



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM
No. 057, s. 2022

January 26, 2022

**CONDUCT OF ORIENTATION ON THE IMPLEMENTATION OF THE
CUSTOMIZED PERFORMANCE MANAGEMENT PROCESSES
WITH SPECIFIC APPLICATIONS OF EQUAL OPPORTUNITY
PRINCIPLES (EOP) FOR THE SCHOOLS
DIVISION OF DIGOS CITY**

To: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Education Program Supervisors
Public Schools District Supervisors
All Other Division Personnel
School Teaching and Non-Teaching Personnel

1. In pursuance to CSC Memorandum Circular No. 24, s. 2016, re: Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) Enhanced Maturity Level Indicators, and in relevance to the aspiration of this Division to apply for recognition under PRIME-HRM with the Civil Service Commission, this Office informs the field of the conduct of orientation on the implementation of the approved “Customized Performance Management Processes with Specific Applications of Equal Opportunity Principles (EOP) for the Schools Division of Digos City” on dates stipulated below:

Date	Level	Participants	In-Charge
February 2, 2022	Division Level	Division Unit Heads, PSDS, School Heads and Secondary Dept. Heads	Division Performance Management Team (PMT)
February 8, 2022	Division Level – by Unit	Office Staffs	By Individual Division/Unit Head
February 15, 2022	District/School Level	Teaching & Non-Teaching Personnel	PSDS & School Heads
February 22, 2022		<ul style="list-style-type: none">• Deadline on the Submission of Accomplishment/Narrative Report on the Conduct of Orientation (from every unit and district)• Submit the said report in soft copy to the PMT Secretariat through Google Drive link: https://drive.google.com/drive/folders/1Mf9SKSHkhK5542HY-fkJL10Re6y77g03?usp=sharing	

2. Copy of the “Customized Performance Management Processes with Specific Applications of Equal Opportunity Principles (EOP) for the Schools Division of Digos City” is hereto



attached. Identified orientation participants are hereby directed to do advance reading/study of the said document for familiarization purposes and for tracking of provisions needing clarification.

3. For information, guidance and compliance.



CRISTY C. EPE
Schools Division Superintendent



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Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

November 4, 2021

CRISTY C. EPE
Schools Division Superintendent
Digos City Division

Madam:

In relevance to the Division's pursuit to apply for PRIME-HRM Maturity Level II recognition/accreditation with the Civil Service Commission (CSC), the Performance Management System (PMS) Team prepared the following:

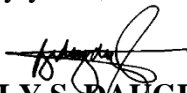
- a) Performance Management Process Flow in Diagram and Table Formats;
- b) The Customized Performance Management Processes with Specific Applications of Equal Opportunity Principles (EOP) for the Schools Division of Digos City; and
- c) The Templates to Use

The said documents were presented to the Division Performance Management Team (PMT) for comments, suggestions and recommendations.


We now forward to your Office the above-named reviewed documents for final comments, recommendations and approval.

Thank you very much.

Very truly yours,


BEVERLY S. DAUGDAUG, Ed.D
PMS Chair

Recommending approval:


BASILIO P. MANA-AY, JR., Ed.D
Assistant Schools Division Superintendent
PMT Chair

Approved:


CRISTY C. EPE
Schools Division Superintendent



**THE CUSTOMIZED PERFORMANCE
MANAGEMENT SYSTEM FOR
DEPED DIGOS CITY**

PERFORMANCE MANAGEMENT ACTIVITIES

The Process Flow



Performance Management Process Flow
Non-School-Based Personnel

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
1. Performance Planning and Commitment	1.1. Target Setting	The Head of Office in coordination with the Division/Unit Heads sets target for the Division; then Division/Unit Heads set targets for their respective units anchored to Division Targets.	Starts at the 4th week of December of preceding year up to January of the rating year	SDS, ASDS, Division Chiefs, Unit Heads	OPCR Form
	1.2. Cascading of targets and Commitment Setting	The Division Chiefs and Unit Heads, as raters, meet the members of their respective division/unit to a) present OPC, b) discuss/ agree on individual targets, PPAs/Outputs, timeline, weight, performance indicators, MOVs, possible plus factor, c) Core Behavioral/Leadership/Staff Core Skills, and d) Implementation of IDP of preceding year	Within the months of January and February of the rating period	Division Chiefs/Unit Heads with Office Staffs	OPC/IPC Forms, Part 11 of IPCR – Competencies, IDP Template
	1.3. Preparation of Office/Individual Performance Commitment (OPC/IPC)	All employees prepare their OPC/IPC based on agreed office/individual targets and commitments, then submit the same to the head/rater.		All employees	OPCR/IPCR Forms
	1.4. Review of OPCRF/IPCRF	The PMT, through the Planning Office, reviews the OPCRF, then the rater for finalization; while Heads of Division/Unit review the IPCRF of Office Staffs.	PMT through the Planning Office, and Division/Unit Heads with Respective Staffs	OPCR/IPCR Forms	

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	1.5. Finalization of OPCRF/IPCRF and reaching agreement	The rater and ratee sign the OPCRF/IPCRF upon reaching an agreement		Ratee and Rater	OPCR/IPCR Forms
2. Performance Monitoring and Coaching	2.1. Performance Monitoring	The rater evaluates the performance of each ratee at least once in every quarter based on targets and commitments in the OPCRF/IPCRF for tracking and possible provision of technical assistance in cases of gaps, which are documented through the use of PMCF. Critical incidents observed anytime can be recorded in the PMCF as part of performance monitoring.	Throughout the rating period	Division/Unit Heads – for their Staffs	Performance Monitoring and Coaching Form (PMCF), Coaching/Mentoring Report, or any other template used by units/division to monitor performance
	2.2. Coaching and Feedback	The rater provides feedback, and technical assistance in cases of gaps as observed during monitoring.	Throughout the rating period	Division/Unit Heads – for their Staffs	Performance Monitoring and Coaching Form (PMCF), Coaching/Mentoring Report
3. Performance Review and Evaluation	3.1. Quarterly Office Functional Division Monitoring, Evaluation and Adjustment (FDMEA)	Presentation and evaluation of Office Staffs accomplishments against targets/commitments through FDMEA, and making adjustment as deemed necessary	March, June, September, December	Office Head and Staff	MEA Templates with Powerpoint Presentation
	3.2. Quarterly Division Monitoring, Evaluation and	Presentation and evaluation of Office accomplishments against targets/commitments through DMEA, and making adjustments as deemed necessary	April, July, October, January (of preceding year)	Office Head and Division/Unit Heads	MEA Templates with Powerpoint Presentation

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	Adjustment (DMEA)				
	3.3. Individual Performance Assessment and Completion of OPCRf and IPCRF	Each employee assesses his/her performance against office/individual targets/commitments and accomplishes the OPCRf/IPCRf.	Within the fourth week of December of the rating period up to February	Division/Unit Heads with Staffs	OPCRf/IPCRf, PMCF, Coaching/Mentoring Report, Annual Performance Management Schedule
	3.4 Review of OPCRf and IPCRF and Reaching Agreements	The rater reviews the OPCRf/IPCRf. Rater and ratee sign as agreements of rating are reached.	Within the first two months after the rating period	Division/Unit Heads with Staffs	OPCRf/IPCRf, PMCF, Coaching/Mentoring Report, Annual Performance Management Schedule
	3.5 Review and Validation of OPCRf/IPCRf by the PMT	The PMT, through the Planning Office, reviews and validates the ratings in the OPCRf. The PMT, through the Personnel Division, reviews and validates the IPCRF of Office Staffs.		PMT	OPCRf and IPCRF with MOVs
	3.6 Endorsement of OPCR/IPCR to the Approving Authority	After review/validation of OPCRf/IPCRf, the PMT shall endorse the validated OPCR/IPCR to the Approving Authority.		PMT (Planning Office for OPCRf and Personnel Division for IPCRF)	OPCRf & IPCRF
	3.7 Approval of OPCR/IPCR by the Approving Authority	The Approving Authority does final review and signs the accomplished OPCRf/IPCRf.		Approving Authority	OPCRf & IPCRF

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	3.8 Return and Filing of OPCR/IPCR to/by respective Office/Employees	<p>Signed OPCRFs/IPCRFs are returned to respective offices/employees through the Planning Office and Personnel Division for filing.</p> <p>PMT Secretariat consolidates ratings in OPCRF & IPCRF, and files them for safekeeping including the Summary of Ratings from schools.</p>	After the approval	Division PMT/PMT Secretariat	OPCR & IPCR
4. Performance Rewarding and Development	4.1 Development Planning	<p>Development planning includes the following:</p> <p>a) Preparation of Individual Development Plan (IDP) based on observed performance against commitment, competency assessment, and significant incidents</p> <p>b) Review of IDPs by the rater to ensure that development needs observed are captured in the IDPs and discussed with the ratees for possible interventions</p> <p>c) Summarizing IDPs to identify common development needs and planning for possible interventions (by each division/unit in a meeting)</p>	Within the first two months after the rating period.	All Personnel	Individual Development Plan (IDP), Summarized Development Plan
	4.2 Identification of Potential PRAISE Awards Nominees	The PMT identifies potential employees for awards for recommendation to the PRAISE Committee	After the approval of the OPCRF/IPCRF	PMT (through the Personnel Division)	OPCR, IPCR

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	4.3 Other Personnel Action	The head shall identify employees needing other personnel action and act on it appropriately.	After the approval of the OPCR/IPCRRF	Division/Unit Head	OPCR/IPCRR

Performance Management Process Flow
School-Based Personnel

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
1. Performance Planning and Commitment	1.1 Cascading of targets and Commitment Setting A. District level B. School level	The PSDSs meet the School Heads in their respective districts to: a) present IPC of ASDS & PSDS, b) discuss/ agree on individual targets, PPAs/Outputs, timeline, weight, performance indicators, MOVs, possible plus factor, c) Core Behavioral/Leadership/Staff Core Skills, and d) Implementation of IDP of preceding year	Within a month prior to the start of the school year	ASDS/PSDS with School Heads	OPC/IPC Forms
		The School Head/ Department Head meets the teachers and staff to: a) present school OPC, b) discuss/ agree on individual targets, PPAs/Outputs, timeline, weight, performance indicators, MOVs, possible plus factor, c) Core Behavioral/Leadership/Staff Core Skills, and d) Implementation of IDP of preceding year	Within a month prior to the start of classes up to the first two months of the school year.	School Heads with Dept. Heads, or with Teaching and Non-Teaching Personnel, or Dept. Heads with Teachers	OPC/IPC Forms
	1.2 Preparation of OPCRF/IPCRF	The school head and teachers/staff prepare their OPCRF and IPCRF respectively, as based on agreed individual targets and commitments, then submit the same to the head/rater		All school-based personnel	OPCRF/IPCRF Forms

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	1.3 Review of OPCR/IPCRF	The School PMT reviews the OPCR, while the School Head/Rater reviews the IPCR.		School PMT, School Heads with Teaching and Non-Teaching Staff	OPCR/IPCR Forms
	1.4 Finalization of OPCR/IPCRF and Reaching Agreement	The rater and ratee sign the OPCR/IPCR upon reaching an agreement		Rater and Ratee	OPCR/IPCR Forms
2. Performance Monitoring and Coaching	2.1 Performance Monitoring	The rater evaluates the performance of each ratee at least once in every quarter based on targets and commitments in the OPCR/IPCRF for tracking and possible provision of technical assistance in cases of gaps, which are documented through the use of COT, PMCF and other school-based monitoring tool . Critical incidents observed anytime can be recorded in the PMCF as part of performance monitoring.	Throughout the rating period	PSDS/ASDS for School Heads School Heads/Dept. Head for Teaching and Non-Teaching Personnel	Classroom Observation Tool (COT), Performance Monitoring and Coaching Form (PMCF), Coaching/Mentoring Report, or any other templates used by schools to monitor performance
	2.2 Coaching and Feedback	The rater provides feedback and technical assistance in cases of gaps as observed during monitoring.	Throughout the rating period	PSDS/ASDS for School Heads School Heads/Dept. Head for Teaching and Non-Teaching Personnel	Classroom Observation Tool (COT), Performance Monitoring and Coaching Form (PMCF), Coaching/Mentoring Report
3. Performance Review and Evaluation	3. Mid-Year Performance Review, Evaluation and Adjustment	This is of two categories:	Mid-Year	PMT for School OPCR, and School Heads for Teaching & Non-Teaching Staffs	OPCR/IPCR Forms for Mid-Year Evaluation

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	(School Level)	<p>a) Conduct of mid-year evaluation of school performance/accomplishment by the PMT</p> <p>b) Evaluation of teachers' accomplishments against target/commitment in the IPCRF and making adjustments as deemed necessary</p>			
	3.2 Mid-Year Performance Review, Evaluation and Adjustment (District Level)	Evaluation of School Heads' accomplishments against target/commitment in the School OPCRf and making adjustments as deemed necessary	Mid-Year	PSDS for School Heads	OPCR Form for Mid-Year Evaluation
	3.3 Individual Performance Assessment and Completion of OPCRf and IPCRF	Each employee assesses his/her performance against office/individual targets/commitments and accomplishes the OPCRf/IPCRf.	4th week of the last month of the rating period up to the next two months	School Head, Teachers, Non-Teaching Staffs	OPCRf/IPCRf; Coaching/Mentoring Report, Performance Monitoring and Coaching Form (PMCF), Annual Performance Management Schedule
	3.4 Review of OPCRf and IPCRF and Reaching Agreements	The rater reviews the OPCR/IPCR and signs as agreements of rating are reached	Within the last week of the month of the rating period up to the first two months after the rating period	ASDS/PSDS for School Heads School Head/Rater for Teachers & Non-Teaching Staffs	OPCRf/IPCRf; Coaching/Mentoring Report, Performance Monitoring and Coaching Form (PMCF), Annual Performance Management Schedule
	3.5 Review and validation of	The Division PMT, through the Planning Office, reviews and validates the ratings in the School OPCRf, and by the School PMT for	Within the first two months after the rating period	Division PMT (Planning Office) for OPCRf, and School PMT for Teaching	OPCR/IPCR with MOVs

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
	OPCRF/IPCRF by the PMT	IPCR of Teaching and Non-Teaching Personnel		and Non-Teaching Personnel	OPCRF/IPCRF
	3.6 Endorsement of OPCRf/IPCRF to the Approving Authority	The PMT endorses the OPCRf/IPCRF to the Approving Authority		PMT (Planning Office) for School OPCRf, while School PMT for Teaching and Non-Teaching Personnel	
	3.7 Approval of OPCRf/IPCRF by the Approving Authority	The Approving Authority does the final review and signs the accomplished OPCR/IPCR.	Upon Receipt of Endorsement	Approving Authority	OPCR/IPCR
	3.8 Return and Filing of OPCRf/IPCRF to Respective Office/Employees	Signed OPCRf/IPCRF are returned to respective employees for filing.	After the approval	Division PMT for School OPCRf; School PMT Secretariat for Teaching and Non-Teaching Personnel	OPCR/IPCR
4. Performance Rewarding and Development	4.1 Development Planning	<p>Development planning includes the following:</p> <ul style="list-style-type: none"> a) Preparation of Individual Development Plan (IDP) based on observed performance against commitment, competency assessment, and significant incidents b) Review of IDPs by the rater to ensure that development needs observed are captured in the IDPs and discussed with the ratees for possible interventions 	Within the first two months after the rating period.	All Personnel	IDP (Individual Development Plan)

Phase	Activities	Brief Description	Timeline	Persons Involved	Forms to Use
		c) Summarizing IDPs to identify common development needs and planning for possible interventions in a meeting			
	4.2 Identification of Potential PRAISE Awards nominees	The PMT shall identify potential employees for awards for recommendation to the PRAISE Committee	After approval of OPCRF/IPCRF	PMT	OPCR/IPCR
	4.3 Other personnel Action	The head shall identify employees needing other personnel action and act on it appropriately.	After approval of OPCRF/IPCR	School Head	OPCR/IPCR

THE CUSTOMIZED PERFORMANCE MANAGEMENT PROCESSES WITH SPECIFIC APPLICATIONS OF EQUAL OPPORTUNITY PRINCIPLES (EOP) FOR THE SCHOOLS DIVISION OF DIGOC CITY

The Civil Service Commission (CSC), through the issuance of Memorandum Circular (MC) No. 06, series of 2012, sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. The SPMS gives emphasis to the strategic alignment of the agency's thrusts with the day-to-day operation of the units and individual personnel within the organization. It focuses on measures of performance vis-a-vis the targeted milestones and provides a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government employees (DO 2, s. 2015).

To strengthen the culture of performance and accountability, the Department of Education (DepEd) adopted the SPMS as the Results-based Performance Management System (RPMS) in support to its Vision, Mission, and values as it continuously endeavors to evolve as a learner-centered public institution (RPMS Manual, DO 2, s, 2015).

The RPMS is an intervention that will help ensure the strategic, responsive, and effective delivery of Human Resources Management and Development (HRMD) services of all levels of DepEd so that it can effectively implement a learner-centered, school-based management system and the K to 12 strategies to improve the quality of education in public schools (RPMS Manual).

Specifically, this Results-based Performance Management System aims to a) align individual roles and targets with DepEd's direction, b) track accomplishments against objectives to determine appropriate, corrective actions if needed, c) provide feedback on employees' work progress and accomplishments based on clearly defined goals and objectives, and d) lodge a tool for people development.

To ensure that RPMS implementation in Digos City Division is responsive to the situation of the Division, it is being contextualized, thus adopting the Customized Performance Management Processes for the Schools of the Division of Digos City, with inclusion of Equal Opportunity Policy (EOP) in pursuant to CSC Memorandum Circular 24, s. 2016 on Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) which requires the institutionalization of the Equal Opportunity Principle (EOP) in all areas of human resource, particularly in its core systems which include the Performance Management (PM).

The inclusion of EOP specifically aims to remove all barriers and discrimination in all personnel actions and decisions, and to sustain an efficient and productive workforce regardless of age, gender identity, sexual orientation, civil status, disability, religion, position titles, ethnicity, political affiliation, or other similar factors/personal circumstances which run counter to the principles of equality.

Situations that need personnel action or requiring personnel decision, or any other relevant circumstances, which are not specified in this Customized PM Processes shall be referred to DepEd Order No. 2, s. 2015.

The Performance Management Cycle/Processes

The RPMS cycle shall cover performance for one whole year. All school-based personnel shall follow a performance cycle starting on the first month of the school year and will end on the last month of that school year, while non-school-based personnel shall follow a performance cycle starting January and ending in December. For purposes of promotion, one performance cycle shall be equivalent to two semestral ratings.

A. Phase I: Performance Planning and Commitment

The performance planning and commitment shall start a month prior the performance cycle and shall be completed within the first two months of the cycle. And in support and in recognition of the value of equality aligned to the inclusion of Equal Opportunity Principles (EOP), the following shall be observed

- a) In the preparation of the Individual/Office Performance Commitment (IPC/OPC), consensus and agreements on the following items shall be arrived at between the rater and the ratee:
 - a.1 Identification of Programs/Projects/Activities (PPAs)/Outputs to implement/accomplish for each objective in **Office/School KRAs**, including Performance Indicators, Weight per Objective and Timeline, which are all anchored to the overall DepEd organizational commitments and goals; or
 - a.2 Identification of Programs/Projects/Activities (PPAs)/Outputs to implement/accomplish for each objective in **Individual KRAs**, including Performance Indicators, Weight per Objective and Timeline, which are all anchored to the Office/School KRAs and Objectives
- b) Identification of outputs/tasks to accomplish should consider the needs of personnel belonging to specialized groups or those who are recuperating from life-threatening illnesses, undergoing chemotherapy or radiation, dialysis and the like, without necessarily sacrificing the overall goals of the school/office.
- c) Outputs/tasks that would require mobility should be agreed upon of all the personnel in the school/office.
- d) Pregnant officials/employees should be given due consideration on assignments/tasks to ensure their safety as well as that of their unborn child.
- e) All employees belonging to the Indigenous People's group shall be permitted to align outputs/tasks which are compliant with their cultural beliefs and practices.

f) When situation necessitates, undergoing this phase of the Performance Management shall be done in any form of modality depending on the agreement of the ratee and the rater.

The details for Phase 1:

PROCESS FLOW		Responsible Person	Details
Phase	Sub-steps		
1	Performance Planning and Commitment	<ul style="list-style-type: none"> The Planning Office with SDS, ASDS, Division Chiefs and Unit Heads 	<ul style="list-style-type: none"> The Planning Office facilitates the conduct of the Target Setting with the Schools Division Superintendent, the Assistant Schools Division Superintendent, the Division Chiefs and Unit Heads, which includes the annual review for the purpose of discussing the Office assessment for the preceding performance period and plans for the succeeding rating period in alignment to Division Education Development Plan (DEDP), strategic priorities and commitments to overall DepEd goals. The Division Chiefs and Unit Heads set the targets for their own office anchored on Division targets or to the Office Performance Commitment and Review Form (OPCRF) of the Schools Division Superintendent. Target setting is done starting at the 4th week of December of the preceding year up to the first month of the rating period.
		<ul style="list-style-type: none"> Division Chiefs/Unit Heads with Office Staffs 	<ul style="list-style-type: none"> Using the Office Performance Commitment (OPC) per unit/division, the heads meet the members of their respective division/unit: <ol style="list-style-type: none"> to present/discuss the division/unit OPC which shall be considered in the preparation of Individual Performance Commitment (IPC); to discuss and agree on: a) PPAs/outputs that should be implemented/accomplished per objective in employee's KRAs in consideration to the strategic priorities anchored on DepEd

				<p>goals, b) the timeline, c) the weight for each KRA/objective, d) the performance indicators, e) the means of verifications (MOVs), and f) possible plus factor (if there's any) and the point per activity for the plus factor;</p> <p>c. to discuss on competencies required of the individual personnel: a) Core Behavioral Competencies for all position titles, b) Leadership Competencies for managerial positions, and c) Staff Core Skills for staff and teaching-related positions; and</p> <p>d. to discuss the implementation of Individual Development Plans particularly those for implementation with personal action, which shall be included in Phase 2 of the PMS Cycle on Monitoring and Coaching.</p> <ul style="list-style-type: none"> • Minutes of meeting on cascading the targets and commitment setting should be secured. • This shall be done within January and February of the rating period.
			<ul style="list-style-type: none"> • ASDS/PSDS with School Heads 	<ul style="list-style-type: none"> • Using the IPC of the ASDS and PSDS, they shall meet the School Heads: <ul style="list-style-type: none"> a. to present the part of the IPC of the ASDS that concerns the schools, as well as the IPC of the PSDS, which shall be considered in the preparation of individual School Head's OPC; b. to discuss and agree on: a) PPAs/outputs that should be implemented/accomplished per objective in the KRAs of the School Heads in consideration to the strategic priorities anchored on DepEd goals, b) the timeline, c) the weight for each KRA/objective, d) the performance indicators, e) the means of verifications (MOVs), and f) possible plus factor (if there's any)

				<p>and the point per activity for the plus factor;</p> <p>c. to discuss on competencies required of the individual personnel: a) Core Behavioral Competencies for all position titles, b) Leadership Competencies for managerial positions, and c) Staff Core Skills for staff and teaching-related positions; and</p> <p>d. to discuss the implementation of Individual Development Plans particularly those for implementation with personal action, which shall be included in Phase 2 of the PMS Cycle on Monitoring and Coaching</p> <ul style="list-style-type: none"> • Minutes of meeting on cascading the targets and commitment setting should be secured. • This sub-step shall be done within a month prior to the start of the school year.
			<ul style="list-style-type: none"> • School Heads with Dept. Heads, or with Teaching and Non-Teaching Personnel • Dept. Heads with Teachers 	<ul style="list-style-type: none"> • For schools with Department Heads, the meeting should follow the sequence below: <ul style="list-style-type: none"> a) First: School Head with Department Heads and Non-Teaching Personnel b) Second: Department Head with Teachers • However, the school may also decide to meet the Department Heads, the Teachers, and other Non-Teaching Personnel in one setting when deemed necessary. • The School Head shall meet the Department Head, or the Department Head shall meet the teachers, including the other non-

				<p>teaching personnel:</p> <ol style="list-style-type: none"> a. to present the School OPC which shall be considered in the preparation of Individual Performance Commitment (IPC); b. to discuss and agree on: a) PPAs/outputs that should be implemented/accomplished per objective in the teacher's/employee's KRAs in consideration to the strategic priorities anchored on DepEd goals, b) the timeline, c) the weight for each KRA/objective, d) the performance indicators, e) the means of verifications (MOVs), and f) possible plus factor (if there's any) and the point per activity for the plus factor; c. to discuss on competencies required of the individual personnel: <ol style="list-style-type: none"> a) Core Behavioral Competencies for all position titles, b) Leadership Competencies for managerial positions, and c) Staff Core Skills for staff and teaching-related positions; and d. to discuss the implementation of Individual Development Plans particularly those for implementation with personal action, which shall be included in Phase 2 of the PMS Cycle on Monitoring and Coaching <ul style="list-style-type: none"> • Minutes of meeting on cascading the targets and commitment setting should be secured. • This sub-step shall be done within a month prior to the start of classes up to the first two months of the school year.
		Preparation of OPC/IPC	<ul style="list-style-type: none"> • All employees 	<ul style="list-style-type: none"> • Once the PPAs/outputs for each objective in the office and individual KRAs, as well as the performance indicators, are clearly defined based on strategic priorities and institutional goals, employees prepare their respective targets and commitments using the

				<p>Individual Performance Commitment Review Form (IPCRF) for Office Staffs and Teachers, and Office Performance Commitment Review Form (OPCRF) for the Division/Unit/School Heads.</p> <ul style="list-style-type: none"> For school-based personnel, the IPCR/OPCR Preparation shall be completed within a month prior to the opening of classes up to the first two months after the start of the school year while for non-school-based personnel within January to February of the rating period.
		<p>Review of OPCR/IPC</p>	<ul style="list-style-type: none"> Division/Unit Heads and Respective Staffs with PMT through the Planning Office School Heads with Teaching and Non-Teaching Staffs, with School PMT 	<p><u>For Non-School-Based Personnel:</u></p> <p><i>On Review of the OPCR:</i></p> <ol style="list-style-type: none"> The Planning Office shall monitor and evaluate the submission of OPCR for review/evaluation of Office Commitments by the PMT before the start of a performance period; The PMT, through the Planning Office, shall review and evaluate the OPCR per office within the months of January and February to ensure that office performance targets and measures, as well as the budget, are aligned with those of the Division’s commitments and goals. The PMT Chair shall be included as one of the signatories in the OPCR to recommend approval. The rater shall do the final review of OPCR for

				<p>approval.</p> <p><i>On Review of the IPCRF:</i></p> <p>a. The division/unit heads shall review the IPCRF for finalization.</p> <p>b. If there are items in the IPCRF that need to be improved, revision takes place until finalized.</p> <p><u>For School-based Personnel:</u></p> <p>a. The School PMT shall review and evaluate the School OPCRf within a month prior to the start of classes up to the first two months of the school year to ensure that school performance targets and measures, as well as the budget, are aligned with the Division’s commitments and goals;</p> <p>b. The School OPCRf shall be signed by the School PMT.</p> <p>c. The School Head/Rater shall review IPCRF for finalization.</p> <p>d. If there are items in the OPCRf/IPCRF that need to be improved, revision takes place until finalized.</p>
		Finalization of OPC/IPC and Reaching Agreement	<ul style="list-style-type: none"> • Ratee and Rater 	<ul style="list-style-type: none"> • Once everything in the OPCRf/IPCRF is clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCRf/IPCRF. This shall to be completed within one month prior to the start of classes up to the first two months of the school year for school-based personnel and within the months of January

				<p>and February for non-school-based personnel.</p> <ul style="list-style-type: none"> The signed/approved IPCRF/OPCRF shall be the basis for monitoring and assessment, which also serves as basis of determining accomplishment and rating at the end of the rating period.
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B. Phase II: Performance Monitoring and Coaching

The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives and Performance Indicators, and sign the OPCR/IPC. This shall be done throughout the rating period.

To ensure equality in this phase of the performance cycle, the following are to be considered aligned to the inclusion of Equal Opportunity Principles (EOP):

- a) All school/office personnel, either official or subordinates, shall be subjected to monitoring activity based on agreed outputs/tasks.
- b) Adjustment of monitoring schedules shall be observed for employees on sick leave ensuring consideration of their health status.

The details for Phase II:

PROCESS FLOW		Responsible Person	Details
Phase	Sub-steps		
2	Performance Monitoring and Coaching	<ul style="list-style-type: none"> Div/Unit Heads – for their Staffs ASDS/PSDS - for School Heads School Heads - for Dept. Heads, or for 	<ul style="list-style-type: none"> Each employee shall undergo monitoring in reference to signed OPCR/IPC at least once every quarter using the Performance Monitoring and Coaching Form (PMCF) to track performance and record critical incidents. However, critical incidents observed anytime, regardless of frequency, can be recorded. At the school level, teacher’s performance is expected to be monitored through class observation using the Class Observation Tool (COT), which shall be attached to PMCF to support

			<p>Teaching and Non-Teaching Personnel</p> <ul style="list-style-type: none"> • Dept. Heads - for Teachers 	<p>demonstrated competencies recorded in the PMCF. Other relevant behaviors/performances/competencies observed can immediately be recorded in the PMCF without using any other templates.</p> <ul style="list-style-type: none"> • Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance. It shall be the responsibility of both the Rater and the Ratee to track performance. • Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented. • The PMCF, which captures the significant incidents, shall provide a record of demonstrated behaviors, competencies, and performance, and shall be an effective substitute in the absence of quantifiable data. The rater and the ratee shall sign each significant incident recorded in the PMCF to ensure that agreement has been reached.
		Coaching and Feedback	<ul style="list-style-type: none"> • Div/Unit Heads – for their Staffs • ASDS/PSDS - for School Heads • School Heads - for Dept. Heads, or for Teaching and Non-Teaching Personnel • Dept. Heads - for Teachers 	<ul style="list-style-type: none"> • With the critical incidents recorded in the PMCF shall follow the coaching and feedback activity. • Coaching and feedback shall be a continuous process which shall be provided by the rater and sought by the ratee to improve work performance. • The rater shall provide an enabling environment and intervention to improve the office performance of the ratee and to manage and develop individual potentials.

				<ul style="list-style-type: none"> • Every after MEA, or quarterly evaluation of accomplishment against target/commitment, it is expected that the rater, upon evaluation of the performance of the ratee, shall provide feedback on accomplished and unaccomplished targets and coach/mentor the ratee for unaccomplished IPCR/OPCR commitments.
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C. Phase III: Performance Review and Evaluation

The performance review and evaluation shall be done quarterly and annually to assess the office/school and individual employee's performance level based on the commitments and measures as contained in the signed OPCRF and IPCRF.

For equality on performance review and evaluation, the following are expected to be in place in alignment to the inclusion of Equal Opportunity Principles (EOP):

- a) All officials and employees who shall be on official travel, approved leave of absence, training or scholarship programs and who have already met the required minimum rating period of 90 days shall submit the performance commitment and rating report before they leave the office.
- b) The rater-ratee's agreement forged during performance planning and commitment shall strictly apply during review and evaluation of performance of personnel. However, unexpected circumstances affecting the ratee's performance shall be weighed appropriately to consider the concerned employee without necessarily sacrificing the school/office standards.
- c) Supervisors shall not exercise biases or give ratings based on the limitations and restrictions considered with personnel belonging to specialized groups: recuperating from life-threatening illnesses, undergoing radiation/chemotherapy, dialysis and the like.

The details for Phase III:

PROCESS FLOW			Responsible Person	Details
Phase	Sub-steps			
3	Performance Review and Evaluation	Quarterly Review and Evaluation in Different Levels:	Division: DMEA Focal Person with Office Heads	Bases of the Quarterly/Mid-Year Review and Evaluation: 1) Mid-Year Performance Review, Evaluation and Adjustment (School

		<p>1) Mid-Year Performance Review, Evaluation and Adjustment (School Level)</p> <p>2) Mid-Year Performance Review, Evaluation and Adjustment (District Level)</p> <p>3) Office Functional Division Monitoring, Evaluation and Adjustment (FDMEA)</p> <p>4) Division Monitoring, Evaluation and adjustment (DMEA)</p>	<p>Office Functional Division: Office Heads and the Individual Staffs</p> <p>District: PSDS with School Heads</p> <p>School: School Head with PMT and Teachers</p>	<p>Level):</p> <p>This shall be done in two (2) categories as follows:</p> <p>a) Presentation/Evaluation of Accomplishment (against targets in IPCRF) by Teaching and Non-Teaching Staffs</p> <p>This can be done in one setting or more depending on the number of teaching and non-teaching staffs. For big schools, it can be done by grade level first, or by department, etc. and the results shall be presented in the overall School Review and Evaluation of Accomplishment against Target.</p> <p>To still determine the accomplishment of individual teaching/non-teaching staff in the overall School Review and Evaluation of Accomplishment against Target, the presentation of Grade Level/Department results shall be strategized ensuring that the School Head as the Rater or as the Approving Authority will have a grasp of the performance of every employee in the school.</p> <p>b) Evaluation of Accomplishment Against Targets in the OPCR</p> <p>The School PMT shall conduct mid-year evaluation of school performance based on school accomplishments against the success indicators/school commitments, and the allotted budget against the actual expenses, with results to be presented during the District Mid-Year Performance Review, Evaluation and Adjustment.</p> <p>The evaluation shall be facilitated by the Planning Team.</p> <p>2) Mid-Year Performance Review, Evaluation and Adjustment</p>
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				<p>(District level)</p> <p>The schedule for District Mid-Year Performance Review, Evaluation and Adjustment shall immediately follow the school level review and evaluation. The evaluated School OPCR shall be the basis in the presentation of accomplishment at the district level.</p> <p>3) Functional Division MEA (FD-MEA)</p> <p>The different offices at the Division Office shall respectively conduct the FD-MEA. It shall be done through the Presentation of Accomplishments (against targets in the IPCRF) by individual staffs per office.</p> <p>The results of FD-MEA shall serve as inputs in the preparation of Division/Unit Accomplishment Report for Division MEA (DMEA).</p> <p>4) Division MEA (DMEA)</p> <p>The DMEA shall be conducted through the Presentation of Accomplishment by the Heads of the Functional Divisions (CID, SGOD, Administrative Office, Planning Office, Medical Section, DRRM Unit, Finance Division, and Office of the SDS)</p> <p>Results of the DMEA shall serve as inputs in the preparation of Division Accomplishment Report for the Regional MEA (RMEA)</p> <ul style="list-style-type: none">• The conduct of Monitoring, Evaluation and Adjustment (MEA) in different levels, which contained in Regional Memorandum Nos. 22 & 43, s. 2021 and Division Memorandum No. 334, s. 2021, shall be done quarterly/every semester to determine the progress in achieving the objectives per office/individual KRAs; and for adjustment of targets if necessary in consideration to circumstances which are beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events.
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				<ul style="list-style-type: none"> • The date on the conduct of MEA, or quarterly review and evaluation of accomplishment against target, in each level shall be determined by the Division Office in consideration to relevant Regional Office issuances. • After the quarterly evaluation in each level, an Adjustment Plan concerning office/school OPCRF shall be prepared in consideration to the results of the discussions made within the division/unit/school to serve as basis on what to accomplish in the succeeding quarter/semester in consideration to office targets aligned to DepEd organizational commitments and goals. The individual IPCRF shall also be adjusted based on the Office/School Adjustment Plan. • The Quarterly/Mid-Year Review and Evaluation Activity in each level shall properly be documented with consolidated reports to be submitted to Division MEA Focal Person/M&E Unit. Such are also expected to be included in the file of PRIME-PMS Team Secretariat and PMT Secretariat. • The DMEA results will be presented during Regional MEA.
		Office/School and Individual Performance Self-Assessment and Completion of OPCRF and IPCRF	<ul style="list-style-type: none"> • All Employees 	<p>On the 4th week of the last month of the rating period up the next two months, the following shall take place:</p> <ul style="list-style-type: none"> • The head of the division/unit/school shall assess the overall performance of the division/unit/school utilizing the results of the Quarterly Review and Evaluation Activity, which are also based on the performance commitments and measures made at the beginning of the rating period. • The individual employee shall assess his/her performance utilizing the results of the Quarterly Review and Evaluation, which are also based on the performance commitments and measures made at the beginning of the rating period, which shall initially be reviewed by the rater for finalization. • The OPCRF and IPCRF shall be accomplished by the ratee to:

				<p>a) <u>Reflect actual accomplishments and results.</u> The ratee shall reflect in the OPCR/IPCRF the actual accomplishments based on targets aligned to individual/office KRAs anchored to DepEd organizational commitments and goals.</p> <p>b) <u>Rate each of the objectives.</u> Based on the actual accomplishments and results, each of the objectives shall be rated using the rater-ratee agreed performance indicators as to quality, efficiency and timeliness.</p> <p>c) <u>Compute for the score per objective.</u> To compute the score per objective, description in DepEd Order No. 2, s. 2015, pages 8-9, shall be observed.</p> <p>Plus Factor. The plus factor shall be considered as another KRA. These are value adding accomplishments, which are not covered within the regular duties and responsibilities but are specified and clearly agreed between the rater and the ratee during planning and commitment.</p> <p>For teachers, the plus factor shall be limited to work activities, which contribute to the teaching-learning process.</p> <p>d) <u>Determine the overall rating for accomplishments.</u> The overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points:</p>
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				<table border="1"> <thead> <tr> <th>RANGE</th> <th>ADJECTIVAL RATING</th> </tr> </thead> <tbody> <tr> <td>4.500 - 5.000</td> <td>Outstanding</td> </tr> <tr> <td>3.500 - 4.499</td> <td>Very Satisfactory</td> </tr> <tr> <td>2.500 - 3.499</td> <td>Satisfactory</td> </tr> <tr> <td>1.500 - 2.499</td> <td>Unsatisfactory</td> </tr> <tr> <td>below 1.499</td> <td>Poor</td> </tr> </tbody> </table> <p>e) <u>Assess the competencies.</u> The ratee shall assess his performance of the set of competencies during the performance cycle. In evaluating the individual's demonstration of competencies, the rating scale below shall apply.</p> <table border="1"> <thead> <tr> <th>SCALE</th> <th>DEFINITION</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Role model</td> </tr> <tr> <td>4</td> <td>Consistently demonstrates</td> </tr> <tr> <td>3</td> <td>Most of the time demonstrates</td> </tr> <tr> <td>2</td> <td>Sometimes demonstrates</td> </tr> <tr> <td>1</td> <td>Rarely demonstrates</td> </tr> </tbody> </table> <p>5 (role model) - all competency indicators 4 (consistently demonstrates) - four competency indicators 3 (most of the time demonstrates) – three competency indicators 2 (sometimes demonstrates) - two competency indicators 1 (rarely demonstrates) - one competency indicator</p>	RANGE	ADJECTIVAL RATING	4.500 - 5.000	Outstanding	3.500 - 4.499	Very Satisfactory	2.500 - 3.499	Satisfactory	1.500 - 2.499	Unsatisfactory	below 1.499	Poor	SCALE	DEFINITION	5	Role model	4	Consistently demonstrates	3	Most of the time demonstrates	2	Sometimes demonstrates	1	Rarely demonstrates
RANGE	ADJECTIVAL RATING																											
4.500 - 5.000	Outstanding																											
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SCALE	DEFINITION																											
5	Role model																											
4	Consistently demonstrates																											
3	Most of the time demonstrates																											
2	Sometimes demonstrates																											
1	Rarely demonstrates																											

				e. The accomplished OPCRf and IPCRF, together with all Means of Verification (MOVs), shall be compiled in a folder prescribed within the division/unit/school.
		Review of OPCRf and IPCRF, and Reaching Agreement	<ul style="list-style-type: none"> • SDS for ASDS • ASDS for Division Chiefs • PSDS, then ASDS for School Heads • Office Heads for Office Staffs • School Head for Dept. Heads and Master Teachers • School/Dept Heads/ Master Teachers for Teachers and Other School Employees 	<ul style="list-style-type: none"> • The rater shall do final review/validation of the accomplished OPCRf and IPCRF based on the performance commitments and measures made at the beginning of the rating period in consideration to the attached MOVs. • The significant incidents as reflected in the Performance Monitoring and Coaching Form (PMCF) shall be considered for the actual results. • OPCRf of School Heads shall be reviewed first by the Public Schools District Supervisors, then by the Assistant Schools Division Superintendent. • Upon determining the overall rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCRf and IPCRF. This shall be done within the last week of the month of the rating period up to the first two months after the rating period. • In accomplishing the OPCRf/IPCRF, a soft copy of the form may/shall be used and e-signature is acceptable. This accomplished soft copy shall be the source for printing the hard copy.
		Review and Validation of OPCRf/IPCRF by the PMT	<ul style="list-style-type: none"> • Division PMT for Division Personnel and School Heads • School PMT for School Personnel (except School Heads) 	<ul style="list-style-type: none"> • The Division PMT shall review and validate the following: <ul style="list-style-type: none"> a. OPCRf of Office Heads – through the Planning Office with assistance of other PMT Members b. OPCRf of School Heads – through the Administrative Office

				<p>with assistance of the other PMT Members</p> <p>c. IPCRF of Office Staffs – through the Human Resource Division with assistance of the other PMT Members</p> <p>➤ The PMT Secretariat, managed by the Administrative Officer V at the Personnel Division, shall consolidate and keep records of the results of the review and validation done by the PMT.</p> <ul style="list-style-type: none"> • The School PMT shall review and validate the IPCRF of the Teaching and Non-teaching Staff in the school. • The School PMT Secretariat shall consolidate and keep records of the results of the review and validation done by the PMT. • Review and validation by the PMT in all levels shall take place within the first two months after the rating period.
		Endorsement of OPCR/IPCR to the Approving Authority	<ul style="list-style-type: none"> • By Division PMT for Division Personnel and School Heads • By School PMT for School Personnel (except School Heads) 	<ul style="list-style-type: none"> • Accomplished OPCR/IPCRF of employees shall be endorsed by the PMT to the Approving Authority for final review and approval. This shall be done within the first two months after the rating period.
		Approval of OPCR/IPCR by the Approving Authority	<ul style="list-style-type: none"> • Approving Authority 	<ul style="list-style-type: none"> • The Approving Authority shall do final review and approval of the OPCR/IPCRF.
		Return and Filing of OPCR/IPCRF to/by Respective Offices/Employees	<ul style="list-style-type: none"> • Division PMT – Planning Office • Division PMT – Human Resource Division 	<p>For OPCR of Office and School Heads, and IPCRF of Office Staffs:</p> <ul style="list-style-type: none"> • The approved OPCR shall be followed up/taken by the PMT through the Planning Office and be returned to respective offices and schools, with copies retained at the custody of the PMT Secretariat.

			<ul style="list-style-type: none"> • School PMT • PMT Secretariat 	<ul style="list-style-type: none"> • The IPCRF of Office Staffs shall be followed up/taken by the PMT through the Human Resource Division and be returned to respective offices, with copies retained at the custody of the PMT Secretariat. • The PMT Secretariat, through the management of the Administrative Officer V, shall do consolidation and safekeeping of Office and Individual Ratings, including the Summary of Ratings submitted from the schools. <p>For IPCRF of School Personnel (excluding School Heads):</p> <ul style="list-style-type: none"> • The IPCRF of School Personnel (excluding School Heads) shall be returned by the PMT to teachers, with copies retained at the custody of the School PMT Secretariat. • The School PMT Secretariat shall submit the School's Summarized Ratings of School Personnel to the Division PMT, attention: Division PMT Secretariat.
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D. Phase IV: Performance Rewarding and Development Planning

The results of the performance review and evaluation shall be used in performance rewarding and development planning. This phase shall be done after Phase III. For purposes of promotion and step increment, one (1) RPMS performance cycle shall be equivalent to two semestral rating periods.

To observe equality on performance rewarding and development planning in alignment to the inclusion of Equal Opportunity Principles (EOP), the following shall be considered:

- a) All officials and employees shall undergo phase 4 specifically on the preparation of the development plan.
- b) Rewards and recognition shall always be based on results of performance review and evaluation conducted without biases/prejudices on the part of the rater.
- c) Development planning shall be based on observed weaknesses as to performance of agreed outputs articulated in the Office/Individual Performance Commitment (OPC/IPC), critical incidents, and competency assessment. They shall not be based on the limitations and restrictions considered

with personnel belonging to specialized groups, like those recuperating from life-threatening illnesses, undergoing radiation/chemotherapy, dialysis and the like.

The details for Phase IV:

PROCESS FLOW		Responsible Person	Details
Phase	Sub-steps		
4	Performance Rewarding and Development Planning	<ul style="list-style-type: none"> • Rater and Ratee 	<p>For development planning, the following shall be done:</p> <ol style="list-style-type: none"> a. The individual employee shall assess his/her strengths and development needs based on observed performance against commitment, competency assessment, and significant incidents, which shall be reflected in the Individual Development Plan (IDP). b. The rater shall review the IDPs. In cases where there are observations on development needs that are not captured in the IDP of ratees, the rater shall discuss and provide qualitative comments, observations and recommendations in the concerned employee's performance commitment, competency assessment and significant incidents which shall be used for training and professional development. c. The IDPs shall be summarized to identify common development needs and possible interventions. The Summarized Development Plans shall be discussed within the division/unit/school to finalize plans of intervention. d. Below are sample activities of development action plans: <ul style="list-style-type: none"> ➤ Self-managed Learning; ➤ Benchmarking; ➤ Assignment to Task Forces/Committees/Special Projects; ➤ Job Enrichments/Redesign; ➤ Functional cross-posting;

- Regional cross-posting;
- Seminar/Workshops;
- Formal Education/ Classes;
- Developmental/Lateral Career Moves; and
- Coaching/ Counseling

- e. Copy of the Summarized Development Plans shall be submitted to the Division Human Resource and Development Unit through the division/unit/school heads and PSDS for the group of School Heads for the preparation of a Three-Year Division-wide Professional Development Plan, which shall be updated annually.
- f. The office/school shall also implement the Summarized Development Plans for office/school level interventions as identified in the plan, which is likewise subject to regular monitoring and year-end evaluation.
- g. Office/School Conference on Development Planning and finalization of Development Plan shall be done within the first two months after the rating period.

For Non-Teaching Personnel:

DEVELOPMENT PLAN

Development Needs	Action Plan (Recommended Development Intervention)	Timeline	Resources Needed

Ratee

Rater

For Teaching Personnel:

DEVELOPMENT PLAN

Development Needs	Action Plan (Recommended Development Intervention)	Timeline	Resources Needed
Functional Competencies/ Significant Incidents			
Core Behavioral Competencies			

_____ Ratee

_____ Rater

SUMMARY OF DEVELOPMENT PLANS

Development Needs	Recommended Development Intervention	Involved Employees	Timeline	Resources Needed

Prepared by: _____
School Head

Reviewed by: _____
PSDS

		Identification of Potential PRAISE Awards Nominees	<ul style="list-style-type: none"> • PMT (through the Personnel Division) 	<ul style="list-style-type: none"> • The PMT shall identify the potential PRAISE Awards nominees for various awards categories like <i>Lingkod Bayan</i> Award, Metrobank Outstanding Teachers, etc. • The PMT shall recommend employees for performance-based rewards. Grants of performance based incentives shall be based on the final ratings of employees as approved by the Schools Division Superintendent.
		Other Personnel Action	<ul style="list-style-type: none"> • Division/Unit/School Heads 	<ul style="list-style-type: none"> • Employees and officials who obtained an <i>Unsatisfactory</i> or <i>Poor</i> Rating for one (1) rating period shall be provided with appropriate developmental intervention by the division/unit/school, in coordination with the HR /Personnel Division, to address competency-related performance gaps. • Employees who are on detail to another office shall be rated in their present or actual office, copy furnished their mother office. The ratings of those who were detailed or seconded to another office during the rating period shall be consolidated in the office, either the mother (plantilla) office or present office, where the employees have spent majority of their time during the rating period.

THE TEMPLATES TO UTILIZE

RESULT-BASED PERFORMANCE MANAGEMENT SYSTEM
INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Name of Employee: _____
 Position: _____
 Division: DIGOS CITY
 Rating Period: _____

Name of Rater: _____
 Position: _____
 Date of Review: _____

TO BUILD IN DURING PLANNING									TO BE FILLED DURING EVALUATION					
MFOs	KRAs	Objectives	Timeline	Performance Indicator	SCORING STANDARD			Weight	Actual Results	RATING				SCORE
					Rating	Quality	Quantity			Timeliness	Q	Q	T	
					5									
					4									
					3									
					2									
					1									
					5									
					4									
					3									
					2									
					1									
								Sub-Total						
	PLUS FACTOR							Plus Factor						
								Overall Rating for Accomplishments						
								Adjectival Rating						

Ratee

Rater

Approving Authority

RESULT-BASED PERFORMANCE MANAGEMENT SYSTEM
OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

Name of Employee: _____
 Position: _____
 Division: DIGOS CITY
 Rating Period: _____

Name of Rater: _____
 Position: _____
 Date of Review: _____

TO BUILD IN DURING PLANNING									TO BE FILLED DURING EVALUATION						
MFOs	KRAs	Objectives	Timeline	Performance Indicator	SCORING STANDARD				Weight	Actual Results	RATING				SCORE
					Rating	Quality	Quantity	Timeliness			Q	Q	T	Ave	
					5										
					4										
					3										
					2										
					1										
					5										
					4										
					3										
					2										
					1										
									Sub-Total						
	PLUS FACTOR								Plus Factor						
									Overall Rating for Accomplishments						
									Adjectival Rating						

Ratee

Rater

Approving Authority

INDIVIDUAL DEVELOPMENT PLAN (IDP) FOR TEACHERS

Category	Developmental Needs <i>(The lowest on Results and demonstration of Competencies)</i>	Action Plan <i>(Recommended Developmental Intervention)</i>	Timeline	Resources Needed
Performance Commitment (KRA-based)/ Significant Incidents				
Competency Assessment				

Ratee

Rater

Approving Authority

Republic of the Philippines
DEPARTMENT OF EDUCATION
REGION XI
Digos City

Monitoring, Evaluation and Adjustment (MEA) Template

Division: _____

PHYSICAL ACCOMPLISHMENT REPORT OF OPERATION

	Quarter, FY 2021	WFP-BASED		PHYSICAL ACCOMPLISHMENTS									
KRA	PROGRAM/ACTIVITY/ PROJECT	PERFORMANCE INDICATORS	MOVs	Number of Physical Targets	ACHIEVED (based on planned targets)	Percentage of Accomplish- ments (Achieved VS Targets)	GAIN	Percentage of Gain	Reason/s for the Gain	GAP (Number of Unaccomp- lished Targets)	Percentage of Gap	Issues for the Gap	Recommen- dation (<i>Drop, Carry Over, Modify, Replace</i>)

Prepared by: _____
(Ratee)

Date: _____

Approved by: _____
(Rater)

Date: _____

Annual Performance Management Schedule

Non-School-Based Personnel

Rating Period: _____

Activity	Timeline	Actual	Remarks			
			(pls check the appropriate column & give reason if not done on time)			
			Done on time	Not done on time	Why?	Other Remarks
Performance Planning and Commitment						
1.1	Target Setting	Within 4th week of December of preceding year up to January				
1.2	Cascading of targets and Commitment Setting	Within January and February				
1.3	Preparation of OPCRF/IPCRF	Within January and February				
1.4	Review of OPCRF/IPCRF	Within January and February				
1.5	Finalization of OPCRF/IPCRF and reaching Agreement	Within January and February				
Performance Monitoring and Coaching						
2.1	Performance Monitoring	Specify agreed schedule within January to December (At least once in every quarter):				
		1st: _____				
2.2	Coaching and Feedback	2nd: _____				
		3rd: _____				
		4th: _____				
Performance Review and Evaluation						
3.1	Quarterly performance review and evaluation and adjustment (FDMEA)	1st - March				
		2nd - June				
		3rd - September				
		4th - December				

3.2	Quarterly performance review and evaluation and adjustment (DMEA)	1st - April					
		2nd - July					
		3rd - October					
		4th - December					
3.3	Individual Performance Assessment and Completion of OPCRF and IPCRF	Within fourth week of December of the rating period up to February					
3.4	Review of OPCRF and IPCRF and reaching Agreements	Within January-February after the rating period					
3.5	Review and validation of OPCRF/IPCRF by the PMT	Within January-February after the rating period					
3.6	Endorsement of OPCRF/IPCR to the Approving Authority	Within January-February after the rating period					
3.7	Approval of OPCRF/IPCR by the Approving Authority	Within January-February after the rating period					
3.8	Return and Filing of OPCRF/IPCR to respective Office/Employees	After the approval of the OPCRF/IPCR					
Performance Rewarding and Development Planning							
4.1	Development Planning	Within January-February after the rating period					
4.2	Identification of Potential PRAISE Awards nominees	After the approval of the OPCRF/IPCRF					
4.3	Other personnel Action	After the approval of the OPCRF/IPCRF					

Ratee
(Signature over Printed Name)

Date: _____

Rater
(Signature over Printed Name)

Date: _____

Annual Performance Management Schedule

School-Based Personnel

Rating Period: _____

Activity	Timeline	Actual	Remarks			
			(pls check the appropriate column & give reason if not done on time)			
			Done on time	Not done on time	Why?	Other Remarks
Performance Planning and Commitment						
1.2	Cascading of targets and Commitment Setting	Within a month prior to the start of classes up to the first two months of the school year				
1.3	Preparation of OPCRF/IPCRF					
1.4	Review of OPCRF/IPCRF					
1.5	Finalization of OPCRF/IPCRF and reaching Agreement					
Performance Monitoring and Coaching						
2.1	Performance Monitoring	Specify agreed schedule within January to December (At least once in every quarter):				
		1st: _____				
2.2	Coaching and Feedback	2nd: _____				
		3rd: _____				
		4th: _____				
Performance Review and Evaluation						
3.1	Mid-Year Performance Review, Evaluation and Adjustment (School Level)	MPRE Period				
3.2	Mid-Year Performance Review, Evaluation and Adjustment (District Level)	MPRE Period				

3.3	Individual Performance Assessment and Completion of OPCRF and IPCRF	4th week of the last month of the rating period up to the next two months					
3.4	Review of OPCRF and IPCRF and Reaching Agreements	Within the last week of the month of the rating period up to the first two months after the rating period					
3.5	Review and Validation of OPCRF/IPCRF by the PMT	Within the first two months after the rating period					
3.6	Endorsement of OPCRF/IPCRF to the Approving Authority	Within the first two months after the rating period					
3.7	Approval of OPCRF/IPCRF by the Approving Authority	Upon receipt of endorsement					
3.8	Return and Filing of OPCRF/IPCRF to Respective Employees	After the approval of the OPCRF/IPCRF					
Performance Rewarding and Development Planning							
4.1	Development Planning	Within the first two months after the rating period					
4.2	Identification of Potential PRAISE Awards nominees	After the approval of the OPCRF/IPCRF					
4.3	Other personnel Action	After the approval of the OPCRF/IPCRF					

Ratee
(Signature over Printed Name)

Date: _____

Rater
(Signature over Printed Name)

Date: _____