



Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM
No. 261, s. 2025

21 APR 2025

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

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Unit and Section Heads
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Memorandum DM-OUHROD-2025-0922 and Regional Memorandum No. 524, s. 2025, with the conclusion of the CY 2024 and SY 2024-2025 performance cycles and in updating the performance plans for CY 2025 for SDO-based employees and in preparation for the school-based employees for SY 2025-2026, this Office provides additional guidance on the implementation of the Performance Management and Evaluation System (PMES).

2. All heads of the functional divisions and public school heads are advised to strictly comply with the provisions of the established guidelines as follows:

- a. **School Key Result Areas (KRAs) for School Heads.** The school KRAs as attached in *Enclosure 1* are provided for reference in completing school heads' performance management documents.

Furthermore, the school heads are advised to integrate the relevant performance indicators outlined in the Basic Education Development Plan (BEDP) 2030 in crafting the OPCRf 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 system.

- b. **Competency Assessment under Part II of the Revised Office Performance Commitment and Review Form (OPCRf)**

- 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 as shown in Table 1:

| Numerical Rating | Adjectival Rating | Description |
|------------------|-------------------------------|---|
| 5 | Role Model | Behavioral indicator is consistently exhibited and is worthy of emulation |
| 4 | Consistently Demonstrated | Behavior indicator is constantly shown |
| 3 | Most of the Time Demonstrated | Behavioral indicator is often shown |
| 2 | Sometime 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.

$$\text{Average} = \frac{B1\ 1 + B1\ 2 + B1\ 3 + B1\ 4 + B1\ 5}{5}$$

- 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.

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

| Ratee | Rater | Approving Authority |
|---|--|---------------------------------------|
| School Head Principal Officer In-Charge (OIC) Teacher In-Charge TIC) | Assistant Schools Division Superintendent (ASDS) | Schools Division Superintendent (SDS) |
| Assistant School Principal | School Head | ASDS |
| Department Head | School Head | ASDS |
| Master Teacher (Elementary, JHS, SHS) | School Head | ASDS |
| Teacher (Elementary with Master Teacher) | Master Teacher | School Head |
| Teacher (Elementary with no Master Teacher/ Department Head) | School Head | ASDS |
| Teacher (JHS with Master Teacher/ Department Head) | Master Teacher/ Department Head | School Head |
| Teacher (JHS with no Master Teacher/ Department Head) | School Head | ASDS |
| Teacher (SHS with Master Teacher/ Assistant School Principal) | Master Teacher/ Assistant School Principal | School Head |
| Teacher (SHS with no Master Teacher/ Assistant School Principal) | School Head | ASDS |
| ALS Teacher (School-based) | Master Teacher/ Department Head | School Head |
| ALS Teacher (Community Learning Center) | CID Chief Education Supervisor (CES) | ASDS |
| School- based Non-teaching Staff (Administrative and Finance Function: Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I) | School Head | ASDS |

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.

3. 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*” to ensure alignment and attribution of the specific contributions and accomplishments under each of the KRAs of all offices across governance levels and schools with the overall organizational goals of the Department.

4. 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 OPRCF of the School Head |
| Head Teacher with teaching load and administrative functions | IPCRF anchored on the OPRCF of the School Head, capturing the expected administrative tasks and objectives in the PMES for Highly Proficient Teacher Tools |
| School-based Non-teaching Staff | IPCRF |

5. Other related documents on PMES are available for downloading through the link <https://tinyurl.com/DepEdRPMSLibrary>.

6. For information and guidance.

ANSELMO R. ALUDINO
Schools Division Superintendent

Encl.: As stated
References: Memorandum DM-OUHROD-2025-0922
Regional Memorandum No. 524 s. 2025
To be included in the Perpetual Index
Under the following subject:

Performance Monitoring and Evaluation

NMU/DO-PMESTeachers
25008_2506080,2506011/April 16, 2025

By the Authority of the SDS:


ARNEL S. BANDIOLA
Assistant Schools Division Superintendent

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 policies and educational standards | <ul style="list-style-type: none"> • Strategic Leadership • School Operations and Resources Management • Teaching and Learning Supervision • Organizational and Individual Development • Partnerships and Linkages | <ul style="list-style-type: none"> • To develop school Improvement Plan (SIP) aligned with the Basic Education Development Plan (BEDP), Region 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 | <ul style="list-style-type: none"> • Curriculum Management and Standards Development • Learning Delivery Management and Development Learning • Learning Resource Management and Development • Education Assessment and Research • Instructional Support Facilities Management | <ul style="list-style-type: none"> • To achieve the targeted retention rate of learners <ul style="list-style-type: none"> ➢ Elementary ➢ Secondary (Grades 7-12) • To achieve the targeted completion rate of learners <ul style="list-style-type: none"> ➢ Elementary ➢ Secondary (Grades 7-12) • To achieve the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT), as may be applicable <ul style="list-style-type: none"> ➢ Elementary (Grade 6) ➢ Junior High School (Grade 10) ➢ Senior High School (Grade 12) |
| Learner Formation and Development | Responsible for providing a supportive environment and diverse learning opportunities through holistic programs and interventions | <ul style="list-style-type: none"> • Management of Clinic and Health Services • Learner Support Management • Disaster Risk Reduction and Management | <ul style="list-style-type: none"> • To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous |

| KRAs | Description | Processes | Sample Objectives based on Program Expenditure Classification (PREXC) |
|----------------------------------|---|--|--|
| | | <ul style="list-style-type: none"> • Child Protection Program Implementation • External Partnership for Programs and Events | Peoples Education and Alternative Learning System, <i>as may be applicable</i> <ul style="list-style-type: none"> • To achieve the targeted number of learners benefitted from School-Based Feeding Program |
| School Operations and Management | Responsible for providing <i>school support services</i> 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 | <ul style="list-style-type: none"> • Asset Management • Financial Management • General Services Management • Human Resource Management and Development • ICT Management • Infrastructure Management • Public Affairs Management • Records Management • Procurement Management | <ul style="list-style-type: none"> • To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training |



Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT



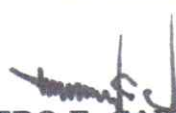
SDCB RECORDS UNIT

2506011



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

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-2024-0586¹

- 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.

Table 1. 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.

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

- 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.

$$\text{Total Score (Weighted Average)} = \text{Average} \times 0.025 \text{ Weight Allocation}$$

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 <i>with teaching load and administrative functions</i> | 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 <i>without teaching load</i> | 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 | <ul style="list-style-type: none"> • Strategic Leadership • School Operations and Resources Management • Teaching and Learning Supervision • Organizational and Individual Development • Partnerships and Linkages | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Curriculum Management and Standards Development • Learning Delivery Management and Development • Learning Resource Management and Development • Education Assessment and Research • Instructional Support Facilities Management | <ul style="list-style-type: none"> • To achieve the targeted retention rate of learners <ol style="list-style-type: none"> a. Elementary b. Secondary (Grade (Gr.) 7 to 12) • To achieve the targeted completion rate of learners <ol style="list-style-type: none"> 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) <i>(as may be applicable)</i> <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • Management of clinic and health services • Learner Support Management • Disaster Risk Reduction and Management • Child Protection Program Implementation • External Partnership for Program and Events | <ul style="list-style-type: none"> • To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous Peoples Education, and Alternative Learning System <i>(as may be applicable)</i> • 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 | <ul style="list-style-type: none"> • Asset Management • Financial Management • General Services Management • Human Resource Management and Development • ICT Management • Infrastructure Management • Public Affairs Management • Records Management • Procurement Management | <ul style="list-style-type: none"> • 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)

ver-Feb2025

| | |
|--|---------------------|
| Name of Employee | Name of Owner |
| Position/Designation | Position |
| Position Detail | Assigning Authority |
| Line of Business/Center/Service/Region/Division | Date of Review |
| Brand/Division/Center/Service/Region/Division Statement of Purpose | |

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (50%)

PART 4-A. COMMITMENT TO ORGANIZATIONAL OUTCOMES (RHS)

Part 4-A, Commitment to Organizational Outcomes, shall require officers to commit, perform, and accomplish based on office mission and PKAs as reflected in the official issuance as the Compensatory Office Function. This part shall require the contributions of the officer directly targeting the Organizational Outcomes indicated in the General Appropriation Act (SAR) Program/Subprogram, Basic Education Development Plan (BEDP) Plan, MATATAG, Agency priority objectives, and other national level commitments that are aligned with and relevant to the office PKAs. One practitioner shall be required to ensure such officer.

| TO BE ACCOMPLISHED DURING PLANNING | | | | | | | | | | TO BE FILLED DURING EVALUATION | | | | | | | | |
|---|---|------------|---------------|--|----------|----------------------|---|---|--------------------|--------------------------------|---------------------|------------------------|-------------|---------------------------------|------------------------|--------------------|------------------|------------------|
| Organizational Deliverables Alignment | | | | Objective (Based on Office Functions) | Timeline | Weight Allocation | Performance Targets (Target Outcome/Output of the Bureau/Center/Office/Division aligned with the Outcome/Output Indicators in the Organizational Outcomes) | | Rating Scale | | | | | Method of Verification (MCM) | Actual Accomplishments | RATING (Q.E.T.) | AVERAGE (EXT) | WEIGHTED AVERAGE |
| Key Result Areas (KRA) (Based on Office Mandate and Functions) | Organizational Deliverables Attribution (Refer to the GAA Program/Subprogram and BEOP Plans) | | | | | | Values (transmitted, exhibited, lived) | Description (expected outcome/ output/service) | 5 (Outstanding) | 4 (Very Satisfactory) | 3 (Satisfactory) | 2 (Dissatisfactory) | 1 (Poor) | | | | | |
| | GAA Program/ Subprograms | BEOP Plans | MATATAG Plans | | | | | | | | | | | | | | | |
| Refer to Accountability Matrix (PMSC/OC Indicators) | Refer to BEOP and BEOP 2020 | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | Timeliness | | | | | | | | | | | |
| | | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | Timeliness | | | | | | | | | | | |
| | | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | Timeliness | | | | | | | | | | | |
| | | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | Timeliness | | | | | | | | | | | |

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

PART I-B: MONITORING AND INTERVENING ACCOMPLISHMENTS (20%)
Part I-B: Monitoring and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supporting, and/or contributory to the achievement of the organizational expenditures and KRAs in Part I-A. Accomplishments can be interventions, interventions, and sub-components on the processes, service, or/and outputs.

| TO BE FILLED DURING PLANNING | | | | | | | | | | | | | TO BE FILLED DURING EVALUATION | | | |
|------------------------------|------------|----------|-------------------|--|---|--|--------------------|--------------------------|---------------------|-----------------------|-------------|-----------------------------|--------------------------------|------------------|---------------|------------------|
| Key Result Areas (KRA) | Objectives | Timeline | Weight Allocation | Performance Targets (Target Outcome/Output of the Business/Commitment/Definition that are enabling, supportive, under contributory to the achievement of the organizational outcome and KRAs (Part I+II)) | | Performance Measure (Quality, Efficiency, Timeliness) | RATING SCALE | | | | | Means of Verification (MCA) | Actual Results/Achievements | RATING (S, E, T) | AVERAGE (CET) | WEIGHTED AVERAGE |
| | | | | Value (numerical, statistical, index) | Description (expected outcome/output/performance) | | 5 (Outstanding) | 4 (Very Satisfactory) | 3 (Satisfactory) | 2 (Unsatisfactory) | 1 (Poor) | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | Quality | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |
| | | | | | | Quality | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |
| | | | | | | Quality | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |

Part I-6 Total Score



Republika ng Pilipinas
Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
ver. Feb 2025

| | |
|--|--|
| Name of Employee Position/Designation Center/Field Strand/Program/Center/Service/Region/Division Strand/Program/Center/Service/Region/Division Statement of Purpose: | Name of Rater Position Approving Authority Date of Review |
|--|--|

PART 1A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (10%)

PART I.A. COMMITMENT TO ORGANIZATIONAL OUTCOMES (MPL)
Part I.A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRA's 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 Appropriations Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP), Curriculum, Current Administration Agenda, and other national level commitments that are aligned with and relevant to the office KRA. Clear attributions shall be made to ensure such alignment.

| TO BE ACCOMPLISHED DURING PLANNING | | | | | | | | | | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|---|---|---------------------------------|--|---|----------|----------------------|---|--|---|--------------------|--------------------------|---------------------|--------------------------------|-------------|----------------------------|-----------------------|-----------------|------------------|------------------|
| Organizational Outcomes Aligned | | | | 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 Outcome) | | Performance Measure (Quality, Efficiency, Timeliness) | Rating Scale | | | | | Mean of Verifiers (MOV) | Actual Accomplishment | RATING (0-5) | AVERAGE (3-5) | WEIGHTED AVERAGE |
| Organizational Outcome Attribution (Refer to the GAA Program/Subprogram and BCDP Pillars) | | | | | | | Value (Numerical, Allocated, Fund) | Description (Expected outcome/ output/ service) | | 1 (Outstanding) | 4 (Very Satisfactory) | 3 (Satisfactory) | 2 (Dissatisfactory) | 1 (Poor) | | | | | |
| Key Result Areas (KRAs) (Based on Office Mandate and Function) | Organizational Outcome Attribution (Refer to the GAA Program/Subprogram and BCDP Pillars) | | | | | | | | | | | | | | | | | | |
| | GAA Program/ Subprograms | BCDP Pillars | Current Administration Agenda | | | | | | | | | | | | | | | | |
| | Refer to Accountability Matrix (PREDIC Indicators) | Refer to [BUEF and BCDP 2030 | Refer to 5-Point Reform Agenda of the Deputy Secretary | | | | | Quality | | | | | | | | | | | |
| | | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | | Timeliness | | | | | | | | | | | |
| | | | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | | Timeliness | | | | | | | | | | | |
| | | | | | | | | Quality | | | | | | | | | | | |
| | | | | | | | | Efficiency | | | | | | | | | | | |
| | | | | | | | | | | | | | Part I-A Total Score | | | | | | |

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

Part I-B. Innovation and Intervention Accomplishments (A-27)

| TO BE FILLED IN DURING PLANNING | | | | | | | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|---------------------------------|------------|--------|-------------------|---|--------------------------|---|--------------------|--------------------------|---------------------|--------------------------------|-------------|-----------------------------|--------------------------------|--------------|---------------|------------------|
| Key Result Areas (KRA) | Objectives | Titles | Weight Allocation | Performance Targets (Target Outcome/Output of the Bureau/Center/Service Center that are enabling, supportive, and/or auxiliary to the achievement of the organizational mission and vision Part I-6) | | Performance Measures (Quality, Efficiency, Timeliness) | RATING SCALE | | | | | Means of Verification (MOV) | Actual Results/Accomplishments | RATING (SLT) | AVERAGE (SEI) | WEIGHTED AVERAGE |
| | | | | Short-Term (Immediate) | Long-Term (Sustained) | | 5 (Outstanding) | 4 (Very Satisfactory) | 3 (Satisfactory) | 2 (Unsatisfactory) | 1 (Poor) | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | Quantity | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |
| | | | | | | Quality | | | | | | | | | | |
| | | | | | | Cost-effectiveness | | | | | | | | | | |
| | | | | | | Flexibility | | | | | | | | | | |
| | | | | | | Quantity | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |
| | | | | | | Quality | | | | | | | | | | |
| | | | | | | Cost-effectiveness | | | | | | | | | | |
| | | | | | | Flexibility | | | | | | | | | | |
| | | | | | | Quantity | | | | | | | | | | |
| | | | | | | Efficiency | | | | | | | | | | |
| | | | | | | Timeliness | | | | | | | | | | |

Part I-8 Total Score _____

PART 1-C. ORGANIZATIONAL EFFECTIVENESS (15%)

Part 1-C. Organizational Effectiveness shall capture accomplishments/targets produced or obtained 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 Service (PBS) oversight requirements.

| TO BE FILLED IN DURING PLANNING | | | | | | | | | | TO BE FILLED DURING EVALUATION | | | | |
|-----------------------------------|---|--------------------------|-------------------|---|--|---|---|---|--|--------------------------------|---------------------------------|------------------|-------------------|------------------|
| Organizational Effectiveness Area | Objectives | Timeline | Weight Allocation | Performance Dimension (Quality, Efficiency, Timeliness) | RATING SCALE | | | | | Means of Verification (MOM) | Actual Results/ Accomplishments | RATING (Q, E, T) | AVERAGE (Q, E, T) | 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 over/under/deficit/disbursement from oversight agencies | Within the rating period | 5% | Quality | Budget allocation disbursed within the regulatory period with no over/under/deficit/disbursement from oversight agencies | Budget allocation disbursed within the regulatory period with 1-2 over/under/deficit/disbursement from oversight agencies | Budget allocation disbursed within the regulatory period with 3-4 over/under/deficit/disbursement from oversight agencies | Budget allocation disbursed within the regulatory period with 5-6 over/under/deficit/disbursement from oversight agencies | Budget allocation disbursed within the regulatory period with 7 or more over/under/deficit/disbursement from oversight agencies | | | | | |
| | | | | Efficiency | Budget is utilized according to the BUIR target, based on the official BUIR report of the Finance Service Sector (FSS) i.e. 100% of the budget allocation is utilized within the FY | Budget is utilized with 1-4% variance from BUIR target, based on the official BUIR report of the Finance Service Sector (FSS) i.e. 95-97% of the budget allocation is utilized within the FY | Budget is utilized with 5-10% variance from BUIR target, based on the official BUIR report of the Finance Service Sector (FSS) i.e. 88-92% of the budget allocation is utilized within the FY | Budget is utilized with 11-15% variance from BUIR target, based on the official BUIR report of the Finance Service Sector (FSS) i.e. 83-87% of the budget allocation is utilized within the FY | Budget is utilized with more than 15% variance from BUIR target, based on the official BUIR report of the Finance Service Sector (FSS) i.e. below 83% of the budget allocation is utilized within the FY | | | | | |
| | | | | Time Issue | Quarterly basic disbursement according to the quarterly disbursement program i.e. 80% of the quarterly BUIR target is utilized by the end of each quarter | Quarterly basic disbursement with 1-1% variance from the quarterly BUIR target is utilized by the end of each quarter | Quarterly basic disbursement with 2-10% variance from the quarterly disbursement program i.e. 68-79% of the quarterly BUIR target is utilized by the end of each quarter | Quarterly basic disbursement with 11-15% variance from the quarterly disbursement program i.e. 63-74% of the quarterly BUIR target is utilized by the end of each quarter | Quarterly basic disbursement with more than 15% variance from the quarterly disbursement program i.e. below 63% of the quarterly BUIR target is utilized by the end of each quarter | | | | | |
| Process Improvement | Streamlined core processes and management of service processing of borderline and other office deliverables to ensure ease of transactions and/or digitalization/digitalization | Within the rating period | 5% | Quality | Improvement/reduction on all of the service standards: 1. no. of documentary requirements 2. time processing time 3. transaction cost 4. client discrepancy action steps 5. no. of signatures | Improvement/reduction on 4 service standards: 1. no. of documentary requirements 2. time processing time 3. transaction cost 4. client discrepancy action steps 5. no. of signatures | Improvement/reduction on 3 service standards: 1. no. of documentary requirements 2. time processing time 3. transaction cost 4. client discrepancy action steps 5. no. of signatures | Improvement/reduction on 2 service standards: 1. no. of documentary requirements 2. time processing time 3. transaction cost 4. client discrepancy action steps 5. no. of signatures | No change/stop of documentary requirements, time processing time, transaction cost, process steps, signatures | | | | | |
| | | | | Efficiency | Streamlined under digitalized all office core processes identified in the QMS planning documents | Streamlined under digitalized 75-99% of the office core processes identified in the QMS planning documents | Streamlined under digitalized 50-74% of the office core processes identified in the QMS planning documents | Streamlined under digitalized 25-49% of the office core processes identified in the QMS planning documents | Streamlined under digitalized less than 25% of the office core processes identified in the QMS planning documents | | | | | |
| | | | | Time Issue | | | | | | | | | | |
| Client Satisfaction | Achieved 100% resolution and compliance rate to PBAS and OCB complaints within the prescribed processing time (simple - 7 days, complex - 15 days, highly technical - 30 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement | Within the rating period | 5% | Quality | 95-100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM) | 85-94% (Very Satisfactory) overall average on the results of the CSM | 60-84% (Satisfactory) overall average on the results of the CSM | 40-59% (Unsatisfactory) overall average on the results of the CSM | Below 40-59% (Poor) overall average on the results of the CSM | | | | | |
| | | | | Efficiency | 100% resolution and compliance rate to PBAS and OCB complaints | At least 80% resolution and compliance rate to PBAS and OCB complaints | At least 60% resolution and compliance rate to PBAS and OCB complaints | At least 40% resolution and compliance rate to PBAS and OCB complaints | 7% resolution and compliance rate to PBAS and OCB complaints | | | | | |
| | | | | Time Issue | Complaints acted upon and closed within prescribed processing time (simple - 7 days, complex - 15 days, highly technical - 30 days) | | Complaints are acted upon and closed with documented delays based on the prescribed processing time (simple - 7 days, complex - 15 days, highly technical - 30 days) | | No complaint acted upon and resolved | | | | | |
| Part 1C Total Score | | | | | | | | | | | | | | |

| |
|-------|
| RATER |
|-------|

| |
|-------|
| RATER |
|-------|

| |
|-------------------|
| ADDRESS 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 its 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.

| organized. | | | | |
|---|---|-----------------------|--------|---------|
| Competencies | Behavioral 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 purposeful 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. Prioritizes 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. Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). | | | |
| | 2. Practices 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 into: 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 and | | | |
| | 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 efficiency, 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) | | | | |

| |
|-------|
| |
| RATER |

| |
|-------|
| |
| RATER |

| |
|---------------------|
| |
| APPROVING AUTHORITY |

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) | | | | |

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: |

| 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 |

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

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

Feedback:

Part IV-B: Individual Development Plan

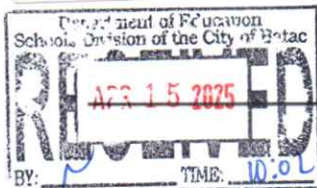
| Strengths | Improvement Needs | Action Plan | | Timeline | Resources Needed |
|-----------|-------------------|---|--|----------|------------------|
| | | Learning Objective (based on the developmental intervention) | Recommended Developmental Intervention | | |
| | | | | | |
| | | | | | |
| | | |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

Feedback:

| | | |
|-------|-------|---------------------|
| | | |
| RATEE | RATER | APPROVING AUTHORITY |



Republic of the Philippines
Department of Education
REGION I



REGIONAL MEMORANDUM

No. 524 s. 2025

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

To: Assistant Regional Director
Schools Division Superintendents
Chiefs of Regional Functional Divisions
Public Elementary and Secondary School Heads
All Concerned Personnel

1. With the conclusion of the CY 2024 and SY 2024-2025 performance cycles and in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Office, through the Human Resource Development Division, provides additional guidance on implementing the Performance Management and Evaluation System (PMES).

2. 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**, are provided herein for reference in completing school heads' performance management documents.

Furthermore, the school heads are being advised to integrate the relevant performance indicators outlined in 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)

- 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.



Flores St., Catbangen, City of San Fernando, La Union
Telephone Nos.: (072) 607-8137/682-2324
DepEd Region I region1@deped.gov.ph
www.depedregion1.com

| | | | |
|----------------|------------|------|--------|
| Doc. Ref. Code | RM-ORD | Rev | 00 |
| Effectivity | 11.18.2024 | Page | 1 of 4 |



Table 1. DepEd Competencies Scale

| Numerical Rating | Adjectival Rating | Description |
|------------------|-------------------------------|--|
| 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.

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

- 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.

$$\text{Total Score (Weighted Average)} = \text{Average} \times 0.025 \text{ Weight Allocation}$$

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

| Ratee | Rater | Approving Authority |
|---------------------------------------|---|---|
| School Head/ Principal/ OIC/ TIC | Assistant Schools Division Superintendent | Schools Division Superintendent |
| Assistant School Principal | School Head | Assistant Schools Division Superintendent |
| Department Head | School Head | Assistant Schools Division Superintendent |
| Master Teacher (Elementary/ JHS/ SHS) | School Head | Assistant Schools Division Superintendent |
| Teacher (Elementary) | Master Teacher | School Head |

| | | |
|---|--|---|
| Teacher with no Master Teacher (<i>Elementary</i>) | School Head | Assistant Schools Division Superintendent |
| Teacher (<i>JHS</i>) | Master Teacher/Department Head | School Head |
| Teacher with no Master Teacher/ Department Head (<i>JHS</i>) | School Head | Assistant Schools Division Superintendent |
| Teacher (<i>SHS</i>) | Master Teacher/ Assistant School Principal | School Head |
| Teacher with no Master Teacher/ Assistant School Principal (<i>SHS</i>) | School Head | Assistant Schools Division Superintendent |
| ALS Teacher (<i>School-based</i>) | Master Teacher/ Department Head | School Head |
| ALS Teacher (<i>Community Learning Center</i>) | CID Chief Education Supervisor | Assistant Schools Division Superintendent |
| School-based Non-Teaching Staff (<i>Administrative and Finance Function, such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I</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.

3. 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.

4. 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:

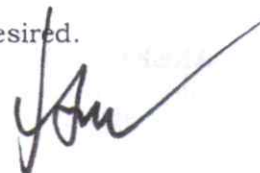
| Position | Forms/ Tools to be Used |
|---|--|
| Department Heads | IPCRF anchored on the OPCR of the School Head |
| Head Teacher <i>with teaching load and administrative functions</i> | IPCRF anchored on the OPCR of the School Head, capturing the expected administrative tasks and objectives in |

| | |
|---|---|
| | the PMES for Highly Proficient Teachers Tools |
| Head Teacher <i>without teaching load</i> | IPCRF anchored on the OPCR of the School Head |
| School-based Non-teaching Staff | IPCRF |

5. Revised OPCR template and other related documents on PMES can be accessed through <https://tinyurl.com/DepEdRPMSLibrary>.

6. For concerns or queries regarding this Memorandum, please contact the **Human Resource Development Division** at hrdd.region1@deped.gov.ph or call 072-682-2324 local 122.

7. Immediate dissemination of this Memorandum is desired.



TOLENTINO G. AQUINO
Director IV

Encl.: Annex A

Reference: DM-OUHROD-2024-0922

To be indicated in the Perpetual Index

Under the following subjects:

PERFORMANCE

POLICY

HRDD/rrm/RM_AdditionalGuidancePMES
April 14, 2025



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 | <ul style="list-style-type: none"> • Strategic Leadership • School Operations and Resources Management • Teaching and Learning Supervision • Organizational and Individual Development • Partnerships and Linkages | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Curriculum Management and Standards Development • Learning Delivery Management and Development • Learning Resource Management and Development • Education Assessment and Research • Instructional Support Facilities Management | <ul style="list-style-type: none"> • To achieve the targeted retention rate of learners <ol style="list-style-type: none"> a. Elementary b. Secondary (Grade (Gr.) 7 to 12) • To achieve the targeted completion rate of learners <ol style="list-style-type: none"> 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) <i>(as may be applicable)</i> <ol style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • Management of clinic and health services • Learner Support Management • Disaster Risk Reduction and Management • Child Protection Program Implementation • External Partnership for Program and Events | <ul style="list-style-type: none"> • To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous Peoples Education, and Alternative Learning System <i>(as may be applicable)</i> • 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 | <ul style="list-style-type: none"> • Asset Management • Financial Management • General Services Management • Human Resource Management and Development • ICT Management • Infrastructure Management • Public Affairs Management • Records Management • Procurement Management | <ul style="list-style-type: none"> • To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training |