IMPROVING SBM PRACTICES AND LEARNING OUTCOMES
By Dr. Mildred B. Famorcan
T-III- Maligaya Elementary School

The Department of Education is mandated by the Constitution to take appropriate steps to make quality education accessible to all. Schools as the key providers of education need to be equipped with empowered key officials to make informed and localized decision based on the unique needs of each school toward improving the educational system. These institutions are expected to enable the students to live and learn to their fullest potentials to contribute meaningfully to build a unified nation as also envisioned by the Department.

Every school has a single aim of providing the best possible basic education for all learners. In order to continuously improve learning outcomes, schools and their communities/stakeholders must be adequately enabled for self-governance. Schools must be managed by school leaders who have comprehensive leadership trainings concerning the legalities of self-governance. This could only be achieved through the mandates of School-Based Management.

Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). It is the decentralization of decision-making authority to schools. It empowers the key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes.

The ultimate objective of SBM is to improve the learning outcomes. One of the learning outcomes which is comprehensively monitored by each school is the National Achievement Test (NAT). According to Sarmiento (2007), NAT is also one of the reliable educational assessments which was given by the government annually to public and private school pupils throughout the country to determine the achievement level, strengths and weaknesses in the key subject areas.

Visible and concrete learning outcomes is ultimate goal of the department’s continuous educational reforms. Since National Achievement Test (NAT) could be one of the most concrete and reliable learning outcomes, it could be used to assess the impact of School-Based Management practices of the school administrators.
But it must be remembered that NAT alone could not be used as the only means of assessing the school based management practices of the school administrators. There were other performance indicators that would assess the impact of SBM practices in general. Similarly, SBM practices, per se, of the school heads could not be singly pointed out to affect the NAT. There were other factors that would influence the performance or achievement level of pupils in NAT. Many of these factors were intrinsic factors that were beyond the control of the school administrators while some factors are extrinsic such as class size, equipment and the extent of the intervention done by the teachers to equip the pupils with needed competencies. Hence, administrators must work out with these factors to achieve the desired learning outcomes.

Reference: Sarmiento, Debbie." National Statistical Coordination-Factsheet."www.google.com