



Republic of the Philippines
Department of Education
CARAGA REGION

DEPARTMENT OF EDUCATION
RECORDS UNIT, REGIONAL OFFICE-CARAGA

RELEASED
APR 23 2025

BY: NMB

TIME: 2:15 PM

REGIONAL MEMORANDUM

No. 403, s. 2025

To: Schools Division Superintendent
All Others Concerned

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

1. In compliance with Memorandum DM-OUHROD-2025-0922, this office directs the dissemination of the said issuance to all concerned schools and personnel under their respective Schools Division Offices (SDOs).
2. The memorandum highlights the additional guidelines on the Implementation of the Performance Management and Evaluation System (PMES) for 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.
3. Attached is a copy of Memorandum DM-OUHROD-2025-0922 for guidance.
4. For inquiries, please contact Jimuel A. Diva, Regional PMS Focal Person via email at Jimuel.diva@deped.gov.ph.
5. Immediate dissemination of this Memorandum is desired.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated

Reference: DepEd Memorandum DM-OUHROD-(2025-0922)

To be indicated in the Perpetual Index
under the following subjects:

EMPLOYEES

OFFICIALS

PERFORMANCE

POLICY

HRDD/jad
04/22/2025

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Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2025-0922

TO : Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

FROM :  **WILFREDO E. CABRAL**
Undersecretary
Human Resource and Organizational Development

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

DATE : 10 APRIL 2025

1. With the conclusion of CY 2024 and SY 2024-2025 performance cycle as well as in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Department hereby provides **additional guidance on the Implementation of Performance Management and Evaluation System (PMES)**.
2. In adherence with the Civil Service Commission (CSC) Memorandum Circular (MC) No. 6, s. 2012 titled, "*Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS)*" and DepEd Order (DO) No. 2, s. 2015 titled, "*Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd)*", it shall be reiterated that the submission of performance appraisal documents is a mandatory requirement and shall have implications to both monetary and non-monetary performance-related incentives, such as step increments, mid-year and year-end bonuses, promotion, awards and recognition, educational support, training opportunities, and other related official travels.

3. To provide guidance on the Performance Review and Evaluation (Phase III and IV) for **CY 2024** and **SY 2024-2025** onwards, the instructions are as follows:

- a. **School Key Result Areas (KRAs) for School Heads**

The school KRAs as attached in **Annex A: School KRAs** is provided herein for reference on the accomplishment of performance management documents of school heads.

Furthermore, school heads are being advised to integrate the relevant performance indicators outlined in DepEd Order No. 24, s. 2022 titled, **“Adoption of the Basic Education Development Plan 2030”** in crafting their OPCRf in the absence of a detailed *Accountability Matrix (Program Expenditure Classification “PREXC” indicators)* for the current and upcoming school years. This is to ensure relevant performance indicators and effective contributions to educational goals are captured and reflected in the office performance management form.

- b. **Competency Assessment under Part II of the Revised Office Performance Commitment and Review Form (OPCRF) per Memorandum DM-OUHROD-2024-0586:**

- 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 <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	• 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) <i>(as may be applicable)</i> 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

Department of Education
 Department of Education
 OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
 ver. 7-10-2020

[illegible][illegible][illegible][illegible][illegible]

Republic of Philippines
Department of Education
OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
ver. Feb 2025

[illegible][illegible][illegible]

PART 10. MONITORING AND EVALUATION LESSON LEARNED (2013)

[illegible]

TO BE FILLED IN DURING PLANNING		RATING SCALE										TO BE FILLED DURING EVALUATION		
Organizational Effectiveness Area	Objectives	Timeline	Weighted Evaluation	Performance Measure (Priority, Efficiency, Timeliness)	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)	6 (Outstanding)	7 (Superior)	Actual Results/ Accomplishments	IN THIS PERIOD	RECORDED AVERAGE
Financial Stewardship	Adhere to the budget and ensure that the quarterly statement of financial position reflects the actual financial position of the organization.	Within the reporting period	25%	Quality Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.			
	Ensure that the budget is approved by the Board of Directors and the Legislature.	Within the reporting period	25%	Efficiency Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.			
	Ensure that the budget is approved by the Board of Directors and the Legislature.	Within the reporting period	25%	Timeliness Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.	Budget decision reflected into the quarterly statement of financial position with 100% accuracy.			
Process Improvement	Improve the quality of the services provided to the public.	Within the reporting period	25%	Quality Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.			
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	Improve the quality of the services provided to the public.	Within the reporting period	25%	Timeliness Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.	Improve the quality of the services provided to the public.			
Client Satisfaction	Ensure that the services provided to the public are of high quality.	Within the reporting period	25%	Quality Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.			
	Ensure that the services provided to the public are of high quality.	Within the reporting period	25%	Efficiency Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.			
	Ensure that the services provided to the public are of high quality.	Within the reporting period	25%	Timeliness Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.	Ensure that the services provided to the public are of high quality.			

PART II-A: LEADERSHIP COMPETENCIES (25%)

Part II-A: Leadership Competencies assess competencies expected of leaders of functional offices who hold managerial and supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

Competencies	Behavioral Indicators	Relevant Observations	RATING	AVERAGE
Leading People	1. Lives basic personal life-participates in a discussion or presentation e.g., staff mobilization, appears to reason and/or emotions, uses data and examples, uses rich			
	2. Persuades, convinces or influences others, in order to have a specific impact or effect.			
	3. "Sets a good example", is a credible and respected leader, and demonstrates positive behavior.			
	4. Provides personal, professional and work unit needs and interests to his team.			
	5. Assumes a pivotal role in providing the development of an inspiring, relevant vision for the organization and influences others to share ownership of Digital goals, in order to create an effective work environment.			
People Performance Management	1. Makes specific changes in the performance management system or its own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently, improves quality, customer satisfaction, waste, turnover).			
	2. Sets performance standards and measures progress of employees based on office and department targets.			
	3. Provides feedback and technical assistance such as coaching for performance improvement and action planning.			
	4. States performance expectations clearly and expects understanding and commitment.			
	5. Performs all the steps of a balanced performance management system supported by evidence and verified documentation.			
People Development	1. Improves the skills and effectiveness of employees through employing a range of development strategies.			
	2. Facilitates employee effectiveness through coaching and mentoring/developing people within a work environment that provides mutual trust and respect.			
	3. Concentrates and encourages learning/development in most identified training needs.			
	4. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.			
	5. Cultivates a learning environment by providing innovative experiences such as looking for future opportunities that are in support of achieving individual career goals.			
Part II-A Total Score: Weighted Average (Average x 0.025)				

Digital Competencies Scale

Normalized Rating	Adjusted Rating	Definition
5	Peak Model	Behavioral indicator is consistently exhibited and is worthy of perfection.
4	Consistently Demonstrated	Behavioral indicator is consistently shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is frequently shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

PART I: CORE BEHAVIORAL COMPETENCIES (25%)
Part I of Core Behavioral Competencies shall capture competencies required from all DuPont personnel in all job groups within the organization, upholding the DuPont'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.

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APPROVING AUTHORITY

PART III: SUMMARY OF RATINGS

Final Performance Components		Weight Allocation	Obtained Score	Overall Score	PMES Rating	
					Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%				
	B. Innovating and Intervening Accomplishments	20%				
	C. Organizational Effectiveness	15%				
PART II	A. Leadership Competencies	2.5% (0.125)				
	B. Core Behavioural Competencies	2.5% (0.125)				

Ratee-Rater Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee:

Signature:

Date:

Name of Superior:

Signature:

Date:

PMES Rating Table		
Range	Numerical Rating	Adjectival Rating
4.500-5.000	5	Outstanding
3.500-4.499	4	Very Satisfactory
2.500-3.499	3	Satisfactory
1.500-2.499	2	Unsatisfactory
1.000-1.499	1	Poor

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

Case Analysis (R0071)		Action Plan			
Improvement Area	General Objective	Recommended Improvement/Intervention	Timeline	Resources Needed	

Feedback:

Part IV-B: Individual Development Plan

Case Analysis (R0071)		Action Plan		
Improvement Needs	Learning Objectives (based on the developmental intervention)	Recommended Developmental Intervention	Timeline	Resources Needed

Feedback:

DATE	RATER	APPROVING AUTHORITY
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