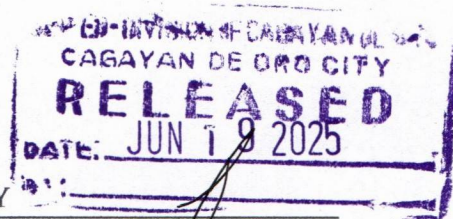




Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

18 June 2025

DIVISION MEMORANDUM

No. 472 s. 2025

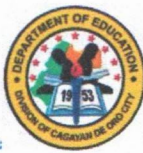
**REITERATION OF DM-OUHROD 2024-0922 ADDITIONAL GUIDANCE ON THE
IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION
SYSTEM (PMES)**

TO: Assistant Schools Division Superintendent
Curriculum Implementation Division
School Governance and Operations Division
All Secondary School Heads
All Elementary School Heads
This Division

1. This office hereby disseminates the attached Memorandum from the Undersecretary for Human Resource and Organizational Development on the Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES).
2. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.
3. This Office directs immediate and wide dissemination of this memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent

DM-033-SGOD-SMME-APAR
June 18, 2025



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Effectivity		Page	4 of 4



Republika ng Pilipinas
Department of Education

**OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT**

**MEMORANDUM
DM-OUHROD-2024-0921**

**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-2024-0586

- 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 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 <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	• 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

Available at
Department of Education
OFFICE PERFORMANCE COMMITMENT AND RENEWAL FORM (OPCRF)
wcr-040218

STANDARD
 (continued)

[illegible][illegible][illegible]

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
v. Feb 2023[illegible]

Part 1. Commitment to Organizational Purpose
Part 1. Commitment to Organizational Purpose and capacity to meet commitments, performance, and accountability based on action indicators and KPIs as reflected by the official resources on the Compensation of Public Personnel. This part shall explore the participation of the officer directly regarding the Department of Veterans Services in the General Appropriations Act (GAA) Program/Policy/Project, Basic Education Development Plan (BEDP) Policy, 2023-2025 Agency policy, objectives, and other related level commitments that are aligned with and relevant to the other KPIs. Your contribution shall be made to secure such alignment.

[illegible]

TABLE 1. INCIDENTS AND INJURIES ASSOCIATED WITH FOG

Page 12 of 12

[illegible]

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PART B-A: LEADERSHIP COMPETENCIES

Leadership Competencies are expected to be demonstrated by individuals in leadership positions. The Leadership Competencies are expected to be demonstrated by individuals in leadership positions.

Competencies	Behavioral Indicators	RATING	AVERAGE	Part II-A Total Score Weighted Average (Average x 0.25)			
				1	2	3	4
Leading People	1. Uses best practices to lead a department or organization in a strategic direction, based on a vision, mission, and values statement, and a clear understanding of the organization's purpose and goals.						
	2. Sets a good example, by modeling and demonstrating desired behaviors.						
	3. Provides personal, professional and work-related support and resources to team members.						
	4. Provides a positive work environment that is safe, healthy, and productive.						
People Performance	1. Sets a positive example by modeling and demonstrating desired behaviors.						
	2. Provides personal, professional and work-related support and resources to team members.						
	3. Provides a positive work environment that is safe, healthy, and productive.						
	4. Provides a positive work environment that is safe, healthy, and productive.						
People Development	1. Provides personal, professional and work-related support and resources to team members.						
	2. Provides a positive work environment that is safe, healthy, and productive.						
	3. Provides a positive work environment that is safe, healthy, and productive.						
	4. Provides a positive work environment that is safe, healthy, and productive.						

Depot Competencies Scale

Rating	Behavioral Indicators	Behavioral Indicators
1	Strongly Disagree	Strongly Disagree
2	Disagree	Disagree
3	Neutral	Neutral
4	Agree	Agree
5	Strongly Agree	Strongly Agree

PART II-B: CORE BEHAVIORAL COMPETENCIES (25%)
 Part II-B: Core Behavioral Competencies required from all Laped persons in all job groups within the organization, including the Laped'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	Behavioral Indicators	Behavioral Observations	RATING	AVERAGE
Self-Management	1. Understands personal values and beliefs that are clear and purpose and have been conveyed to that of the organization			
	2. Employs personal energy and enthusiasm for and is challenged by higher goals			
	3. Prioritizes work, sets and establishes (weekly, daily, monthly, etc.) to achieve goals			
	4. Sets high quality, challenging, realistic goals for self and others			
	5. Demonstrates the values and beliefs embedded in the Laped's Code of Conduct and Ethical Standards for Public Officials and Employees (RA 6713)			
Problem Solving and Critical Thinking	1. Identifies a problem and generates ideas and creative thinking to solve the problem			
	2. Analyzes a problem and generates ideas and creative thinking to solve the problem			
	3. Identifies a problem and generates ideas and creative thinking to solve the problem			
	4. Act with a sense of urgency and responsibility to solve the organization's needs, improve services and help others improve their work environment			
	5. Act with a sense of urgency and responsibility to solve the organization's needs			
Results Focus	1. Achieves results and quality work at the end of the day and the end of the week			
	2. Analyzes results and quality work at the end of the day and the end of the week			
	3. Demonstrates a strong ability to achieve results and quality work at the end of the day and the end of the week			
	4. Demonstrates a strong ability to achieve results and quality work at the end of the day and the end of the week			
	5. Demonstrates a strong ability to achieve results and quality work at the end of the day and the end of the week			
Teamwork	1. Works cooperatively and collaboratively with others and across organizations to accomplish organizational goals and objectives			
	2. Works cooperatively and collaboratively with others and across organizations to accomplish organizational goals and objectives			
	3. Works cooperatively and collaboratively with others and across organizations to accomplish organizational goals and objectives			
	4. Works cooperatively and collaboratively with others and across organizations to accomplish organizational goals and objectives			
	5. Works cooperatively and collaboratively with others and across organizations to accomplish organizational goals and objectives			
Service Orientation	1. Provides excellent service to the public and the organization			
	2. Provides excellent service to the public and the organization			
	3. Provides excellent service to the public and the organization			
	4. Provides excellent service to the public and the organization			
	5. Provides excellent service to the public and the organization			
Innovation	1. Generates ideas and creative thinking to solve the problem			
	2. Generates ideas and creative thinking to solve the problem			
	3. Generates ideas and creative thinking to solve the problem			
	4. Generates ideas and creative thinking to solve the problem			
	5. Generates ideas and creative thinking to solve the problem			
Initiative	1. Takes initiative and responsibility to solve the problem			
	2. Takes initiative and responsibility to solve the problem			
	3. Takes initiative and responsibility to solve the problem			
	4. Takes initiative and responsibility to solve the problem			
	5. Takes initiative and responsibility to solve the problem			
Customer Satisfaction	1. Provides excellent service to the public and the organization			
	2. Provides excellent service to the public and the organization			
	3. Provides excellent service to the public and the organization			
	4. Provides excellent service to the public and the organization			
	5. Provides excellent service to the public and the organization			
Integrity	1. Demonstrates integrity and honesty in all dealings			
	2. Demonstrates integrity and honesty in all dealings			
	3. Demonstrates integrity and honesty in all dealings			
	4. Demonstrates integrity and honesty in all dealings			
	5. Demonstrates integrity and honesty in all dealings			
Part II-B Total Score: Weighted Average (Average x 0.025)				

APPROVING AUTHORITY

RATING

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	80%				
	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 (OSHA 1904-001)	Action Plan				Resources Needed
	Improvement Area	Current Condition	Recommended Improvement Intervention	Timeline	
Feedback					

Part IV-B: Individual Development Plan

Example	Action Plan				Resources Needed
	Improvement Area	Learning Objectives (based on the development intervention)	Recommended Development Intervention	Timeline	
Feedback					

DATE	DATE	APPROVED AUTHORITY
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