Expanded Career Progression (ECP) System (https://drive.google.com/file/d/1dWyQW7ANWkslS5v5tG5YmjIXCVm6lRlH/view); DO 034, s. 2025, Amendments and Clarifications to DepEd Order No. 024, s. 2025 (https://www.deped.gov.ph/2025/10/14/october-14-2025-do-034-s-2025-amendments-and-clarifications-to-deped-order-no-024-s-2025-guidelines-on-the-implementation-of-the-expanded-career-progression-system-for-teachers-and-s/); DM 089, s. 2025, Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028 (https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/); RA 12288, Career Progression System for Public School Teachers and School Leaders Act (https://www.officialgazette.gov.ph/2025/09/12/republic-act-no-12288/); DO 024, s. 2025, Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education (https://www.deped.gov.ph/2025/08/28/august-28-2025-do-024-s-2025-guidelines-on-the-implementation-of-the-expanded-career-progression-system-for-teachers-and-school-heads-in-the-department-of-education/); NEAP, Guidelines on the School-Level Development and Implementation of School-Based Professional Development (PD) Programs, Enclosure No. 1 to DM-OUHROD-2024-1576 (https://drive.google.com/drive/folders/1v37BWAQJwJwtbQ4i8_KzrM-AAISvqC-F); DO 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload (https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/); DM-OUHROD-2024-0410, Application of Schools Division Offices as Professional Regulation Commission-Accredited Continuing Professional Development Providers (https://www.deped.gov.ph/2024/03/13/march-7-2024-application-of-schools-division-offices-as-professional-regulations-commission-accreditated-continuing-professional-development-providers/); DO 007, s. 2023, Guidelines on Recruitment, Selection, and Appointment in the Department of Education (https://www.deped.gov.ph/2023/03/23/march-22-2023-do-007-s-2023-guidelines-on-recruitment-selection-and-appointment-in-the-department-of-education/); RA 10912, Continuing Professional Development Act of 2016 (https://lawphil.net/statutes/repacts/ra2016/ra_10912_2016.html); DO 2, s. 2015, Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (https://www.deped.gov.ph/2015/02/06/do-2-s-2015-guidelines-on-the-establishment-and-implementation-of-the-results-based-performance-management-system-rpms-in-the-department-of-education/); RA 4670, Magna Carta for Public School Teachers (https://lawphil.net/statutes/repacts/ra1966/ra_4670_1966.html).

Indicator 33

The school recognizes and rewards milestone achievements of its personnel

Of the personnel who reached a milestone this school year, how many the school recognized, and endorsed to the Schools Division Office (SDO) where the award is the SDO's to give.

Degree	The rubric's levels
Always manifested	• Every personnel who reached a milestone this school year was recognized by the school, and endorsed to the SDO where the award is the SDO's to give. **Our choice:** The rubric's convention: all of the personnel who reached a milestone. • Milestones counted: a loyalty year (ten years of continuous, satisfactory government service, then every five years), retirement, an Outstanding final rating, and an award won; a school may add others, such as a degree completed. **Our choice:** Annex A does not define a milestone; these are the ones the issuances name: CSC MC No. 6, s. 2002, item 1; DO 54, s. 2015, item 4; DO 78, s. 2007, item 5.6; DM 089, s. 2025, items 85 and 86. • The school has its own way of recognizing meritorious performance, beside the Program on Awards and Incentives for Service Excellence (PRAISE). **Rule:** DM-OUHROD-2024-0586, Annex B, item 34 • Calls for nominations to awards reach all personnel. **Rule:** DO 030, s. 2025, Encl. 2, IX.D, item 10
Frequently manifested	• More than half but not all of them were recognized, or all were while the school has no recognition of its own or a call for nominations did not reach everyone. **Our choice:** The rubric's convention: more than half of the personnel who reached a milestone; a missing school recognition or a call not shared stops at Frequently.
Rarely manifested	• At least one of them was recognized, but half or fewer. **Our choice:** The rubric's convention: at least one of the personnel who reached a milestone.
Not yet manifested	• None of them was recognized. **Our choice:** The rubric's convention: none of the personnel who reached a milestone.
Not applicable	When no personnel reached a milestone this school year: no loyalty year, retirement, Outstanding rating or award.

Records the school already keeps: Service records and 201 files; The SDO's lists of loyalty awardees; Programs of the school's recognition activities and the certificates given; Nominations endorsed to the SDO; Final Individual Performance Commitment and Review Form ratings.

Applies to: All schools.

Issuances: DM 013, s. 2026, 2026 Gawad Lingkod Bayani Search for Outstanding Government Workers (https://www.deped.gov.ph/2026/02/27/february-27-2026-dm-013-s-2026-2026-gawad-lingkod-bayani-search-for-outstanding-government-workers/); CSC MC No. 2, s. 2026, Call for Nominations to the 2026 Gawad Lingkod Bayani (https://csguide.org/items/show/1561); DM 089, s. 2025, Guidelines on the Multi-Year Performance Management and Evaluation System for Teachers from School Years 2025-2026 to 2027-2028 (https://www.deped.gov.ph/2025/10/01/october-1-2025-dm-089-s-2025-guidelines-on-the-multi-year-performance-management-and-evaluation-system-for-teachers-from-school-years-2025-2026-to-2027-2028/); DO 030, s. 2025, Inclusive Employment Policy in the Department of Education (https://www.deped.gov.ph/2025/09/29/september-29-2025-do-030-s-2025-inclusive-employment-policy-in-the-department-of-education/); CSC MC No. 12, s. 2025, 2025 Rules on Administrative Cases in the Civil Service (https://csc.gov.ph/phocadownload/userupload/irmo/mc/2025/MC%20No.%2012%20s.%202025.pdf); DM-OUHROD-2024-0586, Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards, enclosed in DepEd Region VIII Regional Memorandum No. 391, s. 2024 (https://region8.deped.gov.ph/wp-content/uploads/2024/04/RM-s2024-391.pdf); DO 54, s. 2015, Amendment to DepEd Order No. 55, s. 2003 (Increase of Payment of Loyalty Cash Gift) (https://www.deped.gov.ph/2015/12/08/do-54-s-2015-amendment-to-deped-order-no-55-2003-increase-of-payment-of-loyalty-cash-gift/); DO 78, s. 2007, Strengthening the Program on Awards and Incentives for Service Excellence (PRAISE) of the Department of Education (https://www.deped.gov.ph/2007/11/26/do-78-s-2007-strengthening-the-program-on-awards-and-incentives-for-service-excellence-praise-of-the-department-of-education/); DO 9, s. 2002, Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education (https://www.deped.gov.ph/2002/03/05/do-9-s-2002-establishing-the-program-on-awards-and-incentives-for-service-excellence-praise-in-the-department-of-education/); CSC MC No. 6, s. 2002, Revised Policies on the Grant of Loyalty Award, enclosed in DO 54, s. 2015 (https://www.deped.gov.ph/2015/12/08/do-54-s-2015-amendment-to-deped-order-no-55-2003-increase-of-payment-of-loyalty-cash-gift/).

Indicator 34

The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner

Of the pay items below that applied to the school's personnel this school year, how many the school handled on time and correctly.

Degree	The rubric's levels
Always manifested	• Every pay item that applied was handled on time and correctly: the school's part was in by the Schools Division Office (SDO) cut-off, and no one was paid late or wrongly because of the school. **Our choice:** The rubric's convention: all of the pay items that applied. • The school's part includes attendance and service reports, the certified Teaching Allowance list, the monthly overtime report, the weekly overload record, approved vacation service credits, and ratings finalized for step increments and bonuses. **Rule:** DM-OUHRODI-2026-1824, item 7; DO 026, s. 2025, VI.A.1.c.i; DO 005, s. 2024, V.B.1.2 and V.B.2.3; DM-OUHROD-2025-0922, item 2 • An implementing unit school also releases its own payroll on the 15th and the 30th of the month. **Rule:** OUF-2021-0703, items 2.3 and 2.4 • A late release by the SDO, the regional office or the Department of Budget and Management does not count against the school when its part was on time. **Our choice:** Annex A asks whether the school facilitates the pay; releasing it is decided above the school.
Frequently manifested	• More than half but not all of the pay items that applied were handled on time and correctly. **Our choice:** The rubric's convention: more than half of the pay items that applied.
Rarely manifested	• At least one of the pay items that applied was handled on time and correctly, but half or fewer. **Our choice:** The rubric's convention: at least one of the pay items that applied.
Not yet manifested	• None of the pay items that applied was handled on time and correctly. **Our choice:** The rubric's convention: none of the pay items that applied.
Not applicable	Not applicable to any school.

Records the school already keeps: Payslips; Payroll registers, in an implementing unit school; Daily time records and monthly reports of service; The electronic School Form 7 (eSF7); Overload records and monthly overtime reports; Vacation service credit records; The certified Teaching Allowance list; Service records and notices of step increment.

Applies to: All schools; an implementing unit school also for its own payroll. A pay item no personnel was eligible for does not count.

Issuances: DM-OUHRODI-2026-1824, Advisory on the Processing and Payment of the Fiscal Year (FY) 2026 Teaching Allowance for Public School Teachers, enclosed in DepEd Region VIII Regional Memorandum No. 651, s. 2026 (https://region8.deped.gov.ph/wp-content/uploads/2026/06/RM-No.-651-s.-2026-AD-PS-EDR-6326.pdf); DM-OUHRODI-2026-0693, Reiteration on the Strict Wearing of the Prescribed DepEd National Uniform for SY 2026-2027 and Immediate Release of the FY 2026 Clothing Allowance, enclosed in DepEd Region VIII Regional Memorandum No. 409, s. 2026 (https://region8.deped.gov.ph/wp-content/uploads/2026/04/RM-No.-409-s.-2026-AD-PS-EDR-4726.pdf); DM-OUHROD-2026-0457, Advisory on the Payment of the Special Hardship Allowance (SHA) for the Fiscal Year (FY) 2026, enclosed in DepEd Region VIII Regional Memorandum No. 312, s. 2026 (https://region8.deped.gov.ph/wp-content/uploads/2026/03/RM-No.-312-s.-2026-FD-BS-GJNCV-31626.pdf); DO 026, s. 2025, Guidelines on the Payment of Overtime Services of Teachers (https://www.deped.gov.ph/2025/09/06/september-6-2025-do-026-s-2025-guidelines-on-the-payment-of-overtime-services-of-teachers/); DO 016, s. 2025, Guidelines on the Grant of Medical Allowance to the Department of Education Personnel (https://www.deped.gov.ph/2025/06/10/june-9-2025-do-016-s-2025-guidelines-on-the-grant-of-medical-allowance-to-the-department-of-education-personnel/); DM-OUHROD-2025-0922, Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES), enclosed in SDO Calbayog City DM No. 258, s. 2025 (https://calbayogcity.deped.gov.ph/wp-content/uploads/2025/06/DM-NO.-258-s.-2025.pdf); DM 028, s. 2025, Guidelines on the New Department of Education National Uniform for Classroom and Office-Based Personnel (https://www.deped.gov.ph/2025/03/24/march-24-2025-dm-028-s-2025-guidelines-on-the-new-department-of-education-national-uniform-for-classroom-and-office-based-personnel/); DO 005, s. 2025, Additional Implementing Guidelines on the Grant of a Teaching Allowance for Public School Teachers (https://www.deped.gov.ph/2025/03/20/march-20-2025-do-005-s-2025-additional-implementing-guidelines-on-the-grant-of-a-teaching-allowance-for-public-school-teachers/); DBM Budget Circular No. 2024-3, Amending Section 6.1 of Budget Circular No. 2016-4 on Payment of Year-End Bonus and Cash Gift (https://www.dbm.gov.ph/images/Budget%20Circular%20No.%202024-3.pdf); DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers (https://www.deped.gov.ph/2024/09/18/september-18-2024-do-013-s-2024-revised-guidelines-on-the-grant-of-vacation-service-credits-for-teachers/); EO 64, s. 2024, Updating the Salary Schedule for Civilian Government Personnel and Authorizing the

Grant of an Additional Allowance, and for Other Purposes (https://www.officialgazette.gov.ph/2024/08/02/executive-order-no-64-s-2024/); DO 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload (https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/); DO 017, s. 2023, Amendment to DepEd Order No. 039, s. 2021 (Guidelines on the Provision of Special Hardship Allowance for Public School Teachers) (https://www.deped.gov.ph/2023/07/19/july-19-2023-do-017-s-2023-amendment-to-deped-order-no-039-s-2021-guidelines-on-the-provision-of-special-hardship-allowance-for-public-school-teachers/); OUF-2021-0703, Internal Guidelines on the Implementation of Twice-a-Month Release of Salary to DepEd Personnel, enclosed in DepEd Region VIII Regional Memorandum No. 730, s. 2021 (https://region8.deped.gov.ph/wp-content/uploads/2021/11/RM-s2021-730.pdf); DO 039, s. 2021, Guidelines on the Provision of Special Hardship Allowance for Public School Teachers (https://www.deped.gov.ph/2021/09/22/september-22-2021-do-039-s-2021-guidelines-on-the-provision-of-special-hardship-allowance-for-public-school-teachers/); RA 11466, Salary Standardization Law of 2019 (https://www.officialgazette.gov.ph/2020/01/08/republic-act-no-11466/); DBM Budget Circular No. 2017-4, Guidelines on the Grant of the Productivity Enhancement Incentive (PEI) to Government Employees for Fiscal Year (FY) 2017 and Years Thereafter (https://www.dbm.gov.ph/wp-content/uploads/Issuances/2017/Budget%20Circular/BUDGET%20CIRCULAR%20NO.%202017-4.pdf); DBM Budget Circular No. 2017-2, Rules and Regulations on the Grant of the Mid-Year Bonus for FY 2017 and Years Thereafter (https://www.dbm.gov.ph/wp-content/uploads/Issuances/2017/Budget%20Circular/BUDGET%20CIRCULAR%20NO.%202017-2.pdf); DBM Budget Circular No. 2016-4, Updated Rules and Regulations on the Grant of the Year-End Bonus and Cash Gift for FY 2016 and Years Thereafter (https://www.dbm.gov.ph/wp-content/uploads/Issuances/2016/Budget%20Circular/BUDGET%20CIRCULAR%20NO.%202016%20-%204.pdf); DO 54, s. 2015, Amendment to DepEd Order No. 55, s. 2003 (Increase of Payment of Loyalty Cash Gift), with CSC MC No. 6, s. 2002 enclosed (https://www.deped.gov.ph/2015/12/08/do-54-s-2015-amendment-to-deped-order-no-55-2003-increase-of-payment-of-loyalty-cash-gift/); RA 4670, Magna Carta for Public School Teachers (https://lawphil.net/statutes/repacts/ra1966/ra_4670_1966.html).

Indicator 35

Teacher workload is distributed fairly and equitably

How many teachers' programs in the electronic School Form 7 (eSF7) pass all five checks below this school year.

Degree	The rubric's levels
Always manifested	• The school head distributes teaching loads, overload, teaching-related assignments and other work fairly and equitably, and checks them in eSF7. **Rule:** DO 005, s. 2024, V.A.1.7 and V.D.4.a and d; DO 012, s. 2024, item 6 • Every teacher's program passes all five checks. **Our choice:** The rubric's convention: all of the teachers, each program read against the five checks the issuances set.
Frequently manifested	• More than half but not all of the teachers' programs pass all five checks. **Our choice:** The rubric's convention: more than half of the teachers.
Rarely manifested	• At least one teacher's program passes all five checks, but half or fewer do. **Our choice:** The rubric's convention: at least one of the teachers.
Not yet manifested	• No teacher's program passes all five checks; a teacher with no program in eSF7 does not pass. **Our choice:** The rubric's convention: none of the teachers; a program that is not written down cannot be checked.
Not applicable	Not applicable to any school.

Records the school already keeps: The electronic School Form 7 (eSF7); Class programs and teachers' programs; Designation orders and the approved list of teaching-related assignments; The school head's weekly record of teaching overload.

Applies to: All schools with teachers.

Issuances: DO 017, s. 2026, Strengthened Senior High School Curriculum (https://www.deped.gov.ph/2026/06/04/june-4-2026-do-017-s-2026-strengthened-senior-high-school-curriculum/); DO 024, s. 2025, Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads in the Department of Education (https://www.deped.gov.ph/2025/08/28/august-28-2025-do-024-s-2025-guidelines-on-the-implementation-of-the-expanded-career-progression-system-for-teachers-and-school-heads-in-the-department-of-education/); DO 012, s. 2024, Amendment to DepEd Order No. 010, s. 2024 (Policy Guidelines on the Implementation of the MATATAG Curriculum) (https://www.deped.gov.ph/2024/09/18/september-18-2024-do-012-s-2024-amendment-to-deped-order-no-010-s-2024-policy-guidelines-on-the-implementation-of-the-matatag-curriculum/); DO 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload (https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/); DO 002, s. 2024, Immediate Removal of Administrative Tasks of Public School Teachers (https://www.deped.gov.ph/2024/01/26/january-26-2024-do-002-s-2024-immediate-removal-of-administrative-tasks-of-public-school-teachers/); RA 4670, Magna Carta for Public School Teachers (https://lawphil.net/statutes/repacts/ra1966/ra_4670_1966.html).

Dimension 6. Finance and Resource Management and Mobilization

The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

Indicator 36

The school inspects its infrastructure and facilities

Of the inspections and facility records the issuances below schedule for a school, the share that applied in the last 12 months and were done on schedule, with findings recorded and hazards needing technical help reported to the schools division office (SDO).

Degree	The rubric's levels
Always manifested	• Schools keep inspection records and corrective action logs, and immediately report fire hazards, unsafe electrical conditions and infrastructure deficiencies needing technical intervention to the SDO. **Rule:** DM-OUHRODI-2026-2348, items 1.i and 1.j, para. 6; each inspection's schedule from its own issuance • An inspection or facility record counts when it was done on its schedule, its findings were recorded, and what needs technical help was reported to the SDO. **Our choice:** The rubric applies DM-OUHRODI-2026-2348's record and reporting duties to every inspection and facility record on the list. • Every inspection and facility record that applied in the last 12 months counts. **Our choice:** The rubric's convention: all = Always, counting the inspections and facility records that applied in the last 12 months.
Frequently manifested	• More than half of the inspections and records that applied count, but not all. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the inspections and facility records that applied in the last 12 months.
Rarely manifested	• At least one inspection or record counts, but half or fewer of those that applied. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the inspections and facility records that applied in the last 12 months.
Not yet manifested	• No inspection or record counts. **Our choice:** The rubric's convention: none = Not yet, counting the inspections and facility records that applied in the last 12 months.
Not applicable	Not applicable to any school.

Records the school already keeps: The School Preparedness Checklist from the Brigada Eskwela assessment; The school watching checklist and hazard map; Inspection records and corrective action logs of the school DRRM team; The WinS monitoring form and the school's Three-Star rating; The school's facility data in the BEIS; RADaR reports sent after hazards; The Report on the Physical Count of Property, Plant and Equipment and the property inventory; Fire safety inspection results from the Bureau of Fire Protection.

Applies to: All schools. The RADaR counts only when a hazard or emergency struck the school in the period.

Issuances: DM-OUHRODI-2026-2348, Strengthening Preventive Measures to Minimize Fire and Other Preventable Incidents in Public Schools (July 6, 2026), enclosed in SDO Muntinlupa City UN-2026-285, s. 2026 (https://deped-muntinlupa.com/wp-content/uploads/2026/07/UN-2026-285.pdf); DM 027, s. 2026, 2026 Brigada Eskwela Implementing Guidelines (https://www.deped.gov.ph/2026/05/05/may-5-2026-dm-027-s-2026-2026-brigada-eskwela-implementing-guidelines/); DO 002, s. 2024, Immediate Removal of Administrative Tasks of Public School Teachers (https://www.deped.gov.ph/2024/01/26/january-26-2024-do-002-s-2024-immediate-removal-of-administrative-tasks-of-public-school-teachers/); DO 019, s. 2023, Institutionalization and Implementation of Risk-Informed and Evidence-Based School Infrastructure Planning and Programming (https://www.deped.gov.ph/2023/07/21/july-20-2023-do-019-s-2023-institutionalization-and-implementation-of-risk-informed-and-evidence-based-school-infrastructure-planning-and-programming/); DM 194, s. 2018, Implementing Guidelines to DepEd Order No. 10, s. 2016 (Comprehensive Water, Sanitation and Hygiene in Schools Program) (https://www.deped.gov.ph/2018/12/21/december-21-2018-dm-194-s-2018-implementing-guidelines-to-deped-order-no-10-s-2016-policy-and-guidelines-for-comprehensive-water-sanitation-and-hygiene-in-schools-program/); DO 10, s. 2016, Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program (https://www.deped.gov.ph/2016/02/19/do-10-s-2016-policy-and-guidelines-for-the-comprehensive-water-sanitation-and-hygiene-in-schools-wins-program/); Government Accounting Manual for National Government Agencies, Volume I (COA Circular No. 2015-007) (https://www.treasury.gov.ph/wp-content/uploads/2018/01/Volume-I.pdf); DO 23, s. 2015, Student-Led School Watching and Hazard Mapping (https://www.deped.gov.ph/2015/06/16/do-23-s-2015-student-led-school-watching-and-hazard-mapping/); DO 21, s. 2015, Disaster Risk Reduction and Management Coordination and Information Management Protocol (https://www.deped.gov.ph/2015/06/01/do-21-s-2015-disaster-risk-reduction-and-management-coordination-and-information-management-protocol/).

Indicator 37

The school initiates improvement of its infrastructure and facilities

Of the needs the school's latest inspections found (indicator 36), the share it acted on in the last 12 months as each need's kind requires; when the inspections found none, the share of three yearly upkeep items done instead.

Degree	The rubric's levels
Always manifested	• A need counts as acted on when the school did what its kind requires and placed it in the Annual Implementation Plan (AIP): a school-based minor repair (under DO 018, s. 2023, less than PHP 50,000 per classroom, or 1% to 9% damage) done or under way from a lawful source, such as maintenance and other operating expenses (MOOE) for the minor repairs DO 008, s. 2019 allows, the School Innovation and Improvement Fund or Brigada Eskwela help; a major repair or new building reported to the schools division office (SDO), or requested from the Special Education Fund (SEF) by August 31. **Rule:** DO 018, s. 2023, Repair All Policy and Annex B; DO 008, s. 2019, V.D.1 and V.D.4; DM 048, s. 2026; DM-OUHRODI-2026-2348, item 1.j; Joint Circular No. 01, s. 2025. The definition of a need acted on is the rubric's. • Every need found was acted on. **Our choice:** The rubric's convention: all = Always, counting the needs found by the latest inspections. • When the inspections found no need, all three yearly upkeep items were done instead: Brigada Eskwela held and reported in the DepEd Partnerships Database System, fire safety equipment serviced, and water and toilet facilities maintained from MOOE. **Our choice:** An indicator on initiating improvement still asks for upkeep when nothing is broken; the three items come from DM 027, s. 2026, DM-OUHRODI-2026-2348, item 1.f, and DO 10, s. 2016, Sec. V.
Frequently manifested	• More than half of the needs found were acted on, but not all (or two of the three upkeep items were done). **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the needs found, or the three upkeep items.
Rarely manifested	• At least one need was acted on, but half or fewer (or one of the three upkeep items was done). **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the needs found, or the three upkeep items.
Not yet manifested	• No need found was acted on (or no upkeep item was done). **Our choice:** The rubric's convention: none = Not yet, counting the needs found, or the three upkeep items.
Not applicable	Not applicable to any school.

Records the school already keeps: Inspection findings and corrective action logs (indicator 36); The School Improvement Plan and the AIP; Cash Disbursement Registers and disbursement vouchers for repairs; The school's SEF funding requests; The Brigada Eskwela report in the DepEd Partnerships Database System; Reports of major needs to the SDO; School Innovation and Improvement Fund utilization reports.

Applies to: All schools.

Issuances: DO 022, s. 2026, Enhanced Minimum Performance Standards and Specifications for DepEd School Infrastructure and School Furniture (https://www.deped.gov.ph/2026/09/24/september-24-2026-do-022-s-2026-enhanced-minimum-performance-standards-and-specifications-for-deped-school-infrastructure-and-school-furniture/); DM 048, s. 2026, Allocation and Release of the School Innovation and Improvement Fund to Non-Implementing Unit Public Schools (https://www.deped.gov.ph/2026/08/03/august-3-2026-dm-048-s-2026-allocation-and-release-of-the-school-innovation-and-improvement-fund-to-non-implementing-unit-public-schools-to-strengthen-decentralization-practices-in-the-de/); DM-OUHRODI-2026-2348, Strengthening Preventive Measures to Minimize Fire and Other Preventable Incidents in Public Schools (July 6, 2026), enclosed in SDO Muntinlupa City UN-2026-285, s. 2026 (https://deped-muntinlupa.com/wp-content/uploads/2026/07/UN-2026-285.pdf); DM 027, s. 2026, 2026 Brigada Eskwela Implementing Guidelines (https://www.deped.gov.ph/2026/05/05/may-5-2026-dm-027-s-2026-2026-brigada-eskwela-implementing-guidelines/); DepEd-DBM-DILG-DOF Joint Circular No. 01, s. 2025, Omnibus Guidelines on the Use of the Special Education Fund (SEF) (https://www.deped.gov.ph/2026/03/03/deped-dbm-dilg-joint-memorandum-circular-no-01-s-2025-omnibus-guidelines-on-the-use-of-the-special-education-fund-sef/); DO 018, s. 2023, Revised Multi-Year Guidelines on the Allocation, Receipt, Utilization, Monitoring and Reporting of the Basic Education Facilities Funds (BEFF) (https://www.deped.gov.ph/2023/07/21/july-20-2023-do-018-s-2023-revised-multi-year-

guidelines-on-the-allocation-receipt-utilization-monitoring-and-reporting-of-the-basic-education-facilities-funds-beff/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/); DO 10, s. 2016, Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program (https://www.deped.gov.ph/2016/02/19/do-10-s-2016-policy-and-guidelines-for-the-comprehensive-water-sanitation-and-hygiene-in-schools-wins-program/).

Indicator 38

The school has a functional library

How many of the five components of a functional library the school has now, each read with the rules in force.

Degree	The rubric's levels
Always manifested	• A functional library has five components: physical facilities, a librarian, a collection, library programs and services, and funds. **Rule:** DECS Order No. 6, s. 1998, item 3 and Encl. 1 • All five components are in place. **Our choice:** The rubric's convention: all = Always, counting the five components of DECS Order No. 6, s. 1998.
Frequently manifested	• Three or four of the five components are in place. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the five components of DECS Order No. 6, s. 1998.
Rarely manifested	• One or two of the five components are in place. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely, counting the five components of DECS Order No. 6, s. 1998.
Not yet manifested	• None of the five components is in place. **Our choice:** The rubric's convention: none = Not yet, counting the five components of DECS Order No. 6, s. 1998.
Not applicable	Not applicable to any school.

Records the school already keeps: The Library Collection Report; The library inventory and accession records; Class programs showing library lessons; The Annual Implementation Plan; The Brigada Eskwela School Preparedness Checklist, which covers bookshelves, libraries and reading corners.

Applies to: All elementary and secondary schools: each must have a functional library (DECS Order No. 6, s. 1998, item 3).

Issuances: DM 027, s. 2026, 2026 Brigada Eskwela Implementing Guidelines (https://www.deped.gov.ph/2026/05/05/may-5-2026-dm-027-s-2026-2026-brigada-eskwela-implementing-guidelines/); DepEd-DBM-DILG-DOF Joint Circular No. 01, s. 2025, Omnibus Guidelines on the Use of the Special Education Fund (SEF) (https://www.deped.gov.ph/2026/03/03/deped-dbm-dilg-joint-memorandum-circular-no-01-s-2025-omnibus-guidelines-on-the-use-of-the-special-education-fund-sef/); DO 014, s. 2024, Amendment to DepEd Order No. 24, s. 2023 (Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs) (https://www.deped.gov.ph/2024/10/09/october-9-2024-do-014-s-2024-amendment-to-deped-order-no-24-s-2023-guidelines-on-the-provision-of-supplementary-learning-resources-for-public-school-libraries-and-library-hubs/); DO 024, s. 2023, Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs (https://www.deped.gov.ph/2023/09/19/september-19-2023-do-024-s-2023-guidelines-on-the-provision-of-supplementary-learning-resources-for-public-school-libraries-and-library-hubs/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/); DepEd Educational Facilities Manual (2010), listed on DepEd's Publications page (https://www.deped.gov.ph/publications/); RA 9246, The Philippine Librarianship Act of 2003 (https://lawphil.net/statutes/repacts/ra2004/ra_9246_2004.html); DECS Order No. 6, s. 1998, Policies and Programs for School Library Development (https://www.deped.gov.ph/1998/01/22/do-6-s-1998-policies-and-programs-for-school-library-development/).

Indicator 39

The school has functional water, electric, and internet facilities

Whether the school's water, electricity and internet each work, work partly or do not work now, judged by the lines DepEd sets for each.

Degree	The rubric's levels
Always manifested	• Water works: safe drinking water free for every learner at all times, tested more than once a calendar year, and water for cleaning every day in all school hours, the three-star level of Water, Sanitation and Hygiene in Schools (WinS). **Rule:** DM 194, s. 2018, Encl. 1, W.S3-1 to W.S3-3; DO 10, s. 2016, III.1 • Electricity works: a stable and consistent supply in school hours, with the wiring inspected in the school's periodic safety inspections. **Rule:** DM 056, s. 2025, Annex A, item 4.2 (the ARAL readiness audit's Met band for power, which the rubric uses as the line for school hours); DM-OUHRODI-2026-2348, items 1.a and 1.d • Internet works: it meets DepEd's definition of "Connected" in its May 2026 validation: functional connectivity from any source, usable for both administrative and instructional purposes in at least one school level. **Rule:** DepEd Joint Memorandum, Final Validation of School Internet Connectivity Data, May 19, 2026, p. 3 (definition); applied to the school's present connection by the rubric • All three work. **Our choice:** The rubric's convention: all = Always, counting water, electricity and internet.
Frequently manifested	• Two of the three work. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting water, electricity and internet.
Rarely manifested	• One of the three works; or none works fully, but at least one works partly. **Our choice:** The rubric's convention: at least one = Rarely, counting water, electricity and internet, with a utility that works partly. • Works partly: water at the one- or two-star WinS level; electricity with minor but manageable disruptions, or wiring not yet inspected; internet that meets the "Underserved" definition (intermittent, unreliable, too slow, limited in coverage, or usable for only administrative or only instructional purposes). **Our choice:** The middle bands of DM 194, s. 2018 (one or two stars), DM 056, s. 2025 (Partially Met) and DepEd's May 2026 validation (Underserved), read as working partly.
Not yet manifested	• None of the three works even partly: water below the one-star level, "no reliable access to power", and internet that meets the "Unserved" definition: no functional connectivity in any school level. **Our choice:** The rubric's convention: none = Not yet, counting water, electricity and internet, read with the lowest bands of DM 056, s. 2025 and DepEd's May 2026 validation.
Not applicable	Not applicable to any school.

Records the school already keeps: The WinS monitoring form and the school's Three-Star rating; Water test results; Water and electricity bills; Inspection records of the wiring (indicator 36); The school's entry in DepEd's May 2026 internet connectivity validation; A recent speed test or the service provider's records; The internet service contract; Results of the ARAL School Readiness and Responsiveness Audit.

Applies to: All schools, off-grid schools and schools without network coverage included: solar power and satellite internet projects can make electricity and internet work, and a gap the school cannot close itself goes in Remarks.

Issuances: RA 12321, Last Mile and Geographically Isolated and Disadvantaged Area Schools Act (https://lawphil.net/statutes/repacts/ra2026/ra_12321_2026.html); DM-OUHRODI-2026-2348, Strengthening Preventive Measures to Minimize Fire and Other Preventable Incidents in Public Schools (July 6, 2026), enclosed in SDO Muntinlupa City UN-2026-285, s. 2026 (https://deped-muntinlupa.com/wp-content/uploads/2026/07/UN-2026-285.pdf); DepEd Joint Memorandum, Final Validation of School Internet Connectivity Data (May 19, 2026), enclosed in SDO Catanduanes DM No. 598, s. 2026 (https://catanduanes.deped.gov.ph/files/DM-No.-598,-S.-2026---Final-Validation-of-School-Internet-Connectivity-Data.pdf); DM 056, s. 2025, Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit (https://www.deped.gov.ph/2025/07/18/july-18-2025-dm-056-s-2025-supplemental-guidelines-on-the-implementation-of-the-aral-school-readiness-and-responsiveness-audit/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/); DM 194, s. 2018, Implementing Guidelines to DepEd Order No. 10, s. 2016 (Comprehensive Water, Sanitation and Hygiene in Schools Program) (https://www.deped.gov.ph/2018/12/21/december-21-2018-dm-194-s-2018-implementing-guidelines-to-deped-order-no-10-s-2016-policy-and-

guidelines-for-comprehensive-water-sanitation-and-hygiene-in-schools-program/); DO 10, s. 2016, Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program (https://www.deped.gov.ph/2016/02/19/do-10-s-2016-policy-and-guidelines-for-the-comprehensive-water-sanitation-and-hygiene-in-schools-wins-program/).

Indicator 40

The school has a functional computer laboratory/classroom

How many of six functions the school's computer laboratory or computer classroom has now.

Degree	The rubric's levels
Always manifested	• All six functions are in place. **Our choice:** The rubric's convention: all = Always, counting the six functions in the list. • DepEd's ARAL readiness audit rates a computer room that "needs repairs or lacking furniture (tables and chairs)" only Partially Met. **Rule:** DM 056, s. 2025, Annex A, item 5.5
Frequently manifested	• Four or five of the six, with the room itself among them. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting the six functions in the list.
Rarely manifested	• One to three of the six; or more, but without a room set up as a computer laboratory or computer classroom. **Our choice:** The rubric's convention: at least one, half or fewer = Rarely; without the room itself, a computer laboratory or classroom cannot rise above Rarely.
Not yet manifested	• None of the six. **Our choice:** The rubric's convention: none = Not yet, counting the six functions in the list.
Not applicable	Not applicable to any school.

Records the school already keeps: Delivery, inspection and acceptance papers of the DepEd Computerization Program (DCP) packages; Property acknowledgment receipts, inventory custodian slips and the DCP inventory; The Report on the Physical Count of Property, Plant and Equipment; Class programs; The designation order of the Information, Communication, and Technology coordinator; Results of the ARAL School Readiness and Responsiveness Audit; Inspection records of the wiring (indicator 36).

Applies to: All schools: DO 016, s. 2023 aims to give every public school a computer laboratory package, and an elementary e-classroom counts. A school still waiting for a package rates what it has and notes the wait in Remarks.

Issuances: DM-OUHRODI-2026-2348, Strengthening Preventive Measures to Minimize Fire and Other Preventable Incidents in Public Schools (July 6, 2026), enclosed in SDO Muntinlupa City UN-2026-285, s. 2026 (https://deped-muntinlupa.com/wp-content/uploads/2026/07/UN-2026-285.pdf); DM 056, s. 2025, Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit (https://www.deped.gov.ph/2025/07/18/july-18-2025-dm-056-s-2025-supplemental-guidelines-on-the-implementation-of-the-aral-school-readiness-and-responsiveness-audit/); DO 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload (https://www.deped.gov.ph/2024/04/29/april-29-2024-do-005-s-2024-rationalization-of-teachers-workload-in-public-schools-and-payment-of-teaching-overload/); DO 002, s. 2024, Immediate Removal of Administrative Tasks of Public School Teachers (https://www.deped.gov.ph/2024/01/26/january-26-2024-do-002-s-2024-immediate-removal-of-administrative-tasks-of-public-school-teachers/); DO 016, s. 2023, Revised Guidelines on the Implementation of the Department of Education Computerization Program (https://www.deped.gov.ph/2023/07/19/july-18-2023-do-016-s-2023-revised-guidelines-on-the-implementation-of-the-department-of-education-computerization-program/); DO 78, s. 2010, Guidelines on the Implementation of the DepEd Computerization Program (DCP) (https://www.deped.gov.ph/2010/06/10/do-78-s-2010-guidelines-on-the-implementation-of-the-deped-computerization-program-dcp/); DepEd Educational Facilities Manual (2010), listed on DepEd's Publications page (https://www.deped.gov.ph/publications/).

Indicator 41

The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)

The share of the last closed fiscal year's maintenance and other operating expenses (MOOE) allocation the school used, January 1 to December 31: disbursements liquidated through Cash Disbursement Registers (CDRs) for a school that is not an implementing unit, obligations for an implementing unit, with continuing balances from earlier years left out of both figures (a rate over 100% means one was left in).

Degree	The rubric's levels
Always manifested	• The school used 75% to 100% of the fiscal year's MOOE allocation. **Rule:** DO 007, s. 2024, Annex A, indicator 41 • For a school that is not an implementing unit, no cash advance release was held back during the year because a CDR covered less than 75% of the previous advance. **Our choice:** DO 007, s. 2024's definition of Always ("consistently observed and achieved at all times", V.C) read as steady use through the year; DO 008, s. 2019, V.C.3.3 and DO 029, s. 2019, item 19.2 tie each release to a CDR of at least 75%.
Frequently manifested	• 75% to 100% used, but a release was held back because a CDR covered less than 75% of the previous advance. **Our choice:** The yearly rate is met, but not the steady use through the year that Always asks for. • Or more than 50% but less than 75% used. **Our choice:** The rubric's convention: more than half = Frequently, counting the share of the allocation used below Annex A's 75%.
Rarely manifested	• More than 0% and up to 50% used. **Our choice:** The rubric's convention: some, half or less = Rarely, counting the share of the allocation used.
Not yet manifested	• No MOOE used in the fiscal year (0%). **Our choice:** The rubric's convention: none = Not yet, counting the share of the allocation used.
Not applicable	An annex or extension school whose MOOE comes through its mother school (it is rated on the mother school's checklist, as the Performance-Based Bonus guidelines of DO 007, s. 2021 use the mother school's data), or a new school with no MOOE allocation of its own in the last closed fiscal year.

Records the school already keeps: CDRs with the schools division office's receiving dates; Bank statements; Lists of Due and Demandable Accounts Payable - Advice to Debit Account; The division's liquidation reports on school MOOE (DO 008, s. 2019, Annexes 2 and 2-1); The written notice of the year's MOOE allocation; The Transparency Board and the School Report Card; For an implementing unit: its registries of allotments and obligations and its budget and financial accountability reports.

Applies to: Schools with an MOOE allocation of their own in the last closed fiscal year.

Issuances: RA 12314, FY 2026 General Appropriations Act, General Provisions, Sec. 77 (https://www.dbm.gov.ph/wp-content/uploads/GAA/GAA2026/VolumeIB/GENPRO.pdf); DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 007, s. 2021, Multiyear Guidelines on the Grant of Performance-Based Bonus for the Department of Education Employees and Officials (https://www.deped.gov.ph/2021/02/17/february-17-2021-do-007-s-2021-multiyear-guidelines-on-the-grant-of-performance-based-bonus-for-the-department-of-education-employees-and-officials/); DO 029, s. 2019, Procedural Guidelines on the Management of Cash Advances for School Maintenance and Other Operating Expenses and Program Funds of Non-Implementing Units (https://www.deped.gov.ph/2019/10/17/october-17-2019-do-029-s-2019-procedural-guidelines-on-the-management-of-cash-advances-for-school-maintenance-and-other-operating-expenses-and-program-funds-of-non-implementing-units-pursuant-to/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/).

Indicator 42

The school liquidates 100% of its utilized MOOE

For each month of the last closed fiscal year with maintenance and other operating expenses (MOOE) spending, whether a Cash Disbursement Register (CDR) covering it reached the schools division office (SDO) by the 5th of the following month, and whether any of the year's cash advances was still unliquidated after year end (January 20 of the next year).

Degree	The rubric's levels
Always manifested	• Every month with MOOE spending was covered by a CDR, with the paid disbursement vouchers and supporting documents, that reached the SDO by the 5th of the following month. **Rule:** DO 008, s. 2019, V.C.3.3; DO 029, s. 2019, item 19.1 • The year's cash advances were fully liquidated at year end, with nothing still unliquidated after January 20 of the next year. **Rule:** COA Circular No. 97-002, secs. 5.1.2, 5.8 and 5.9; DO 008, s. 2019, V.C.3.3; DO 007, s. 2024, Annex A, indicator 42
Frequently manifested	• More than half of the months, but not all, were on time, and nothing was left unliquidated after year end. **Our choice:** The rubric's convention: more than half but not all = Frequently, counting months on time, with the year fully liquidated. • Or every month was on time, but an amount was still unliquidated after year end. **Our choice:** The monthly rule is met in full but the year-end rule of COA Circular No. 97-002, sec. 5.8 is missed, so the school falls one level.
Rarely manifested	• At least one month was on time, but either half or fewer were, or some months were late and an amount was still unliquidated after year end. **Our choice:** The rubric's convention: at least one month on time, half or fewer = Rarely; a school that misses both the monthly and the year-end rule also falls here. • Or no month was on time, but the year was fully liquidated by year end. **Our choice:** Meeting the year-end rule of COA Circular No. 97-002, sec. 5.8 alone is some liquidation, not none.
Not yet manifested	• No month was on time, and an amount was still unliquidated after year end. **Our choice:** The rubric's convention: none = Not yet, counting months on time and the year-end balance.
Not applicable	An implementing unit that drew no cash advance in the period, an annex whose MOOE is attached to its mother school, a school with no MOOE allocation, or a school that spent no MOOE in the year (indicator 41 rates that).

Records the school already keeps: Monthly CDRs with the SDO's receiving dates, and the paid disbursement vouchers; Bank statements and the passbook, the year-end statement included; The SDO accounting unit's ledger of the school's cash advances; The division's liquidation report on school MOOE (DO 008, s. 2019, Annex 2, Column D); For an implementing unit: liquidation reports of any cash advances its officers drew, and its budget and financial accountability reports.

Applies to: Schools that are not implementing units, which receive their MOOE as cash advances. For an implementing unit, only the cash advances its officers drew (petty cash, special or travel advances), since it pays its creditors directly from its own account.

Issuances: DO 007, s. 2024, Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System (https://www.deped.gov.ph/2024/05/20/may-16-2024-do-007-s-2024-policy-guidelines-on-the-implementation-of-the-revised-school-based-management-sbm-system/); DO 007, s. 2021, Multiyear Guidelines on the Grant of Performance-Based Bonus for the Department of Education Employees and Officials (https://www.deped.gov.ph/2021/02/17/february-17-2021-do-007-s-2021-multiyear-guidelines-on-the-grant-of-performance-based-bonus-for-the-department-of-education-employees-and-officials/); DO 029, s. 2019, Procedural Guidelines on the Management of Cash Advances for School Maintenance and Other Operating Expenses and Program Funds of Non-Implementing Units (https://www.deped.gov.ph/2019/10/17/october-17-2019-do-029-s-2019-procedural-guidelines-on-the-management-of-cash-advances-for-school-maintenance-and-other-operating-expenses-and-program-funds-of-non-implementing-units-pursuant-to/); DO 008, s. 2019, Revised Implementing Guidelines on the Direct Release, Use, Monitoring and Reporting of Maintenance and Other Operating Expenses Allocation of Schools (https://www.deped.gov.ph/2019/05/02/may-2-2019-do-008-s-2019-revised-implementing-guidelines-on-the-direct-release-use-monitoring-and-reporting-of-maintenance-and-other-operating-expenses-allocation-of-schools-including-other-fu/); Government Accounting Manual for National Government Agencies, Volume I (COA Circular No. 2015-007) (https://www.treasury.gov.ph/wp-content/uploads/2018/01/Volume-I.pdf); COA Circular No. 97-002, Restatement with Amendments of the Rules and Regulations on the Granting, Utilization and Liquidation of Cash Advances (https://www.coa.gov.ph/wpfd_file/coa-circular-no-97-002-february-10-1997/); PD 1445, Government Auditing Code of the Philippines, Sec. 89 (https://lawphil.net/statutes/presdecs/pd1978/pd_1445_1978.html).