

Republic of the Philippines

Department of Education



REGION X- NORTHERN MINDANAO SCHOOLS DIVISION OF EL SALVADOR CITY

Office of the Schools Division Superintendent

30 June 2025

DIVISION MEMORANDUM No. 200 , 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	IPCRF anchored on the OPCRF of
and administrative functions	the School Head, capturing the







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Department of Education

REGION X- NORTHERN MINDANAO SCHOOLS DIVISION OF EL SALVADOR CITY

	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.
- 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 A Schools Division Superintendent

To be indicated in the <u>Perpetual Index</u> under the following subjects:

SGOD/PMT/hrd

OPCRF RPMS SY 2025



Address: Zone 3, Poblacion, El Salvador City Telephone No: (088) 855-0113 Website: www.depedelsalvadorcity.net Email Address: elsavador.city@deped.gov.ph







Republika ng Dilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT SIGNATUR

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

PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM

(PMES)

DATE

10 APRIL 2025

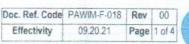
- 1. With the conclusion of CY 2024 and SY 2024-2025 performance cycle as well as in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Department hereby provides additional guidance on the Implementation of Performance Management and Evaluation System (PMES).
- In adherence 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 performancerelated incentives, such as step increments, mid-year and year-end bonuses, promotion, awards and recognition, educational support, training opportunities, and other related official travels.







Email Address: usec.hrod@deped.gov.ph Website: https://www.deped.gov.ph





- 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-2024-05861
 - 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.

Table 1. DepEd Competencies Scale

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

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

Average =
$$BI 1 + BI 2 + BI 3 + BI 4 + BI 5$$







Address: Room 102 Rizal Bldg., DepEd Complex, Meralco Ave., Pasig City, Metro ManilaDoc. Ref. Code PAWIM-F-018 Rev 09 20 21 Effectivity



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 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







Page 4 of 4

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)

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 	b. Junior High School (Gr. 10) c. Senior High School (Gr. 12) 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
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



Republika ng Pilipinas Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) Vor.Feb.2026

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DopEd OPCRF (ver.Feb.2025), page 2 of 4

PART II-A: L. PADERSHIP COMPETENCIES 12.5%

Fair II-A. L. Leaduratip Competencies in his capture competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

2. Peres 3. "Bela 4. Forest Ansu Anse Pagia Performence Management I. Make more affic more affic	se basic passuasion isolariques in a discussión or posteritation a.g., staff mobilitation, appends to reason andior entocions, uses date and examples, visual aids resultas, convisiones or influences ethers, in coder to have a appositir impacti or effect. In a good example", ils a credible and respected leader; and demonstrates desbad behavior. Territal personal, professional and early unit needs and finitensis in professional professional and early unit needs and finitensis in contract to the professional and early unit needs and finitensis in contract values for the argunitation and falluences others to where camerable of DepEd gods, in sometic behavior unit is invivianted. As expective work servicinemen. As expectic behavior in the professional contraction of the professional professional and account of the professional professiona		
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Management more effe	kee specific changes in the performance management system or is own work methods to improve performance (a.g. does something better, fester, at lower cost, fficiently, lengthus quality, customer setisfaction, morals, revenues).		
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	to performance stendards and measures progress of employees based on office and department stepets.	And the state of t	
3. Provi	oldes feedback and technical assistance such as costing for performance improvement and action planning.		
A State	fee performance expectations clearly and checks understanding and constituted.		
5. Perior	forms all the stages of radult-based performance management system supported by evidence and required documentationss.		
eople Development 1. Impro	acures the skills and effectiveness of includuals through employing a range of development strategies.		
2, Feotif	oblates worklands effectiveness brough country and motivating/developing people within a work sevironment that promotes mutual least and respect,		
3. Cons	nceptuelicas and implements learning interventions to meet identified training needs.		
4. Does learning r	es long-term coaching or training by enterging appropriate and helpful designments, forted training, or other experiences for the purpose of appointing a person's gard development.		
5. Cultiv	tivales a learning emrissement by spurturing interactive experiences each as looking for future opportunities that are in support of achieving individual career goals.		

DepEd Competencies Scale

Humerical Rating	Adjectival Rating	Definition
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emolates.
4	Consistently Demonstrated	Setunyoner indicator is constantly shown.
3	Most of the Time Demonstrated	Sebayloral Indicator is often shown,
3	Sometimes Demonstrated	Behavioral indicasor is irregularly shown.
1	Rarely Demonstrated	Betwierei Indicator is seldom shows.

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Part	Part II-B Total Score: Weighted Average (Average x 0.025)

APPROVING AUTHORITY

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					PMES Rating	
Final Performance Components		Weight Allocation	Obtained Score	Overall Score	Numerical Rating	Adjectival Rating
	A. Commitment to Organizational Outcomes	60%				
PARTI	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)				

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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		

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:	Name of Superior:
Signature:	Signature:
Date:	Date:

PCRP (rec.Feb2008, page 4 of 4 Part IV-A: Office Improvement Plan	PART IV:	IMPROVEMENT AND DEVELOPMENT PLANS			
		Action			
Gap Analysis (BMOT)	Emprovement Area	Garreral Objective	Recommended Improvement Intervention	Timeline	Resources Heeded
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CR. Ladi Ld. A. Branch and A. Blanch					
-B: Individual Development Plan		Acilan	Plan	P	7
CB; individual Development Plan	Emprovement Heads	Action Learning Chipothre (based on the developmental intervention)	Plan Recommended Developmental Intervention	Timeline	Resources Needed
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Strengths	Ingrovement Heads	Learning Dijective (based on the developmental indervention)	Recommended Developmental Intervention		
Strengths	Engrovement Heads		Recommended Developmental Intervention		Resources Needed Resources Needed