



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

Office of the Schools Division Superintendent

April 25, 2025

DIVISION MEMORANDUM

SGOD-2025-244

To : Assistant Schools Division Superintendent
Division Chiefs
Public Schools District Supervisors
Education Program Supervisors
Public School Heads
Public School Teachers

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

This is in reference to Regional Memorandum HRDD-2025-090 dated March 15, 2025, signed by Allan G. Farnazo, Director IV, re: **Additional Information for the Guidance on the Implementation of Performance Management and Evaluation System (PMES)**.

Refer to <https://tinyurl.com/DepEdRPMSLibrary> for the annexes and other pertinent details as indicated.

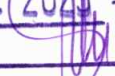
Immediate dissemination and compliance of this Memorandum is directed.


MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent

DepEd Schools Division of Digos City

RECORDS SECTION

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DATE: MAY 02 2025 TIME: 1:29p

BY: 

Enclosed: As stated.
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Department of Education
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March 15, 2025

REGIONAL MEMORANDUM
HRDD-2025-090

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

To: Assistant Regional Director
Schools Division Superintendents
Chiefs of the Functional Divisions

1. This has reference to Memorandum DM-OUHROD-2024-0922 dated April 10, 2025 regarding the Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES).
2. Refer to <https://tinyurl.com/DepEdRPMSLibrary> for the annexes and other pertinent details as indicated.
3. Immediate dissemination and compliance of this Memorandum is directed.

ALLAN G. FARNAZO
Director IV

Enclosed: As Stated.

ROH2/ibd

DEPARTMENT OF EDUCATION ROA
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By: [Signature]
Date: April 21, 2025



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Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT
DEPARTMENT OF EDUCATION
RECORDS SECTION

MEMORANDUM
DM-OUHROD-2024-0922

RECEIVED
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Date 2/15
11 APR 2025

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.



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Effectivity	09.20.21	Page	1 of 4



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.

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

- 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.

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

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

Department of Education
OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
1997-2000

[illegible]

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OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
Ver. Feb 2015[illegible]

PART I-A: LEADERSHIP COMPETENCIES (2.5%)

Part I-A: Leadership Competencies shall capture competencies expected of Chiefs 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	Behavioral Indicators	Researched Observations	NAJIBB	AVERAGE
Leading People	<div>1. Uses basic judgment techniques as a description of performance (e.g., self-justification, appeals to reason under emotion, over claim and overpromise, threat with power to reward or punish others, in order to have a specific impact or effect.</div> <div>2. Provides, conveys or influences others, in order to have a specific impact or effect.</div> <div>3. "Sets a good example," is credible and respected leader, and demonstrates desired behavior.</div> <div>4. Fosters personal, professional and unit trust, unity and teamwork in no less.</div> <div>5. Ascribes a positive role in promoting the development of an inspiring, virtuous vision for the organization and influences others to share ownership of digital goals, for power to reward or punish others in environment.</div> <div>6. Identifies specific changes in the performance management system or a unit work, reflects to improve performance (e.g., time for working better, better, at lower cost, more efficiency, improve quality, customer satisfaction, results, teamwork).</div>			
People Performance Management	<div>1. Sets performance measures and maintains progress of employees based on office and department targets.</div> <div>2. Provides feedback, and facilitates workplace with no coaching for performance improvement and action planning.</div> <div>3. States performance expectations clearly and checks understanding and commitment.</div> <div>4. Performs all the steps of structured performance management system supported by evidence and verified documentation.</div>			
People Development	<div>1. Improves the skills and effectiveness of individuals through employing a range of development strategies.</div> <div>2. Facilitates continuous development through coaching and mentoring/developing people within a work environment that promotes mutual trust and respect.</div> <div>3. Coordinates and implements learning interventions to meet identified training needs.</div> <div>4. Owns long-term coaching/creating by providing opportunities and helpful suggestions, formal training, or other experiences for the purpose of supporting a person's learning and development.</div> <div>5. Coordinates learning interventions providing ongoing support and coaching for their opportunities and are a support of achieving individual career goals.</div>			
Part I-A Total Score: Weighted Average (Average x 0.025)				

DepEd Competencies Scale

Numeral Rating	Adjusted Rating	Definition
5	Highly Model	Exemplary indicator is consistently exhibited and is worthy of recognition.
4	Consistently Demonstrated	Exemplary indicator is consistently shown.
3	Most of the Time Demonstrated	Exemplary indicator is often shown.
2	Sometimes Demonstrated	Exemplary indicator is frequently shown.
1	Rarely Demonstrated	Exemplary indicator is seldom shown.

TABLE 1.B: CORE BEHAVIORAL COMPETENCIES 3.0A
Part 1.B. Core Behavioral Competencies shall capture competencies required for all Degrade personnel in all job groups within the organization, upholding the Degrade'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	Remarks/Observations	RATING	AVERAGE
Self-Management	1. Sets personal goals and direction, needs and development.			
	2. Understands personal actions and behavior that are either and performs and takes into account personal goals and values congruent to that of the organization.			
	3. Displays emotional maturity and enthusiasm for work is challenged by higher goals.			
	4. Prioritizes work areas 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 self-discipline and professional behavior and conduct taking into account the impact of his/her actions and decisions.			
	3. Exhibits a professional image being consistently, regularly at attendance and punctuality, good grooming and deportment.			
	4. Meets personal liabilities to meet the organization's needs.			
	5. Act with a sense of urgency and responsibility to meet the organization's needs, improves system and help others improve their effectiveness.			
Results Focus	1. Achieves results self-optimal use of time and resources prior of his time.			
	2. Avoids waste, inefficiency and wastage through effective work methods by planning organizational needs before personal needs.			
	3. Delivers and the outputs meet or first best by performing standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of workmanship, timeliness and compliance with no supervision required.			
	4. Expresses a willingness to do better and may require further at work or efficiency. May focus on one or more personal steps of meeting goals and			
	5. Makes specific changes in the process if it can work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently or improving quality, customer satisfaction, morale, without making any specific goal.			
Teamwork	1. Willingness share their share of responsibility.			
	2. Promotes collaboration and teamwork through effective work methods by planning organizational needs before personal needs.			
	3. Applies negotiation principles in settling of minor disputes.			
	4. Shows courtesy and team spirit in working with others.			
	5. Works most actively and collaboratively with others and across organizations to accomplish organizational goals and objectives.			
Service Orientation	1. Can explain and elaborate organizational direction, issues and problems.			
	2. Takes personal responsibility for dealing with both concerning customer service issues and concerns.			
	3. Initiates activities that promotes efficiency for new and service improvement.			
	4. Participates in spotting other ideas, initiatives, innovations and strategies based on DOST-EPIS strategies and direction.			
	5. Develops and adopts service improvement program through simplifying 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 just better operational efficiency).			
	2. Demonstrates an ability to think "outside the box". Constructively focuses on improving personal productivity to create higher value and results.			
	3. Promotes a creative culture 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 specific methods to accomplish responsibilities. Demonstrates understanding and the ability to succeed with minimum resources.			

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

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

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-A: Office Improvement Plan

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Part IV-B: Individual Development Plan

Action Plan					
Strengths	Instrument Needs	Learning Objectives (based on the developmental program)	Recommendations/Developmental Interventions	Therapies	Referrals/Referral

Approved by _____