Republic of the Philippines
Department of Education
REGION X- NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY

DEPARTMENT OF EDUCATION
EL SALVADOR CITY- RECORDS SECTION
RELEASED
JUL 01 2025
Time: 8:25 By: Control #:

Office of the
Schools Division Superintendent

30 June 2025

DIVISION MEMORANDUM
No. 220, s. 2025

DIVISIONAL GUIDANCE ON THE IMPLEMENTATON OF DEPED RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) RELATIVE TO MEMORANDUM DM-OUHROD-2025-0922

To: **Office of the Assistant Schools Division Superintendent**
Chief Education Supervisors, CID/SGOD
Division Performance Management Team (PMT)
All Public Elementary and Secondary School Heads
All Others Concerned
This Division

1. Pursuant to DepEd Memorandum **DM-OUHROD-2025-0922**, titled **"Additional Guidance on the Implementation of the Performance Management and Evaluation System (PMES)"**, this is to provide further clarification and reiteration of expectations concerning the performance management process of School Heads for CY 2025.

2. That a special meeting with **School heads and Performance Management Team** will be set on July 4, 2025, for targeting Objectives in the revised OPCRF for SY 2025-2026.

3. That School Heads are being advised to integrate relevant performance indicators outlined in DepEd Order No. 24, s. 2022 titled *"Adoption of the Basic Education Development Plan 2030* in crafting the OPCRF.

4. That **Competency Assessment** under Part II of the Revised OPCRF per Memorandum DM-OUHROD-2024-0586 shall be followed.

5. That all **Offices and Schools** are hereby directed to use generic term "*Current Administration Agenda*" in replacement of the MATATAG Pillars" in ensuring alignment and attribution of the specific contributions and accomplishments under each of the Key Result Areas of all Offices across governance levels and schools with the over-all organizational goals of the Department.

6. For **School-based personnel** who do not serve as heads of office (i.e., Head Teachers, Department Heads, and non-teaching staff) but are performing administrative functions shall accomplish their own Individual Performance Commitment and Review Form (IPCRF), as follows;

Positions	**Forms/Tools to be Used**
Head Teacher with teaching load and administrative functions	IPCRF anchored on the OPCRF of the School Head, capturing the

	expected administrative tasks and objectives in the PMES for Highly Proficient Teacher Tools
Head Teacher without teaching load	IPCRF anchored on the OPCRF of the School Head
School-based Non-Teaching Staff	IPCRF

7. Annexes of the Memorandum shall be made available for accessing/viewing and downloading through this link: https://tinyurl.com/DepEdRPMSLibrary

8. Attached is the Memorandum DM-OUHROD-2025-0922 for further reference.

9. Moreover, the submission of the final **SY 2025-2026 Office Performance Commitment and Review Form (OPCRF) Phase I** of the School Heads to the Office of the Schools Division Superintendent through the **RPMS focal, Attn. Marilou Y. Descallar, RGC** will be submitted no later than **July 15, 2025.**

10. This office shall adhere to the Equal Opportunity Principle (EEOP), in all steps to be undertaken for this activity. Hence, all decisions and actions shall be based solely on guidelines set forth with no discrimination on the account of age, gender and identity, sexual orientation, civil status, disability, religion, ethnicity, or political affiliation.

11. This is for information, guidance and strict compliance.

RANDOLPH B. TORTOLA
Schools Division Superintendent

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

SGOD/PMT/hrd

OPCRF RPMS
SY 2025

Republika ng Pilipinas
Department of Education
OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2025-0922

TO : **Undersecretaries**
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM : **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development

SUBJECT : **ADDITIONAL GUIDANCE ON THE IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)**

DATE : 10 APRIL 2025

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1. With the conclusion of CY 2024 and SY 2024-2025 performance cycle as well as in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Department hereby provides **additional guidance on the Implementation of Performance Management and Evaluation System (PMES).**

2. In adherence with the Civil Service Commission (CSC) Memorandum Circular (MC) No. 6, s. 2012 titled, *"Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)* and DepEd Order (DO) No. 2, s. 2015 titled, *"Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)"*, it shall be reiterated that the submission of performance appraisal documents is a mandatory requirement and shall have implications to both monetary and non-monetary performance-related incentives, such as step increments, mid-year and year-end bonuses, promotion, awards and recognition, educational support, training opportunities, and other related official travels.

3. To provide guidance on the Performance Review and Evaluation (Phase III and IV) for **CY 2024** and **SY 2024-2025** onwards, the instructions are as follows:

   a. **School Key Result Areas (KRAs) for School Heads**

      The school KRAs as attached in ***Annex A: School KRAs*** is provided herein for reference on the accomplishment of performance management documents of school heads.

      Furthermore, school heads are being advised to integrate the relevant performance indicators outlined in DepEd Order No. 24, s. 2022 titled, ***"Adoption of the Basic Education Development Plan 2030"*** in crafting their OPCRF in the absence of a detailed *Accountability Matrix (Program Expenditure Classification "PREXC" indicators)* for the current and upcoming school years. This is to ensure relevant performance indicators and effective contributions to educational goals are captured and reflected in the office performance management form.

   b. **Competency Assessment under Part II of the Revised Office Performance Commitment and Review Form (OPCRF) per Memorandum DM-OUHROD-2024-0586**[1]

      i. **Rating the Competencies.** In Part II of the OPCRF, the rater shall write the appropriate rating for **each** behavioral indicator observed using the 5-point rating scale shown in Table 1 below.

Table1. DepEd Competencies Scale

Numerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is irregularly shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

      ii. **Average per competency.** The average of the individual ratings for behavioral indicators shall be computed to get the rating for each Competency.

$$Average = \frac{BI\ 1 + BI\ 2 + BI\ 3 + BI\ 4 + BI\ 5}{5}$$

iii. **Total Score (Weighted Average).** The total average for the set of competencies shall be multiplied with assigned weight. The weight allocation for the Leadership Competencies and Core Behavioral Competencies shall be 2.5% each respectively.

Total Score (Weighted Average) = Average x 0.025 Weight Allocation

The updated version of the Interim OPCRF is attached as ***Annex B: Interim OPCRF-ver.Feb2025***.

c. Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel

RATEE		RATER	APPROVING AUTHORITY
1	School Head/Principal/ OIC/TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
2	Assistant School Principal	School Head	Assistant Schools Division Superintendent
3	Department Head	School Head	Assistant Schools Division Superintendent
4	Master Teacher *(Elementary/ JHS/ SHS)*	School Head	Assistant Schools Division Superintendent
5	Teacher *(Elementary)*	Master Teacher	School Head
6	Teacher with no Master Teacher *(Elementary)*	School Head	Assistant Schools Division Superintendent
7	Teacher *(JHS)*	Master Teacher/ Department Head	School Head
8	Teacher with no Master Teacher/Department Head *(JHS)*	School Head	Assistant Schools Division Superintendent
9	Teacher *(SHS)*	Master Teacher/Assistant School Head	School Head
10	Teacher with no Master Teacher/Assistant School Head *(SHS)*	School Head	Assistant Schools Division Superintendent
11	ALS Teacher *(School-based)*	Master Teacher/ Department Head	School Head
12	ALS Teacher *(Community Learning Center)*	Functional Division Chief for CID	Assistant Schools Division Superintendent
13	School-based Non-Teaching Staff *(Administrative and Finance function such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I)*	School Head	Assistant Schools Division Superintendent

Note: In case there is no applicable rater or approving authority in schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.

6. For **CY 2025** and **SY 2025-2026** performance cycle, all DepEd offices and schools are hereby directed to use the generic term *"Current Administration Agenda"* in replacement of the *"MATATAG Pillars"* in ensuring alignment and attribution of the specific contributions and accomplishments under each of the Key Result Areas (KRAs) of all offices across governance levels and schools with the overall organizational goals of the Department.

   A separate sheet in the ***Interim OPCRF-ver.Feb2025*** is provided to reflect this specific modification in the said header.

7. For school-based personnel who do not serve as heads of office (i.e., Head Teachers, Department Heads, and non-teaching staff) but are performing administrative functions shall accomplish their own Individual Performance Commitment and Review Form (IPCRF), as follows:

Position	Forms/Tools to be Used
Department Heads	IPCRF anchored on the OPCRF of the School Head
Head Teacher *with teaching load and administrative functions*	IPCRF anchored on the OPCRF of the School Head, capturing the expected administrative tasks and objectives in the PMES for Highly Teachers Tools
Head Teacher *without teaching load*	IPCRF anchored on the OPCRF of the School Head
School-based Non-teaching Staff	IPCRF

8. Annexes of this Memorandum shall be made available for accessing/viewing and downloading through this link: https://tinyurl.com/DepEdRPMSLibrary.

9. This directive takes immediate effect upon the issuance of this Memorandum.

10. Further guidance and updates regarding DepEd PMES will be provided as necessary.

11. For more information, please contact the **Bureau of Human Resource and Organizational Development,** 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or at telephone number (02) 8470-6630.

12. Immediate dissemination of this Memorandum is desired.

Copy Furnished:

OFFICE OF THE SECRETARY

Annex A

School Key Result Areas (KRAs)

KRAs	Description	Processes	Sample Objectives based on Program Expenditure Classification (PREXC)
School Leadership and Administration	Responsible for the **effective management and operational oversight** of the school, ensuring compliance with DepEd policies and educational standards	• Strategic Leadership • School Operations and Resources Management • Teaching and Learning Supervision • Organizational and Individual Development • Partnerships and Linkages	• To develop School Improvement Plan (SIP) aligned with the Basic Education Development Plan (BEDP)/Region EDP/ Division EDP, and PREXC Targets • To implement SIP through Annual Improvement Plan (AIP)
Teaching and Learning Delivery	Responsible for the **effective implementation of the curriculum** including activities incidental to teaching and learning process and activities to **enhance or support curriculum delivery**	• Curriculum Management and Standards Development • Learning Delivery Management and Development • Learning Resource Management and Development • Education Assessment and Research • Instructional Support Facilities Management	• To achieve the targeted retention rate of learners a. Elementary b. Secondary (Grade (Gr.) 7 to 12) • To achieve the targeted completion rate of learners a. Elementary b. Secondary (Gr. 7 to 12)] • To achieve the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT) *(as may be applicable)* a. Elementary (Gr. 6)

			b. Junior High School (Gr. 10) c. Senior High School (Gr. 12)
Learner Formation and Development	Responsible for providing a **supportive environment and diverse learning opportunities** through holistic programs and interventions	• Management of clinic and health services • Learner Support Management • Disaster Risk Reduction and Management • Child Protection Program Implementation • External Partnership for Program and Events	• To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous Peoples Education, and Alternative Learning System *(as may be applicable)* • To achieve the targeted number of learners benefitted from School Feeding Program
School Operations and Management	Responsible for providing **school support services** to ensure the effective, efficient, and transparent delivery of services responsive to the needs of learners and in support of the teaching and non-teaching personnel	• Asset Management • Financial Management • General Services Management • Human Resource Management and Development • ICT Management • Infrastructure Management • Public Affairs Management • Records Management • Procurement Management	• To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training

Annex B

Republika ng Pilipinas
Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
ver.Feb2026

Name of Employee:		Name of Rater:	
Position/Designation:		Position:	
Review Period:		Approving Authority:	
Strand/Bureau/Center/Service/Region/Division:		Date of Review:	
Strand/Bureau/Center/Service/Region/Division Statement of Purpose:			

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (80%)
Part I-A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the official issuance on the Compendium of Office Functions. This part shall capture the contributions of the office directly targeting the Organizational Outcomes indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, MATATAG Agenda priority deliverables, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

TO BE ACCOMPLISHED DURING PLANNING																TO BE FILLED DURING EVALUATION			
Organizational Outcomes Alignment				Objectives (Based on Office Functions)	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the Outcome/Output Indicators in the Organizational Outcomes)		Performance Measure (Quality, Efficiency, Timeliness)	Rating Scale					Means of Verification (MOVs)	Actual Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
Key Result Areas (KRA) (Based on Office Mandate and Functions)	Organizational Outcome Attribution (Refer to the GAA Programs/Subprogram and BEDP Pillars)						Value (numerical, statistical, trend)	Description (expected outcome/ output/service)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
	GAA Programs/ Subprograms	BEDP Pillars	MATATAG Pillars																
	Refer to Accountability Matrix (PREXC Indicators)	Refer to BMEF and BEDP 2030							Quality										
									Efficiency										
									Timeliness										
									Quality										
									Efficiency										
									Timeliness										
									Quality										
									Efficiency										
									Timeliness										
																		Part I-A Total Score	

PART I-B: INNOVATING AND INTERVENING ACCOMPLISHMENTS (20%)
Part I-B. Innovating and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be innovations, interventions, and enhancements on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING													TO BE FILLED DURING EVALUATION			
Key Result Areas (KRA)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division that are enabling, supportive, and/or contributory to the achievement of the organizational outcomes and KRAs (Part I-A))		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
				Value (numerical, statistical, trend)	Description (expected outcome/ output/service)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
						Quality										
						Efficiency										
						Timeliness										
						Quality										
						Efficiency										
						Timeliness										
						Quality										
						Efficiency										
						Timeliness										
															Part I-B Total Score	

Annex B

Republika ng Pilipinas

Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

ver.Feb2025

Name of Employee:		Name of Rater:	
Position/Designation:		Position:	
Review Period:		Approving Authority:	
Strand/Bureau/Center/Service/Region/Division:		Date of Review:	
Strand/Bureau/Center/Service/Region/Division Statement of Purpose:			

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (80%)

Part I-A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the official issuance on the Compendium of Office Functions. This part shall capture the contributions of the office directly targeting the Organizational Outcomes indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, Current Administration Agenda, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

TO BE ACCOMPLISHED DURING PLANNING																TO BE FILLED DURING EVALUATION			
Organizational Outcomes Alignment				Objectives (based on Office Functions)	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the Outcome/Output Indicators in the Organizational Outcomes)		Performance Measure (Quality, Efficiency, Timeliness)	Rating Scale					Means of Verification (MOVs)	Actual Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
Key Result Areas (KRA) (Based on Office Mandate and Functions)	Organizational Outcome Attribution (Refer to the GAA Programs/Subprograms and BEDP Pillars) GAA Programs/ Subprograms	BEDP Pillars	Current Administration Agenda				Value (numerical, statistical, trend)	Description (expected outcome/ output/service)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
	Refer to Accountability Matrix (PREXC Indicators)	Refer to BMEF and BEDP 2030	Refer to 5-Point Reform Agenda of the DepEd Secretary						Quality										
									Efficiency										
									Timeliness										
									Quality										
									Efficiency										
									Timeliness										
									Quality										
									Efficiency										
									Timeliness										
																		Part I-A Total Score	

PART I-B: INNOVATING AND INTERVENING ACCOMPLISHMENTS (20%)

Part I-B. Innovating and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be innovations, interventions, and enhancements on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING													TO BE FILLED DURING EVALUATION			
Key Result Areas (KRA)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division that are enabling, supportive, and/or contributory to the achievement of the organizational outcomes and KRAs (Part I-A))		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
				Value (numerical, statistical)	Description (expected outcome)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
						Quality										
						Efficiency										
						Timeliness										
						Quality										
						Efficiency										
						Timeliness										
						Quality										
						Efficiency										
						Timeliness										
															Part I-B Total Score	

PART I-C. ORGANIZATIONAL EFFECTIVENESS (15%)

Part I-C. Organizational Effectiveness shall capture accomplishments/outputs produced or attained on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that are aligned with the Performance-based Bonus (PBB) oversight requirements.

TO BE FILLED IN DURING PLANNING											TO BE FILLED DURING EVALUATION			
Organizational Effectiveness Area	Objectives	Timeline	Weight Allocation	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
					5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
Financial Stewardship	Utilized 98% of the budget allocation in accordance with the quarterly disbursement program with no overdraft/deficit/disallowance from oversight agency/ies	Within the rating period	5%	Quality	Budget allocation disbursed within the regulementary period with no overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the regulementary period with 1-2 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the regulementary period with 3-4 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the regulementary period with 5-6 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the regulementary period with 7 or more overdraft/deficit/disallowance from oversight agency/ies					
				Efficiency	Budget is utilized according to the BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 98% of the budget allocation is utilized within the FY)	Budget is utilized with 1-5% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 93-97% of the budget allocation is utilized within the FY)	Budget is utilized with 6-10% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 88-92% of the budget allocation is utilized within the FY)	Budget is utilized with 11-15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 83-87% of the budget allocation is utilized within the FY)	Budget is utilized with more than 15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. below 83% of the budget allocation is utilized within the FY)					
				Timeliness	Quarterly basis: Budget is utilized according to the quarterly disbursement program (i.e. 98% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 6-10% variance from the quarterly disbursement program (i.e. 88-92% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 11-15% variance from the quarterly disbursement program (i.e. 83-87% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with more than 15% variance from the quarterly disbursement program (i.e. Below 83% of the quarterly BUR target is utilized by the end of each quarter)					
Process Improvement	Streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of transactions and/or digitalization/digitization	Within the rating period	5%	Quality	Improvement/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvement/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvement/reduction on 2-3 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvement/reduction on 1 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	No change in no. of documentary requirements, total processing time, transaction cost, process steps, signatories					
				Efficiency	Streamlined and/or digitized all office core processes identified in the QMS planning documents	Streamlined and/or digitized 76-99% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 51-75% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 26-50% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 1-25% of the office core processes identified in the QMS planning documents					
				Timeliness										
Client Satisfaction	Achieved 100% resolution and compliance rate to #8888 and CCB complaints within the prescribed processing time (simple - 3 days; complex - 7 days, highly technical - 20 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement	Within the rating period	5%	Quality	95.0% - 100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	90.0% - 94.9% (Very Satisfactory) overall average on the results of the CSM	80.0% - 89.9% (Satisfactory) overall average on the results of the CSM	60.0% - 79.9% (Fair) overall average on the results of the CSM	Below 60.0% (Poor) overall average on the results of the CSM					
				Efficiency	100% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 50% resolution and compliance rate to #8888 and CCB complaints	At least 1% resolution and compliance rate to #8888 and CCB complaints	0% resolution and compliance rate to #8888 and CCB complaints					
				Timeliness	Complaints acted upon and closed within prescribed processing time (simple - 3 days; complex - 7 days, highly technical - 20 days)		Complaints are acted upon and closed with documented delays based on the prescribed processing time (simple - 3 days; complex - 7 days, highly technical - 20 days)		No complaint acted upon and resolved					
													Part I-C Total Score	

RATEE

RATER

APPROVING AUTHORITY

PART II-A: LEADERSHIP COMPETENCIES (2.5%)

Part II-A. Leadership Competencies shall capture competencies expected of heads of functional offices who hold managerial and executive/supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Leading People	1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids			
	2. Persuades, convinces or influences others, in order to have a specific impact or effect.			
	3. "Sets a good example", is a credible and respected leader; and demonstrates desired behavior.			
	4. Forwards personal, professional and work unit needs and interests in an issue.			
	5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.			
People Performance Management	1. Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).			
	2. Sets performance standards and measures progress of employees based on office and department targets.			
	3. Provides feedback and technical assistance such as coaching for performance improvement and action planning.			
	4. States performance expectations clearly and checks understanding and commitment.			
	5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.			
People Development	1. Improves the skills and effectiveness of individuals through employing a range of development strategies.			
	2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.			
	3. Conceptualizes and implements learning interventions to meet identified training needs.			
	4. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.			
	5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.			
		Part II-A Total Score: Weighted Average (Average x 0.025)		

DepEd Competencies Scale

Numerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is irregularly shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

PART II-B: CORE BEHAVIOURAL COMPETENCIES (2.5%)

Part II-B. Core Behavioral Competencies shall capture competencies required from all DepEd personnel in all job groups within the organization, upholding the DepEd's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Self-Management	1. Sets personal goals and direction, needs and development.			
	2. Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization			
	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals			
	4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals			
	5. Sets high quality, challenging, realistic goals for self and others.			
Professionalism and Ethics	1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).			
	2. Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.			
	3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.			
	4. Makes personal sacrifices to meet the organization's needs.			
	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.			
Results Focus	1. Achieves results with optimal use of time and resources mist of the time.			
	2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.			
	3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.			
	4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set			
	5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.			
Teamwork	1. Willingly does his/her share of responsibility			
	2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.			
	3. Applies negotiation principles in arriving at win-win agreements.			
	4. Drives consensus and team ownership of decisions			
	5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.			
Service Orientation	1. Can explain and articulate organizational directions, issues and problems.			
	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.			
	3. Initiates activities that promotes advocacy for men and women empowerment.			
	4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.			
	5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.			
Innovation	1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).			
	2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.			
	3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.			
	4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.			
	5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.			
		Part II-B Total Score: Weighted Average (Average x 0.025)		

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PART III: SUMMARY OF RATINGS

Final Performance Components		Weight Allocation	Obtained Score	Overall Score	PMES Rating	
					Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%				
	B. Innovating and Intervening Accomplishments	20%				
	C. Organizational Effectiveness	15%				
PART II	A. Leadership Competencies	2.5% (0.125)				
	B. Core Behavioural Competencies	2.5% (0.125)				

PMES Rating Table		
Range	Numerical Rating	Adjectival Rating
4.500-5.000	5	Outstanding
3.500-4.499	4	Very Satisfactory
2.500-3.499	3	Satisfactory
1.500-2.499	2	Unsatisfactory
1.000-1.499	1	Poor

Ratee-Rater Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee:
Signature:
Date:

Name of Superior:
Signature:
Date:

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

		Action Plan			
Gap Analysis (SWOT)	Improvement Area	General Objective	Recommended Improvement Intervention	Timeline	Resources Needed

Feedback:

Part IV-B: Individual Development Plan

		Action Plan			
Strengths	Improvement Needs	Learning Objective (based on the developmental intervention)	Recommended Developmental Intervention	Timeline	Resources Needed

Feedback:

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