



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

April 3, 2024

**REGIONAL MEMORANDUM**

No. **391** s. 2024

**INTERIM GUIDELINES FOR THE OFFICE PERFORMANCE PLANNING AND ASSESSMENT FOR 2024 AND ONWARD**

To: Schools Division Superintendents  
Regional Office Division Chiefs  
Public Elementary and Secondary School Heads  
All Others Concerned

1. Attached is a Memorandum (DM-OUHROD-2024-0586) from Wilfredo E. Cabral, Officer-in-Charge, Office of the Undersecretary for Human Resource and Organizational Development dated March 27, 2024, containing the 'Interim Guidelines for the Office Performance Planning and Assessment for 2024 Onwards' and the revised Office Performance Commitment and Review Forms (OPCRF).
2. The Memorandum seeks to ensure that offices shall diligently and consciously integrate the agency priorities and strategic directions in work plans as determined during the office planning and commitment.
3. The revised OPCRf shall be used throughout the RPMS cycle by the heads of offices/functional divisions/units in the Central Office (CO), Regional, Schools Division Offices, and public elementary and secondary schools.
4. Assistant Directors in the CO, Assistant Regional Directors, Assistant Schools Division Superintendents, and Assistant School Principals shall likewise use the revised OPCRf.
5. A series of national orientations shall be conducted to capacitate heads of offices and functional divisions in all governance levels on the interim guidelines and the accomplishment of the revised OPCRf.
6. Immediate dissemination of and compliance with this memorandum are desired.

  
**EVELYN R. FETALVERO CESO IV**  
Regional Director

Enclosures: As stated

References: None

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

PPRD-RCB



Address: Government Center, Candahug, Palo, Leyte  
Telephone No.: (053) 832-5738  
Email Address: region8@deped.gov.ph  
Website: region8.deped.gov.ph



Republika ng Pilipinas

# Department of Education


OFFICE OF THE UNDERSECRETARY

HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT



## MEMORANDUM DM-OUHROD-2024-0586

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**  
*Regional Director*  
*Officer-in-Charge, Office of the Undersecretary for Human Resource and Organizational Development*

SUBJECT : **INTERIM GUIDELINES FOR THE OFFICE PERFORMANCE PLANNING AND ASSESSMENT FOR FY 2024 ONWARDS**

DATE : 27 March 2024

1. Pursuant to DepEd Order (DO) No. 2, s. 2015 or the *Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education* and to ensure that the offices diligently and consciously integrate the agency priorities and strategic directions in work plans as determined during the office planning and commitment, this Department releases the **Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards**, including the revised Office Performance Commitment and Review Form (OPCRF).

2. This Interim Guidelines shall ensure that office plans, commitments, and performance account for the achievement and contribution of the different delivery units in all governance levels to the Agency's Organizational Outcomes as committed in the General Appropriations Act (GAA), Basic Education Development Plan (BEDP), and MATATAG Agenda, among others.

3. With this, offices shall utilize the **Office Performance Commitment and Review (OPCR) Form, Revised 2024**, as attached in **Annex A**, in reflecting the commitments and performance based on its office mandates, in ensuring the immediate integration of and alignment with the Agency's Organizational Outcomes, and in reflecting office's contributions in achieving the strategic priorities set under



Room 102, Rizal Building, DepEd Complex, Meralco Ave., Pasig City 1600  
 Telephone Nos.: (+632) 86337206, (+632) 86318494, (+632) 86366549  
 Email Address: usec.hrod@deped.gov.ph | Website: www.deped.gov.ph

Doc. Ref. Code	DM-OUHROD	Rev	00
Effectivity	03.23.23	Page	1 of 3



CERTIFICATE NO. PPF QMS  
22 91 0085

3/27/24

the MATATAG Agenda as well as their respective education development plans in the Region, Divisions, and schools as a direction in resolving basic education challenges.

4. The salient features of the revised OPCRF include the following:
  - a. Alignment of the office/school commitments with the overall Organizational Outcomes and Programs
  - b. Streamlining commitments and targets as follows:
    - i. **Commitment to Organizational Outcomes** – office commitments and accomplishments based on the office functions and Key Result Areas (KRAs) with clear attribution to their direct contribution to the organizational outcomes/outputs indicated in the GAA Programs/Subprograms outputs/outcomes, BEDP Pillars, and MATATAG Agenda.
    - ii. **Innovating and Intervening Accomplishments** – office outputs/outcomes enabling, supportive, and/or contributory to the achievement of the organizational commitments and office Key Result Areas (KRAs).
    - iii. **Organizational Effectiveness** – office accomplishments in relation to the Performance-Based Bonus (PBB) oversight requirements.
    - iv. **Leadership Competencies** – competencies expected of heads of functional offices who hold managerial and executive/supervisory positions.
    - v. **Core Behavioral Competencies** – individual competencies required from all DepEd personnel in all job groups within the organization, upholding the DepEd’s core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization and the civil service.

5. The revised OPCRF shall be used throughout the RPMS Cycle which covers the performance for one (1) whole year following a four-stage cycle, to wit: (i) Performance Planning and Commitment (Phase I); (ii) Performance Monitoring and Coaching (Phase II); (iii) Performance Review and Evaluation (Phase III); and (iv) Performance Rewarding and Development Planning (Phase IV).

6. The revised OPCRF shall be used by the heads of offices and functional offices/divisions/units in the Central, Regional, and Schools Division Offices, and heads of schools in the elementary and secondary levels. In addition, Assistant Directors in the CO, Assistant Regional Directors, Assistant Schools Division Superintendents, and Assistant School Principals shall likewise use the revised OPCRF to capture their specific performance contributing to the office/school plans and accomplishments.

7. To provide guidance to offices, ratees, and raters in office performance planning, monitoring, and assessment, the comprehensive **Interim Guidelines** is attached as **Annex B**.

8. Annexes of this Memorandum shall be made available for accessing/viewing and downloading at this link: <https://bit.ly/OPCRF2024Annexes>

9. A series of national orientations shall be conducted to capacitate heads of offices and functional divisions in all governance levels on the interim guidelines and the accomplishment of the revised OPCRF. A separate Memorandum shall be issued on this.

10. For more information, please contact the **Bureau of Human Resource and Organizational Development**, 4<sup>th</sup> Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bhrod.hrdd@deped.gov.ph](mailto:bhrod.hrdd@deped.gov.ph) or telephone number (02) 8470-6630.

11. **Immediate dissemination of and strict adherence to this Memorandum is directed.**





**PART II.A. LEADERSHIP COMPETENCIES (2.5%)**

Part II.A. Leadership Competencies shall capture competencies expected of heads of functional offices who hold managerial and executive/supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	Average
Leading People	<ol style="list-style-type: none"> <li>Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses facts and examples, visual aids</li> <li>Persuades, convinces or influences others, in order to have a specific impact or effect.</li> <li>"Sells a good example" is a credible and respected leader, and demonstrates desired behavior.</li> <li>Forwards personal, professional and work unit needs and interests in an issue.</li> <li>Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.</li> <li>Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).</li> <li>Sets performance standards and measures progress of employees based on office and department targets.</li> <li>Provides feedback and technical assistance such as coaching for performance improvement and action planning.</li> <li>States performance expectations clearly and checks understanding and commitment.</li> <li>Performs all the stages of result-based performance management system supported by evidence and required documents/forms.</li> </ol>			
People Performance Management	<ol style="list-style-type: none"> <li>Improves the skills and effectiveness of individuals through employing a range of development strategies.</li> <li>Facilitates workforce effectiveness through coaching and mentoring/developing people within a work environment that promotes mutual trust and respect.</li> <li>Conceptualizes and implements learning interventions to meet identified training needs.</li> <li>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.</li> <li>Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.</li> </ol>			
People Development				
<b>Part II-A Total Score (Weighted Average)</b>				

**PART II.B. CORE BEHAVIOURAL COMPETENCIES (6.5%)**

Part II.B. Core Behavioral Competencies shall capture competencies required from all DepEd personnel in all job groups within the organization, upholding the DepEd's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Self-Management	<ol style="list-style-type: none"> <li>Sets personal goals and direction, needs and development.</li> <li>Understands personal actions and behavior that are clear and purposeful and takes into account personal goals and values congruent to that of the organization.</li> <li>Displays emotional maturity and enthusiasm for and is challenged by higher goals.</li> <li>Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.</li> <li>Sets high quality, challenging, realistic goals for self and others.</li> </ol>			
Professionalism and Ethics	<ol style="list-style-type: none"> <li>Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).</li> <li>Precise ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.</li> <li>Maintains a professional image; being trustworthy, regularity of attendance and punctuality, good grooming and communication.</li> <li>Makes personal sacrifices to meet the organization's needs.</li> <li>Act with a sense of urgency and responsibility to meet the organization's needs; improve system and help others improve their effectiveness.</li> </ol>			

	<p>1. Achieves results with optimal use of time and resources mist of the time.</p> <p>2. Avoids rework, mistakes and waste through effective work methods by placing organizational needs before personal needs.</p> <p>3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.</p> <p>4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.</p> <p>5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.</p>	
<p><b>Results Focus</b></p>		
<p><b>Teamwork</b></p>	<p>1. Willingly does his/her share of responsibility</p> <p>2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.</p> <p>3. Applies negotiation principles in arriving at win-win agreements.</p> <p>4. Drives consensus and team ownership of decisions</p> <p>5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.</p>	
<p><b>Service Orientation</b></p>	<p>1. Can explain and articulate organizational directions, issues and problems.</p> <p>2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.</p> <p>3. Initiates activities that promote advocacy for men and women empowerment.</p> <p>4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.</p> <p>5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.</p>	
<p><b>Innovation</b></p>	<p>1. Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).</p> <p>2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.</p> <p>3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.</p> <p>4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.</p> <p>5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.</p>	
		<p><b>Part II-B Total Score (Weighted Average)</b></p>

RATEE
-------

RATER
-------

**PART III: SUMMARY OF RATINGS**

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

**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: \_\_\_\_\_

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

**PART IV: IMPROVEMENT AND DEVELOPMENT PLANS**

**Part IV-A: Office Improvement Plan**

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

Feedback

**Part IV-B: Individual Development Plan**

Gap Analysis (SWOT)		Action Plan		
Improvement Needs	Learning Objective (based on the developmental intervention)	Recommended Developmental Intervention	Timeline	Resources Needed

Feedback

RATEE

RATER

APPROVING AUTHORITY

**Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards**

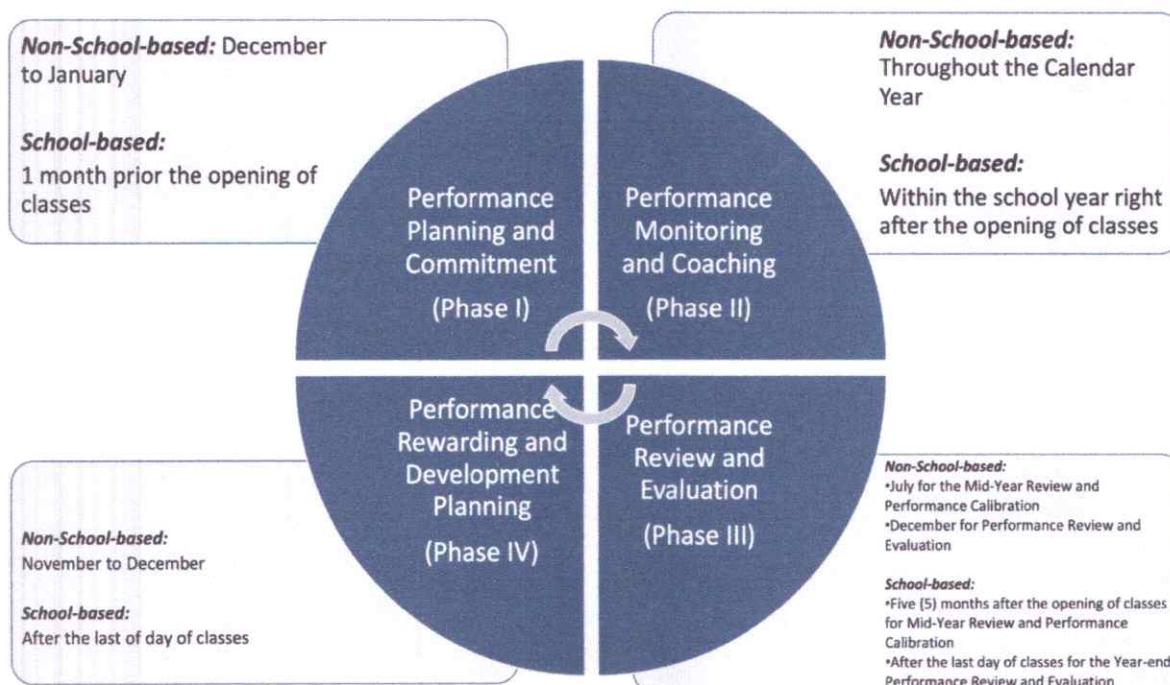
**I. The RPMS Cycle and Office Performance Management Timeline**

1. The office performance cycle shall follow the four-phase performance management system cycle prescribed in DO 2, s. 2015:

- a. Performance Planning and Commitment (Phase I);
- b. Performance Monitoring and Coaching (Phase II);
- c. Performance Review and Evaluation (Phase III); and
- d. Performance Rewarding and Development Planning (Phase IV)

Figure 1 illustrates the four (4) phases of the RPMS Cycle including the timeline for the Office Performance Management.

*Figure 1. The Office Performance Management Cycle*



2. The Office Performance Cycle shall cover the period of one (1) whole year or a period of 12 months, as follows:

*Table 1. The Office Performance Management Timeline in DepEd*

<i>RPMS Cycle Phase</i>	<i>Task/Activity</i>	<i>Schedule</i>	
		<i>Non-school-based offices and functional divisions in CO, RO, SDO</i>	<i>School</i>
<b>PHASE 1</b> Performance Planning and Commitment	Target and Commitment Setting	December to January	1 month prior the opening of classes
	Initial Office/School and Individual Development Planning		
<b>PHASE 2</b> Performance Monitoring and Coaching	Performance Monitoring	Year-round	School Year-round
	Accomplishment of PMCF and provision of L&D interventions		
<b>PHASE 3</b> Performance Review and Evaluation	Mid-Year Review and Assessment Recalibration of targets	July	5 months after the opening of classes
	Year-end Performance Assessment	November to December	After the last day of classes
<b>PHASE 4</b> Performance Rewarding and Development	Finalization of the Office/School and Individual Development Plans	November to December	After the last day of classes
	Submission of signed OPCR		

## A. Phase I: Performance Planning and Commitment

3. The performance planning and commitment shall be done at the beginning of the performance cycle. In this period, the rater and ratee (head of office/functional division) shall discuss and agree on the Office KRAs, Organizational Outcome Attribution, Objectives, Timeline, Weight allocation, Performance Targets, Performance Measure, Rating Scale, and Means of Verification.

4. In the OPCR template, the following parts shall be accomplished and discussed by the rater and the ratee during the Phase I – Performance Planning and Commitment:

- a. Part I-A: Commitment to Organizational Outcomes (60%)
- b. Part I-B: Innovating and Intervening Accomplishments (20%)
- c. Part I-C: Organizational Effectiveness (15%)

5. **Determining the Key Results Areas.** The head of office shall identify the Office KRAs based on the official issuance on the *Compendium of Office Functions* and the overall organizational outcomes of the Agency.

- a. For **Heads of Offices in the Regional Offices and Schools Division Offices** (i.e., Office of the Regional Director and Office of the Schools Division Superintendent), refer to the provided recalibrated KRAs based on the Functions of the Office anchored on the organizational outcomes and Job Descriptions of the RD and SDS (**Annex C**).
- b. For **offices/divisions in the CO and functional divisions in the RO and SDO**, refer to the *Compendium of Office Functions, version 3* (as issued through Memorandum DM-HROD-2023-0617) which can be accessed through this link <https://bit.ly/OfficeFunctionsv3>
- c. For **Heads of Schools in the Elementary and Secondary Levels**, refer to the prescribed KRAs that are aligned with the School Based Management (SBM) domains (**Annex D**).

6. **Attributing the KRA to the Organizational Outcomes.** Based on the determined office KRAs, the Office shall identify the organizational outcomes/outputs in the GAA, BEDP Pillars, and the MATATAG Agenda that the office is directly contributing to.

The five (5) programs in the DepEd **GAA** include:

- a. Education Policy Development;
- b. Basic Education Inputs;
- c. Inclusive Education;
- d. Support to Learners and Schools; and
- e. Education Human Resource Development.

As for the **BEDP**, it includes four (4) pillars of *Access, Equity, Quality, and Resilience*, and the *Enabling Mechanisms for Governance and Management*. The intermediate outcomes for each pillar and enabling mechanisms are as follows:

Table 2. The BEDP Pillars and Intermediate Outcomes

<b>Pillars</b>	<b>Intermediate Outcomes</b>
<b>Pillar 1: Access</b>	<p>All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities.</p> <ol style="list-style-type: none"> <li>1.1. All five-year-old children attend school</li> <li>1.2. All learners stay in school and finish key stages</li> <li>1.3. All learners transition to the next key stage</li> <li>1.4. All out-of-school children and youth participate and complete in formal or non-formal basic education learning opportunities</li> </ol>
<b>Pillar 2: Equity</b>	<p>Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.</p> <ol style="list-style-type: none"> <li>2.1. All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education</li> </ol>
<b>Pillar 3: Quality</b>	<p>Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.</p> <ol style="list-style-type: none"> <li>3.1. Learners attain Stage 1 (K-Grade 3) learning standards of fundamental reading &amp; numeracy skills</li> <li>3.2. Learners attain Stage 2 (Grades 4-6) learning standards in required literacy and numeracy skills and apply 21st century skills to various real-life situations</li> <li>3.3. Learners attain Stage 3 (Grades 7-10) learning standards of literacy numeracy skills and apply 21st century skills to various real-life situations</li> <li>3.4. Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21<sup>st</sup> century skills developed in chosen core, applied and specialized SHS tracks</li> <li>3.5. Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers</li> </ol>
<b>Pillar 4: Resiliency and Well-Being</b>	<p>Learners are resilient and know their rights, and have the life skills to protect themselves and their rights</p> <ol style="list-style-type: none"> <li>4.1. Learners are served by a department that adheres to a rights-based education framework at all levels</li> <li>4.2. Learners are safe and protected, and can protect themselves, from risks and impacts from natural and human-induced hazards</li> <li>4.3. Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks</li> </ol>

<b>Enabling Mechanisms: Governance</b>	Modern, efficient, nimble, and resilient governance and management processes <ol style="list-style-type: none"> <li>1. Education leaders and managers practice participative, ethical, and inclusive management processes</li> <li>2. All personnel are resilient, competent, and continuously improving</li> <li>3. Ideal learning environment and adequate learning resources for learners improved</li> <li>4. Internal systems, and processes are efficient, responsive modern, and continuously improving</li> <li>5. Key stakeholders actively collaborate to serve learners better</li> <li>6. Public and private education operate under a dynamic and responsive complementarity framework</li> </ol>
--	--

For the **MATATAG Agenda**, the following are the four components:

- a. **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- b. **TA**ke steps to accelerate delivery of basic education facilities and services;
- c. **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- d. **GI**ve support to teachers to teach better.

Office KRAs may have cross-cutting attribution such that it supports the achievement of multiple Organizational Outcomes.

7. **Setting the Objectives.** Based on the set KRAs and their attribution to the organizational outcomes, the rater and the ratee shall discuss and agree on the office objectives. Setting at least three (3) objectives per KRA is highly recommended. However, the rater and the ratee may set more than three (3) objectives per KRA depending on the priorities of the office for the specific performance year.

For Part II-B: *Innovating and Intervening Accomplishments*, the rater and the ratee shall discuss and agree on Objectives that are **enabling, supportive**, and/or **contributory** to the achievement of the organizational commitments and KRAs in Part I-A. Objectives for this part can target accomplishments and outputs which are innovations, interventions, and/or enhancements on the processes, services, and/or outputs of the office.

*Objectives* are specific tasks that are considered as concrete outputs which an office needs to do to achieve specific KRAs. Objectives are action verbs written in past tense. In objective setting, the SMART criteria, which stands for *Specific, Measurable, Attainable, Relevant, Time Bound*, shall be applied.

*Objectives* shall also capture the specific directives and priority deliverables that are set and cascaded from national level down to functional offices in the CO, RO, SDO, and schools (e.g., MATATAG Agenda, Strand priorities, etc.).

8. **Setting the Timeline.** The timeline shall define the target date for accomplishing each of the performance Objectives. The timeline for the office Objectives shall be set by the head of office in coordination with the Planning Office

and School Planning Team, as aligned with the GAA Physical Targets, Annual Work and Financial Plan for DepEd offices or Annual Improvement Plan for schools/CLCs.

The head of functional office shall indicate the target period of accomplishment of objectives and outputs. If the objective is a regular deliverable (e.g., preparation of payroll), the Timeline should indicate the specific period and/or frequency within which the specific Objective is expected to be delivered (e.g., every end of the month).

9. **Assigning the Weight.** The assignment of weights shall be done per Objective. The rater and ratee shall ensure that each Objective under each KRA has been assigned with weights based on the nature and scope of work, difficulty and complexity of accomplishing the specific task, and the required time to finish the specific task and achieve the Objective. The assignment of weights shall be discussed and agreed upon by the rater and the ratee. The sum of the assigned weights of the Objectives shall be equal to the weight assigned to a particular part of the OPCR.

*Illustrative sample:*

Part I-A – Weight allocation is 60%

**KRA 1**

- Objective 1 is 10%
- Objective 2 is 5%
- Objective 3 is 5%

**KRA 2**

- Objective 1 is 8%
- Objective 2 is 7%
- Objective 3 is 5%

**KRA 2**

- Objective 1 is 5%
- Objective 2 is 5%
- Objective 3 is 5%

10. **Identifying Performance Targets.** The rater and the ratee shall identify, discuss, and agree on the Performance Targets for each of the Objectives. Performance Targets are the expected output/s based on the KRAs and Objectives determined. It is elaborated further into 'Value' and 'Description' to provide clearer and more concrete targeting of output/s.

*Illustrative sample:*

<b>Performance Targets</b> <i>(Target Outcome/ Output of the Bureau/ Center/ Service/ Division aligned with the Outcome/ Output Indicators in the Organizational Outcome)</i>	
<b>Value</b> <i>(numerical, statistical, trend)</i>	<b>Description</b> <i>(expected outcome/output/service)</i>
1 (numerical)	Draft DepEd Order on...
90% (statistical)	Filling up of vacant positions
2% decrease (trend)	Dropout rate

11. **Determining Performance Measures.** Using a five (5)-point rating scale, the rater and the ratee determine the performance indicators for Quality, Efficiency, and Timeliness (QET) as measures of performance and means to verify the achievement of output/deliverable. Depending on the *Objective*, performance may be rated in terms of at least two (2) measures (quality, efficiency, and timeliness); provided that Quality is always measured.

The operational definition of each numerical rating (5-4-3-2-1) shall be clearly defined and indicated under each component (i.e., QET). This shall ensure that the rating is objective, impartial, and verifiable.

Refer to Table 3 for the definition of performance measures for each component.

Table 3. Performance Measures

<b>COMPONENT</b>	<b>DEFINITION</b>
Quality	<p>The extent to which actual performance compares with targeted performance.</p> <p>The degree to which objectives are achieved and the extent to which targeted problems are solved/issues are addressed with a certain degree of excellence.</p> <p>Quality relates to effectiveness and getting the right things done. It draws focus on the output or service itself.</p> <p>Quality Indicator answers the question, <i>“Is the actual output or service delivery at par with the established quality measures or meet the expected quality of output?”</i></p> <p><b>Elements:</b> Meeting the standards, acceptability or soundness of output, accuracy, completeness or comprehensiveness of reports and client satisfaction.</p>
Efficiency	<p>The extent to which time or resources are used for the intended task or purpose.</p> <p>Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.</p> <p>Efficiency relates to doing things right. It draws focus on the process by which outputs or services are delivered.</p> <p>Efficiency Indicator answers the question, <i>“How are the outputs or services delivered? Is the manner of achieving the Targets follow the minimum service standards? Is resource utilization optimized in terms of the program objective's realization? Are there better, more efficient ways to deliver program outputs?”</i></p> <p><b>Elements:</b> Standard response time, number of applications acted upon over number of applications received, optimum use of resources (financial) - actual spending/budget allocated.</p>

Timeliness	<p>Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/ or clients/ stakeholders.</p> <p>Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.</p> <p>Timeliness Indicator answers the question, <i>“Are the Objectives achieved within the period agreed upon?”</i></p> <p><b>Elements:</b> Claim processing time, target date or deadline, product development rate, delivery time, etc.</p>
------------	--

12. **Determining Means of Verification.** After identifying the performance measures for each of the Objectives, the ratee shall list the possible proof or evidence of accomplishments. It can be official documents, reports or any outputs showing the actual results certified by authorized officials/personnel.

13. **Complying with the Areas for Organizational Effectiveness.** The rater and the ratee shall discuss the areas for organizational effectiveness aligned with PBB-based oversight requirements as prescribed for compliance of all offices, which include (i) Financial Stewardship, (ii) Process Improvement, and (iii) Client Satisfaction.

Table 4. Organizational Effectiveness Areas

<b>Organizational Effectiveness Area</b>	<b>Description</b>
Financial Stewardship	This refers to the utilization of the budget allocation in accordance with the quarterly disbursement program with no overdraft/deficit/disallowance from oversight agencies.
Process improvement	This refers to the streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of doing business/ease of transactions and/or digitalization/digitization based on the Department’s Citizen’s Charter and in line with the Anti-Red Tape Authority (ARTA)’s Whole-of-Government (WOG) Reengineering Manual.
Client Satisfaction	This refers to the resolution and compliance rate to the Hotline #8888 and Contact Center ng Bayan (CCB) within the prescribed processing time pursuant to the ARTA and EODB standards, following the Client Satisfaction Measurement mechanism.

14. **Reaching Agreement.** Once the office KRAs, Objectives, Weights, Timeline, and Performance Measures are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCR Form. The signed/approved OPCR Form shall be the basis for monitoring and assessment, which shall take place in Phase II and Phase III, respectively.

### **B. Phase II: Performance Monitoring and Coaching**

15. The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives, Weights, Timeline, and Performance Indicators, and sign the OPCR Form. This shall be done throughout the year.

16. Performance monitoring and coaching shall be a proactive responsibility of both the rater and the ratee to ensure achievement of planned targets and continuously improve office performance and individual competencies of the head of office throughout the year.

17. The two main (2) components of Phase II are the following:

- a. Performance monitoring; and
- b. Coaching and feedback.

Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.

Coaching and feedback shall be a continuous process and shall be provided by the rater and/or be sought by the ratee to improve office performance and individual behavior. The rater, as the coach or mentor of the ratee, plays a critical role in the performance monitoring and coaching. They shall provide an enabling environment and intervention for continuous improvement.

18. To ensure compliance, quarterly rater-ratee checkpoint meetings shall be conducted through one-on-one and/or small group meetings, LAC sessions, FGD or other means necessary to track progress in the achievement of planned targets, flag positive and negative behaviors that are observed in the workplace, and plan appropriate actions steps, as may be necessary. A more frequent rater-ratee conversation may be done as necessary. These quarterly checkpoint meetings shall require diligent documentation using the **Performance Monitoring and Coaching Form (PMCF)** as enclosed in **Annex E**.

19. The PMCF shall be used by the rater and the ratee to track and record significant incidents. Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented.

The PMCF shall provide a record or evidence of office and work performance as well as the demonstrated behaviors and competencies of the head of office. It 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.

20. Prior to every quarterly performance monitoring and coaching session, the rater shall prepare a list of observations pertaining to the performance and behavior of both the office and head of office. The rater shall communicate the observed significant incidents with the ratee during the performance monitoring and coaching sessions. The ratee shall validate the rater's observations and may provide the further information that may either confirm or justify such observations.

Based on the validated performance observations, the rater and the ratee shall then discuss and agree on appropriate action steps to further improve or correct performance and behavior.

### **C. Phase III: Performance Review and Evaluation**

21. The performance review and evaluation shall be done in the middle and at the end of the performance cycle to assess the office performance based on the commitments and measures as contained in the signed OPCR Form.

#### **Mid-Year Review**

22. An office-wide mid-year review shall be required to determine the progress in achieving the agreed office performance Targets. In exceptional cases, and only if the situation warrants, a **one-time calibration** of office performance Targets, Weights, Timeline, and Performance Indicators shall be allowed during the mid-year review.

23. Exceptional cases that may warrant performance calibration shall include, but not limited to the following, subject to the approval of the concerned Performance Management Team (PMT):

- a. Instances when high level decisions are taken into effect which resulted in changes in strategic directions and/or reprioritization of programs, activities, projects (PAPs);
- b. Adjustments in the systems, procedures, and strategies involved in the delivery of committed targets (e.g. use of alternative strategies and work arrangements);
- c. Changes in the necessary administrative, financial, procurement, and other processes, rules, and regulations that are not within the jurisdiction or discretion of the office and/or employee; and
- d. Circumstances that are beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events.

24. The **Performance Calibration Form (PCF)** enclosed in **Annex F** shall be used during the one-time calibration of performance, as may be authorized. The PCF must be discussed and agreed upon by the rater and the ratee and approved by the approving authority. The calibrated performance Targets, Weights, Timeline, and Performance Indicators shall only be in effect upon approval of the concerned PMT.

25. The initial rating during the mid-year review shall be reflected in the **Office Performance Mid-Year Review Form (OPMRF)** enclosed in **Annex G**. The final

rating depends solely on the year-end performance assessment unless exceptional cases deem it necessary to use the mid-year review as the final rating such as promotion, transfer, or in cases of untimely death where the ratee could no longer complete the full RPMS cycle.

### **Year-End Assessment**

26. The head of the functional office shall assess the performance of the office vis-à-vis the committed targets at the beginning of the performance cycle or the calibrated targets, if any, agreed during the mid-year review.

The rater and the ratee shall discuss and agree on the individual assessment based on the MOVs presented and actual accomplishments of each of the KRAs and Objectives. The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCR Form shall be accomplished and completed by the rater and the ratee to:

- a. Reflect actual accomplishments and results;
- b. Rate each of the objectives;
- c. Compute for the score (i.e., average, weighted average, and score per Part);
- d. Assess the competencies;
- e. Determine the overall score; and
- f. Reach an agreement.

27. **Reflecting Actual Accomplishments and Results.** The rater and the ratee shall discuss and agree on the actual accomplishments and results based on the performance commitments and measures made at the beginning of the rating period or the calibrated targets, if any, agreed during the mid-year review.

28. **Computing the Performance Rating.** All outputs shall be evaluated vis-a-vis the standards set in performance measures.

- a. **Rating the Objectives.** The rater and the ratee shall evaluate each objective whether it has been achieved or not based on the evidence presented. Each objective shall be rated in the components (i.e., Quality, Efficiency, Timeliness) determined as performance measure at the beginning of the rating period or the calibrated targets using the 5-point rating scale, if any, agreed during the mid-year review.

*Note: Depending on the Objective, performance may be rated in terms of Quality and Efficiency, Quality and Timeliness, or Quality, Efficiency and Timeliness. The quality component is always being measured.*

The RPMS rating scale below shall be used in rating the Objectives:

Table 5. The RPMS Rating Scale

<b>NUMERICAL RATING</b>	<b>ADJECTIVAL RATING</b>	<b>DESCRIPTION OF MEANING OF RATING</b>
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeds expectations. All goals, objectives, and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

- b. **Average.** The average of the individual ratings for QET shall be computed to get the rating for each Objective.

$$\text{Average QET} = \frac{\text{Quality (Q)} + \text{Efficiency (E)} + \text{Timeliness (T)}}{3}$$

*Note: For Objective that has only two performance measures, the divisor shall also be 2.*

- c. **Weighted Average.** To get the Weighted Average per Objective, the Average QET Rating shall be multiplied with assigned weight agreed upon at the beginning of the rating period or the calibrated weight, if any, approved during the mid-year review.

<b><i>Weighted Average (Rating per Objective) = Average QET x Weight Allocation</i></b>
---

- d. **Total Score.** To determine the total score per Part, the Weighted Average per Objective shall be added up.

The score for each Objective and the total score for each Part shall be written in three (3) decimal points.

<b><i>Total Score per Part = Objective 1 + Objective 2 + Objective 3 + ...</i></b>
--

Table 6. Sample Computation

**Part I-A: Commitment to Organizational Outcomes (60%)**

KRAs	Organizational Outcome Attribution	OBJECTIVES	WEIGHT PER OBJECTIVE	RATING (QET)	AVERAGE	WEIGHTED AVERAGE
KRA 1	OO Attributions	Objective 1	10%	5	4.666	0.466
				4		
				5		
		Objective 2	5%	5	4.333	0.216
				4		
				4		
		Objective 3	5%	5	3.666	0.183
				3		
				3		
KRA 2	OO Attributions	Objective 1	10%	5	4.500	0.450
				4		
				--		
		Objective 2	8%	4	3.500	0.280
				--		
				3		
		Objective 3	7%	5	5.000	0.350
				5		
				5		
KRA 3	OO Attributions	Objective 1	5%	4	4.000	0.200
				--		
				4		
		Objective 2	5%	4	3.666	0.183
				4		
				3		
		Objective 3	5%	3	3.000	0.150
				3		
				--		
<b>Part I-A Score</b>						<b>2.478</b>

29. **Assessing Competencies.** The rater shall discuss with the ratee the set of leadership and core behavioral competencies observed during the performance cycle. The ratee shall choose his/her self-perceived competencies.

- a. **Rating the Competencies.** In Part II (Part II-A and Part II-B) of the OPCR Form, the rater shall write the appropriate rating for each behavioral indicator observed using the 5-point rating scale shown in Table 7.

Table 7. DepEd Competencies Scale

<b>Numerical Rating</b>	<b>Adjectival Rating</b>	<b>Definition</b>
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly showed.
3	Most of the Time Demonstrated	Behavioral indicator is often showed.
2	Sometimes Demonstrated	Behavioral indicator is irregularly showed.
1	Rarely Demonstrated	Behavioral indicator is seldomly showed.

- b. **Providing detailed remarks and/or observations** is highly recommended to support the rating for each behavioral indicator. Remarks and observations may include significant incidents observed, feedback, and suggestions for improvement, among others.
- c. **Average per competency.** The average of the individual ratings for behavioral indicators shall be computed to get the rating for each Competency.

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

- d. **Total Score (Weighted Average).** To get the 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.

$$\text{Total Score (Weighted Average)} = \text{Average Rating} \times 2.5\% \text{ Weight Allocation}$$

30. **Determining the Overall Score.** The Overall Score shall be computed by adding the total obtained scores in Part I and Part II. This shall be inputted in the Part III Summary of Ratings of the OPCR Form.

$$\text{Overall Score} = \text{Part I-A} + \text{Part I-B} + \text{Part I-C} + \text{Part II-A} + \text{Part II-B}$$

31. **Determining the Numerical and Adjectival Ratings.** The numerical performance rating shall be given corresponding RPMS numerical and adjectival ratings in accordance with the following rating table:

Table 8. RPMS Rating Table

<b>RANGE</b>	<b>NUMERICAL RATING</b>	<b>ADJECTIVAL RATING</b>
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
Below 1.499	1	Poor

32. **Reaching an Agreement.** Upon determining the performance rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCR Form.

All appeals relative to the performance rating shall be subject to the appeals process as stipulated in the DO 2, s. 2015. A performance rating under appeal shall not be considered final and shall not be used as a basis for promotion and other performance-related incentives.

**D. Phase IV: Performance Rewarding and Development Planning**

33. The results of the performance review and evaluation shall be used in performance rewarding and development planning.

34. **Performance Rewarding.** Outstanding performance, adherence to minimum office standards, and consistent demonstration of desired competencies shall serve as a basis for recognition and rewards, including monetary and non-monetary incentives. In addition to incentives and awards system under the Program on Awards and Incentives for Service Excellence (PRAISE), the head of office shall establish office-based initiatives to recognize and incentivize meritorious performance.

35. **Office Improvement Planning.** During Phase IV, the head of functional office, in collaboration and in agreement with the personnel, shall determine the office strengths and opportunities for improvement and plan definitive action steps to further enhance service delivery and/or address identified bottlenecks. These can be written under the 'Strengths' and 'Development Needs' columns of the Part IV-A: Office Improvement Plan of the OPCR Form.

Based on the office performance and improvement plan, the head of functional office and the next higher approving authority shall discuss and agree on the office improvement plan and interventions, which shall include the team development plan, office process improvement plan, equipment and physical facilities repair, acquisition, and upgrade, among others.

36. **Individual Development Planning.** During Phase IV, the rater shall discuss and provide qualitative comments, observations, and recommendations pertaining to the individual (head) competency assessment, as observed in the significant incidences provided in the PMCF. These can be written under the strengths and development and needs column of Part IV-B: Individual Development Plans of the OPCR Form and shall serve as bases for training and professional development for the head of functional office.

The competencies the ratee demonstrated consistently and the areas where it meets or exceeds expectations shall be called the ratee's strengths. The competencies, which the ratee rarely demonstrates and the areas where the ratee has room for improvement and has not met expectations, shall be identified as the ratee's development needs.

37. The following steps shall be applied in improvement and development planning:

- a. Identify the development needs;
- b. Set goals for meeting the development needs;
- c. Prepare specific action plans for meeting the development needs such as list of learning activities, resources and support, measures of success, among other needs;
- d. Implement action plans; and
- e. Evaluate.

38. The heads of functional offices, in coordination with the office in-charge of human resource and organizational development in each governance level, shall ensure that the action plan and interventions for office improvement and individual (head) development are appropriate for the identified office and process improvement needs.

**Table 9. Interim Ratee-Rater-Approving Authority Matrix  
for the Office Performance Planning and Assessment**

<b>RATEES</b>	<b>RATERS</b>	<b>APPROVING AUTHORITY</b>
<b>Central Office</b>		
Undersecretary	Chief of Staff	Secretary
Assistant Secretary	Undersecretary	Chief of Staff
Director	Assistant Secretary	Undersecretary
Assistant Director	Director	Assistant Secretary
Functional Division Chief/Head	Assistant Director	Director

<b>Regional Office</b>		
Regional Director	Undersecretary for Field Operations	Chief of Staff
Assistant Regional Director	Regional Director	Undersecretary for Field Operations
Functional Division Chief/Head	Assistant Regional Director	Regional Director
Functional Unit Head (Public Assistance Unit/Legal/ ICT Unit)	Assistant Regional Director	Regional Director

<b>Division Office</b>		
Schools Division Superintendent	Assistant Regional Director	Regional Director
Assistant Schools Division Superintendent	Schools Division Superintendent	Assistant Regional Director
Functional Division Chief/Head	Assistant Schools Division Superintendent	Schools Division Superintendent

<b>School</b>		
School Head/Principal/ OIC/TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
Assistant School Principal	School Head	Assistant Schools Division Superintendent

*Note: In case that there is no applicable rater or approving authority in offices/ bureaus/ services/ divisions/ schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.*