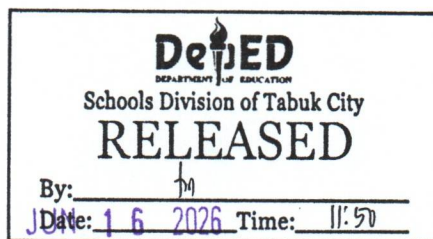




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Tabuk City



Office of the Schools Division Superintendent

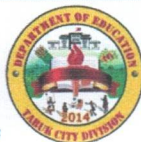
June 15, 2026

DIVISION MEMORANDUM
No. 258 Series 2026

**SUBMISSION OF SY 2026–2027 OPCRf PERFORMANCE COMMITMENT AND
CONDUCT OF PERFORMANCE MANAGEMENT TEAM (PMT) MEETING**

TO: Chief Education Supervisors
Division Performance Management Team
Public Schools District Supervisors
Public School Heads both Elementary and Secondary
All Others Concerned

1. In line with the implementation of the Results-Based Performance Management System (RPMS) pursuant to DepEd Order No. 2, s. 2015, all School Heads are hereby required to prepare and submit their Office Performance Commitment and Review Form (OPCRf) for SY 2026–2027.
2. Submission shall be made on or before June 30, 2026, through the Human Resource Development (HRD) Unit of the Division Office.
3. To ensure clarity, alignment, and standardization of targets and means of verification, a Performance Management Team (PMT) Meeting shall be conducted with the Public Schools District Supervisors (PSDs) and School Heads on:
 - Date: June 25, 2026
 - Time: 9:00 AM
 - Modality: Hybrid
 - PMT Members and PSDs – Onsite (Division Office)
 - School Heads – Virtual (link shall be provided prior to the
4. The meeting aims to:
 - a. Discuss and finalize the OPCRf targets of School Heads for SY 2026–2027, ensuring alignment with DepEd priorities and strategic directions.
 - b. Establish agreement on the appropriate Means of Verification (MOVs) to be submitted at the end of the rating period.
 - c. Ensure alignment of Office Performance Commitments with Division and School Improvement Plans (SIP) and organizational goals.
 - d. Clarify performance indicators, success measures, and timelines in accordance with the RPMS guidelines.
 - e. Strengthen shared understanding of performance monitoring, coaching, and feedback mechanisms as prescribed in DepEd Order No. 2, s. 2015.



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- f. Promote accountability, transparency, and results-oriented performance management among School Heads.
5. All concerned are hereby enjoined to ensure their attendance and active participation in the scheduled meeting and compliance with the submission requirements.
6. Hereto attached as Annex A is the official OPCRf template for review by all concerned School Heads to facilitate a more meaningful and productive discussion during the meeting.
7. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.


CHRISTOPHER C. BENIGNO, PhD, EdD, CESO VI
Assistant Schools Division Superintendent
OIC-Schools Division Superintendent

ASDS/glb



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Annex A



Republika ng Pilipinas
Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
Revised 2024

Name of Employee:		Name of Rater:	
Position/Designation:		Position:	
Review Period:		Approving Authority:	
Strand/Bureau/Center/Service/Region/Division:		Date of Review:	
Strand/Bureau/Center/Service/Region/Division Statement of Purpose:			

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (89%)

Part I-A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the official issuance on the Compendium of Office Functions. This part shall capture the contributions of the office directly targeting the Organizational Outcomes Indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, MATATAG Agenda priority deliverables, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

TO BE ACCOMPLISHED DURING PLANNING										TO BE FILLED DURING EVALUATION								
Organizational Outcomes Alignment				Objectives (based on Office Functions)	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the Outcome/Output Indicators in the Organizational Outcomes)		Rating Scale					Means of Verification (MOVs)	Actual Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
Key Result Areas (KRA) (Based on Office Mandate and Functions)	Organizational Outcome Attribution (Refer to the GAA Programs/Subprogram and BEDP Pillars)						Value (numerical, statistical, trend)	Description (expected outcome/output/service)	Performance Measure (Quality, Efficiency, Timeliness)	5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)					
	GAA Programs/ Subprograms	BEDP Pillars	MATATAG Pillars	Quality	Efficiency	Timeliness				Quality	Efficiency	Timeliness	Quality	Efficiency	Timeliness			
																Part I-A Total Score		

PART I-B: INNOVATING AND INTERVENING ACCOMPLISHMENTS (29%)

Part I-B. Innovating and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be innovations, interventions, and enhancements on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING										TO BE FILLED DURING EVALUATION								
Key Result Areas (KRA)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division that are enabling, supportive, and/or contributory to the achievement of the organizational outcomes and KRAs (Part I-A))		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE		
				Value (numerical, statistical, trend)	Description (expected outcome/output/service)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)							
																Part I-B Total Score		

PART I-C: ORGANIZATIONAL EFFECTIVENESS (15%)

Part I-C. Organizational Effectiveness shall capture accomplishments/outputs produced or attained on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that are aligned with the Performance-based Bonus (PBB) oversight requirements.

TO BE FILLED IN DURING PLANNING						RATING SCALE					TO BE FILLED DURING EVALUATION			
Organizational Effectiveness Area	Objectives	Timeline	Weight Allocation	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (Q,E,T)	AVERAGE (QET)	WEIGHTED AVERAGE
					5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
Financial Stewardship	Utilized 96% of the budget allocation in accordance with the quarterly disbursement program with no overcraft/deficit/dissallowance from oversight agencies	Within the rating period	5%	Quality	Budget allocation disbursed within the regulatory period with no overcraft/deficit/dissallowance from oversight agencies	Budget allocation disbursed within the regulatory period with 1-2 overcraft/deficit/dissallowance from oversight agencies	Budget allocation disbursed within the regulatory period with 3-4 overcraft/deficit/dissallowance from oversight agencies	Budget allocation disbursed within the regulatory period with 5-6 overcraft/deficit/dissallowance from oversight agencies	Budget allocation disbursed within the regulatory period with 7 or more overcraft/deficit/dissallowance from oversight agencies					
				Efficiency	Budget is utilized according to the BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 86% of the budget allocation is utilized within the FY)	Budget is utilized with 1-5% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 83-87% of the budget allocation is utilized within the FY)	Budget is utilized with 6-10% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 88-92% of the budget allocation is utilized within the FY)	Budget is utilized with 11-15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 83-87% of the budget allocation is utilized within the FY)	Budget is utilized with more than 15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. Below 83% of the budget allocation is utilized within the FY)					
				Timeliness	Quarterly basis: Budget is utilized according to the quarterly disbursement program (i.e. 96% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 6-10% variance from the quarterly disbursement program (i.e. 88-92% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 11-15% variance from the quarterly disbursement program (i.e. 83-87% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with more than 15% variance from the quarterly disbursement program (i.e. Below 83% of the quarterly BUR target is utilized by the end of each quarter)					
Process improvement	Streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of transactions and/or digitalization/digitization	Within the rating period	5%	Quality	Improvements/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client step/agency action steps 5. no. of signatories	Improvements/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client step/agency action steps 5. no. of signatories	Improvements/reduction on 2-3 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client step/agency action steps 5. no. of signatories	Improvements/reduction on 1 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client step/agency action steps 5. no. of signatories	No change in no. of documentary requirements, total processing time, transaction cost, process steps, signatories					
				Efficiency	Streamlined and/or digitized all office core processes identified in the GMS planning documents	Streamlined and/or digitized 76-86% of the office core processes identified in the GMS planning documents	Streamlined and/or digitized 51-79% of the office core processes identified in the GMS planning documents	Streamlined and/or digitized 26-50% of the office core processes identified in the GMS planning documents	Streamlined and/or digitized 0-25% of the office core processes identified in the GMS planning documents					
				Timeliness										
Client Satisfaction	Achieved 100% resolution and compliance rate to #8888 and CCB complaints within the prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement	Within the rating period	5%	Quality	95.0% - 100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	90.0% - 94.9% (Very Satisfactory) overall average on the results of the CSM	80.0% - 89.9% (Satisfactory) overall average on the results of the CSM	60.0% - 79.9% (Fair) overall average on the results of the CSM	Below 60.0% (Poor) overall average on the results of the CSM					
				Efficiency	100% resolution and compliance rate to #8888 and CCB complaints	At least 90% resolution and compliance rate to #8888 and CCB complaints	At least 50% resolution and compliance rate to #8888 and CCB complaints	At least 1% resolution and compliance rate to #8888 and CCB complaints	0% resolution and compliance rate to #8888 and CCB complaints					
				Timeliness	Complaints acted upon and closed within prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days)		Complaints are acted upon and closed with documented delays based on the prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days)		No complaint acted upon and resolved					

Part I-C Total Score

RATE

RATE

PART I-A: COMMITMENT TO ORGANIZATIONAL OUTCOMES (60%)

Part I-A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the official issuance on the Compendium of Office Functions. This part shall capture the contributions of the office directly targeting the Organizational Outcomes indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, MATATAG Agenda priority deliverables, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

TO BE ACCOMPLISHED DURING PLANNING

Organizational Outcomes Alignment	Objectives (based on Office Functions)	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the		Performance Measure (Quality, Efficiency, Timeliness)	Rating Scale					Means of Verification (MOVs)
			Value (numerical, statistical, trend)	Description (expected outcome)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)	
Curriculum and Teaching (30%)	Enhance instructional supervision through regular classroom observations and the provision of timely, constructive feedback	5%	Eight (8) formal and informal classroom observations to 100% of the teachers	Enhanced teaching effectiveness, improved instructional practices, and improved student learning outcomes	Quality	Eight (8) formal and informal classroom observations were conducted to 100% of the teachers	Eight (8) formal and informal classroom observations were conducted to 95%-99% of the teachers	Eight (8) formal and informal classroom observations were conducted to 90%-94% of the teachers	Eight (8) formal and informal classroom observations were conducted to 85%-89% of the teachers	Eight (8) formal and informal classroom observations were conducted to 80%-84% of the teachers	Signed and dated Observation Notes Signed and dated Performance Mentoring and Coaching Forms (PMCF)
					Efficiency	Provided constructive feedback to 100% of the teachers using the standard coaching and mentoring forms	Provided constructive feedback to 95%-99% of the teachers using the standard coaching and mentoring forms	Provided constructive feedback to 90%-94% of the teachers using the standard coaching and mentoring forms	Provided constructive feedback to 85%-89% of the teachers using the standard coaching and mentoring forms	Provided constructive feedback to 80%-84% of the teachers using the standard coaching and mentoring forms	
					Timeliness	Post Conference conducted within the same day after the conduct of the classroom observation	Post Conference conducted one (1) day after the conduct of the classroom observation	Post Conference conducted two (2) days after the conduct of the classroom observation	Post Conference conducted three (3) days after the conduct of the classroom observation	Post Conference conducted after (4) four days after the conduct of the classroom observation	
	Use student performance data to identify learning gaps, apply interventions, and track progress to enhance academic achievement.	10%	One (1) intervention program	MPS is within Proficiency Level	Quality	Developed a learning intervention program that is implemented throughout the School Year with three (3) end-of-term evaluation report	Developed a learning intervention program that is implemented throughout the School Year with only two (2) end-of-term evaluation report	Developed a learning intervention program that is implemented throughout the School Year with only one (1) end-of-term evaluation report	Developed a learning intervention program that is implemented throughout the School Year but without any evaluation report	No developed learning intervention program that is implemented throughout the School Year	Copy of the approved intervention program
					Efficiency	FOR SECONDARY SCHOOLS Proficiency level of the 80% or more learners in the End of the Third Term Test (Eng, Sci, Math, Fil, AP) are under Nearly Proficiency FOR ELEMENTARY SCHOOLS PHIL IRI 80% or more learners have improved reading level ("Frustration" to "Instructional" and/or "Instructional" to "Independent") CRLA & TRIP 80% or more learners are Readers who are reading at Grade Level	FOR SECONDARY SCHOOLS Proficiency level of the 70-79% or more learners in the End of the Third Term Test (Eng, Sci, Math, Fil, AP) are under Nearly Proficiency FOR ELEMENTARY SCHOOLS PHIL IRI 70-79% or more learners have improved reading level ("Frustration" to "Instructional" and/or "Instructional" to "Independent") CRLA & TRIP 70-79% or more learners are Readers who are reading at Grade Level	FOR SECONDARY SCHOOLS Proficiency level of the 60-69% or more learners in the End of the Third Term Test (Eng, Sci, Math, Fil, AP) are under Nearly Proficiency FOR ELEMENTARY SCHOOLS PHIL IRI 60-69% or more learners have improved reading level ("Frustration" to "Instructional" and/or "Instructional" to "Independent") CRLA & TRIP 60-69% or more learners are Readers who are reading at Grade Level	FOR SECONDARY SCHOOLS Proficiency level of the 50-59% or more learners in the End of the Third Term Test (Eng, Sci, Math, Fil, AP) are under Nearly Proficiency FOR ELEMENTARY SCHOOLS PHIL IRI 50-59% or more learners have improved reading level ("Frustration" to "Instructional" and/or "Instructional" to "Independent") CRLA & TRIP 50-59% or more learners are Readers who are reading at Grade Level	FOR SECONDARY SCHOOLS Proficiency level of the 40-49% or more learners in the End of the Third Term Test (Eng, Sci, Math, Fil, AP) are under Nearly Proficiency FOR ELEMENTARY SCHOOLS PHIL IRI 40-49% or more learners have improved reading level ("Frustration" to "Instructional" and/or "Instructional" to "Independent") CRLA & TRIP 40-49% or more learners are Readers who are reading at Grade Level	
					Timeliness	Submitted a valid and reliable report 10 days after the conduct of the quarterly examinations	Submitted a valid and reliable report 11-12 days after the conduct of the quarterly examinations	Submitted a valid and reliable report 13-14 days after the conduct of the quarterly examinations	Submitted a valid and reliable report 15-16 days after the conduct of the quarterly examinations	Submitted a valid and reliable report 17 days after the conduct of the quarterly examinations	

	Effectively manage and utilize learning resources by developing contextualized materials and monitoring inventory for accessibility and usage	5%			Quality	All of the indicators below were met a. Presence of inventory of developed/ contextualized/digitized/digitalized Learning Resources b. Record/logsheet/proof of utilization of learning resources c. Presence of storeroom/locker/LRC as storage of learning resources d. Learning resources are readily available and accessible to teachers and learners e. Presence of learning resources development and monitoring plan (Four (4) of the indicators below were met a. Presence of inventory of developed/ contextualized/digitized/digitalized Learning Resources b. Record/logsheet/proof of utilization of learning resources c. Presence of storeroom/locker/LRC as storage of learning resources d. Learning resources are readily available and accessible to teachers and learners e. Presence of learning resources development and monitoring plan	Three (3) of the indicators below were met a. Presence of inventory of developed/ contextualized/digitized/digitalized Learning Resources b. Record/logsheet/proof of utilization of learning resources c. Presence of storeroom/locker/LRC as storage of learning resources d. Learning resources are readily available and accessible to teachers and learners e. Presence of learning resources development and monitoring plan	Two (2) of the indicators below were met a. Presence of inventory of developed/ contextualized/digitized/digitalized Learning Resources b. Record/logsheet/proof of utilization of learning resources c. Presence of storeroom/locker/LRC as storage of learning resources d. Learning resources are readily available and accessible to teachers and learners e. Presence of learning resources development and monitoring plan	One (1) of the indicators below were met a. Presence of inventory of developed/ contextualized/digitized/digitalized Learning Resources b. Record/logsheet/proof of utilization of learning resources c. Presence of storeroom/locker/LRC as storage of learning resources d. Learning resources are readily available and accessible to teachers and learners e. Presence of learning resources development and monitoring plan	PHOTO DOCUMENTATION Certificate of Compliance/Rating from the LR Supervisor
					Efficiency	Liquidation rate of the downloaded PSF for reproduction of learning resources is 100%	Liquidation rate of the downloaded PSF for reproduction of learning resources is 98%	Liquidation rate of the downloaded PSF for reproduction of learning resources is 97%	Liquidation rate of the downloaded PSF for reproduction of learning resources is 96%	Liquidation rate of the downloaded PSF for reproduction of learning resources is 95% or below	
					Timeliness						
	Facilitate development and implementation of research projects and innovative teaching practices to improve	5%	One (1) relevant research proposal or innovation proposal	Improved GWA of learners	Quality	Approved relevant research proposal or an innovation proposal	Relevant research proposal or innovation proposal that is leading towards improving student outcomes ready for re-submission (after incorporating all suggestions)	Relevant research proposal or innovation proposal with at least 90% of the parts completed	Approved research proposal or innovation proposal that is not leading towards improving student outcomes	Research proposal or innovation proposal that is not leading towards improving student outcomes ready for re-submission (after incorporating all suggestions)	Copy of the research proposal or innovation proposal
					Efficiency	Proficiency level of the 90% or more learners are under Nearly Proficiency	Proficiency level of the 80%-89% learners are under Nearly Proficiency	Proficiency level of the 70%-79% learners are under Nearly Proficiency	Proficiency level of the 60%-69% learners are under Nearly Proficiency	Proficiency level of the 50%-59% learners are under Nearly Proficiency	
					Timeliness	Submitted a valid and reliable overall GWA and overall proficiency rating report 10 days after the conduct of the end-of-term examinations	Submitted a valid and reliable overall GWA and overall proficiency rating report 11-12 days after the conduct of the end-of-term examinations	Submitted a valid and reliable overall GWA and overall proficiency rating report 13-14 days after the conduct of the end-of-term examinations	Submitted a valid and reliable overall GWA and overall proficiency rating report 15-16 days after the conduct of the end-of-term examinations	Submitted a valid and reliable overall GWA and overall proficiency rating report 17 days after the conduct of the end-of-term examinations	
	Enhance student assessment practices by conducting quarterly review of student performance data and utilizing results to inform instructional decisions and improve	5%	100% of teacher-made assessments are curriculum-aligned	Improved learners' assessment performance	Quality	95%-99% of teacher made assessments are aligned with curriculum standards and reflects proper content coverage, cognitive level distribution, and test validity	95%-99% of teacher made assessments are aligned with curriculum standards and reflects proper content coverage, cognitive level distribution, and test validity	90%-94% of teacher made assessments are aligned with curriculum standards and reflects proper content coverage, cognitive level distribution, and test validity	85%-89% of teacher made assessments are aligned with curriculum standards and reflects proper content coverage, cognitive level distribution, and test validity	80%-84% of teacher made assessments are aligned with curriculum standards and reflects proper content coverage, cognitive level distribution, and test validity	TOS Quarterly Performance Mentoring and Coaching form Certification from the Division Assessment Coordinator on the percentage of learners who earned a Developing rating in a standardized examination
					Efficiency						
					Timeliness	Checked the teacher made assessment with TOS and provided feedback 5 days before the term examination	Checked the teacher made assessment with TOS and provided feedback 4 days before the term examination	Checked the teacher made assessment with TOS and provided feedback 3 days before the term examination	Checked the teacher made assessment with TOS and provided feedback 2 days before the term examination	Checked the teacher made assessment with TOS and provided feedback 1 day before the term examination	
Learning Environment (15%)	Foster an inclusive, learner-centered environment that ensures all students have access to quality education and meaningful learning experiences	5%			Quality	Five (5) programs or activities that promote inclusivity were implemented (e.g. anti-bullying and safe spaces campaigns, Gender and Development Initiatives, Community and Family Engagement activities, Special Education Initiatives, Early Registration Initiatives, Diversity and Inclusion Awareness Campaign, etc.)	Four (4) programs or activities that promote inclusivity were implemented (e.g. anti-bullying and safe spaces campaigns, Gender and Development Initiatives, Community and Family Engagement activities, Special Education Initiatives, Early Registration Initiatives, Diversity and Inclusion Awareness Campaign, etc.)	Three (3) programs or activities that promote inclusivity were implemented (e.g. anti-bullying and safe spaces campaigns, Gender and Development Initiatives, Community and Family Engagement activities, Special Education Initiatives, Early Registration Initiatives, Diversity and Inclusion Awareness Campaign, etc.)	Two (2) programs or activities that promote inclusivity were implemented (e.g. anti-bullying and safe spaces campaigns, Gender and Development Initiatives, Community and Family Engagement activities, Special Education Initiatives, Early Registration Initiatives, Diversity and Inclusion Awareness Campaign, etc.)	One (1) programs or activities that promotes inclusivity were implemented (e.g. anti-bullying and safe spaces campaigns, Gender and Development Initiatives, Community and Family Engagement activities, Special Education Initiatives, Early Registration Initiatives, Diversity and Inclusion Awareness Campaign, etc.)	Project Proposals and Accomplishment Reports with photo documentation AIP & ACCOMPLISHMENT REPORT (FOR PROGRAMS THAT WILL FALL UNDER THE ACTIVITIES THAT PROMOTES INCLUSIVITY)
					Efficiency						
					Timeliness						
	Establish a safe and secure learning environment to safeguard the well-being of all learners and school personnel	5%	Five (5) emergency drills conducted Zero cases of bullying	Disaster-ready schools and safe and secure learning	Quality	Conducted quarterly earthquake drills and one (1) additional emergency drill with approved and implemented hazard map	Conducted quarterly earthquake drills with approved and implemented hazard map	Conducted three earthquake drills in four quarters with approved and implemented hazard map	Conducted two earthquake drills in four quarters with approved and implemented hazard map	Conducted one earthquake drill in four quarters with approved and implemented hazard map	Earthquake drills accomplishment report with time stamped photo documentations Certification of zero bullying case from the Division LSI coordinator
					Efficiency	Zero case of bullying and/or violation of the child protection policy and updated LSI report	One (1) case of bullying and/or violation of the child protection policy and updated LSI report	Two (2) cases of bullying and/or violation of the child protection policy and updated LSI report	Three (3) cases of bullying and/or violation of the child protection policy and updated LSI report	Four (4) cases of bullying and/or violation of the child protection policy and updated LSI report	
					Timeliness	Required reports are submitted 3 or more days before the deadline	Required reports are submitted 1-2 days before the deadline	Required reports are submitted during the deadline	Required reports are submitted 1 day after the deadline	Required reports are submitted 2 days after the deadline	

	Promote student health and well-being to support learners' physical and cognitive	5%	100% compliance to guidelines in school canteen	Healthy and supportive learning environment	Quality	Rated "Outstanding" in the implementation of DO 13, s. 2017 and DO 8, s. 2007	Rated "Very Satisfactory" in the implementation of DO 13, s. 2017 and DO 8, s. 2007	Rated "Satisfactory" in the implementation of DO 13, s. 2017 and DO 8, s. 2007	Rated "Fair" in the implementation of DO 13, s. 2017 and DO 8, s. 2007	Rated "Poor" in the implementation of DO 13, s. 2017 and DO 8, s. 2007	Certification/Rating of Compliance from the Division Focal on school canteen
					Efficiency	Rated "three stars" in the implementation of Wash in Schools	Rated "two stars" in the implementation of Wash in Schools	Rated "one star" in the implementation of Wash in Schools	Met the minimum requirement of the implementation of the Wash in Schools	Incomplete requirement of the implementation of the Wash in Schools	
					Timeliness	Required reports are submitted 3 or more days before the deadline	Required reports are submitted 1-2 days before the deadline	Required reports are submitted during the deadline	Required reports are submitted 1 day after the deadline	Required reports are submitted 2 days after the deadline	
Human Resource and Team Development (15%)	Conduct capacity-building activities and provide support to staff to improve teaching, learning, and student support services.	5%	100% of the teachers are provided with Learning and Development Activities	Enhanced instructional effectiveness and student support services	Quality	Implemented one (1) In-service Training and five (5) Learning Action Cells (LACs)	Implemented one (1) In-service Training and four (4) Learning Action Cells (LACs)	Implemented one (1) In-service Training and three (3) Learning Action Cells (LACs)	Implemented one (1) In-service Training and two (2) Learning Action Cells (LACs)	Implemented one (1) In-service Training and One (1) Learning Action Cell (LACs)	Duly approved and accepted Learning and Development Activity Proposal and Accomplishment Report with photo documentation
					Efficiency	Learning and Development activities are with complete paper works (proposal, terminal reports and photo documentation)	Five (5) Learning and Development activities are with complete paper works (proposal, terminal reports and photo documentation)	Four (4) Learning and Development activities are with complete paper works (proposal, terminal reports and photo documentation)	Three (3) Learning and Development activities are with complete paper works (proposal, terminal reports and photo documentation)	Two (2) Learning and Development activities are with complete paper works (proposal, terminal reports and photo documentation)	
					Timeliness	All Learning and Development Activities are conducted in accordance to schedule	All Learning and Development Activities are conducted in accordance to schedule	All Learning and Development Activities are conducted in accordance to schedule	All Learning and Development Activities are conducted in accordance to schedule	All Learning and Development Activities are conducted in accordance to schedule	
	Implement a systematic rewards and recognition program that fosters a culture of motivation and excellence to enhance personnel morale and school performance	5%	Streamlined Rewards and Recognition systems and processes	Highly motivated school workforce	Quality	Have participated in the Regional GAWAD	Have participated in the Division Search for Outstanding Employee	Have participated in the District Level Search	Have conducted Search for Outstanding Employee in the School	Organized its School PRAISE Committee	Rewards and Recognition Plan and Accomplishment Report with photo documentation
					Efficiency	Fully streamlined Rewards and Recognition Processes and Systems in the school	Very Satisfactory (moderately) streamlined Rewards and Recognition Processes and Systems in the school	Satisfactory (Partially) streamlined Recognition Processes and Systems in the school	Fairly (Somewhat) streamlined Recognition Processes and Systems in the school	Poorly streamlined Recognition Processes and Systems in the school	
					Timeliness						
	Strengthen the Performance Management System in the school level to foster effectiveness, efficiency, and accountability among school personnel	5%	100% of teachers and NTP were rated	Effectiveness, efficiency and accountability is fostered	Quality	100% of teachers and NTP were rated in accordance to DepEd Memorandum No. 17, s. 2025 and other appropriate issuances	90%-99% of teachers and NTP were rated in accordance to DepEd Memorandum No. 17, s. 2025 and other appropriate issuances	80%-89% of teachers and NTP were rated in accordance to DepEd Memorandum No. 17, s. 2025 and other appropriate issuances	70%-79% of teachers and NTP were rated in accordance to DepEd Memorandum No. 17, s. 2025 and other appropriate issuances	60%-69% of teachers and NTP were rated in accordance to DepEd Memorandum No. 17, s. 2025 and other appropriate issuances	Report of IPCRF rating
					Efficiency						
					Timeliness	Required reports are submitted 3 or more days before the deadline	Required reports are submitted 1-2 days before the deadline	Required reports are submitted during the deadline	Required reports are submitted 1 day after the deadline	Required reports are submitted 2 days after the deadline	

Part I-A Total Score

PART I-B: INNOVATING AND INTERVENING ACCOMPLISHMENTS (20%)

Part I-B. Innovating and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be Innovations, interventions, and enhancements on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING

Key Result Areas (KRA)	Objectives	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division that are		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)
			Value (numerical, categorical)	Description (expected outcome)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)	
Leadership (10%)	Develop and implement the school's Annual Improvement Plan (AIP) and facilitate quarterly reviews to track progress, make necessary adjustments, and ensure alignment with school priorities and overall educational objectives	5%			Quality	All of the indicators below were met: a. AIP is with complete parts and approved for implementation b. AIP is aligned with the Division Implementation Plan c. AIP is aligned with DepEd's Five-point Agenda d. AIP is with complete attachments (e.g. WFP, PPMP, etc.) e. AIP was submitted on or before the deadline	Four (4) of the indicators below were met: a. SIP is with complete parts and approved for implementation b. SIP is aligned with the Division Implementation Plan c. SIP is aligned with DepEd's Five-point Agenda d. SIP is with complete attachments (e.g. WFP, PPMP, etc.) e. SIP was submitted on or before the deadline	Three (3) of the indicators below were met: a. SIP is with complete parts and approved for implementation b. SIP is aligned with the Division Implementation Plan c. SIP is aligned with DepEd's Five-point Agenda d. SIP is with complete attachments (e.g. WFP, PPMP, etc.) e. SIP was submitted on or before the deadline	Two (2) of the indicators below were met: a. SIP is with complete parts and approved for implementation b. SIP is aligned with the Division Implementation Plan c. SIP is aligned with DepEd's Five-point Agenda d. SIP is with complete attachments (e.g. WFP, PPMP, etc.) e. SIP was submitted on or before the deadline	One (1) of the indicators below were met: a. SIP is with complete parts and approved for implementation b. SIP is aligned with the Division Implementation Plan c. SIP is aligned with DepEd's Five-point Agenda d. SIP is with complete attachments (e.g. WFP, PPMP, etc.) e. SIP was submitted on or before the deadline	Certificate of Submission from the Planning Officer Minutes of the SIP review or PIR and/or quarterly supplementary plans
						Efficiency	Conducted four (4) SMEAs and review of the SIP	Conducted three (3) SMEAs and review of the SIP	Conducted two(2) SMEAs and review of the SIP	Conducted one (1) SMEAs and review of the SIP	

					Timeliness	Required reports (supplementary plans) were submitted 3 or more days before the deadline	Required reports (supplementary plans) were submitted 1-2 days before the deadline	Required reports (supplementary plans) were submitted during the deadline	Required reports (supplementary plans) were submitted 1 day after the deadline	Required reports (supplementary plans) were submitted 2 days after the deadline	
	Strengthen stakeholder engagement, partnership, and collaboration to create a conducive learning environment, provide academic interventions, improve student performance and foster the overall school performance	5%			Quality	Five (5) partnership activities/engagements were conducted	Four (4) partnership activities/engagements were conducted	Three (3) partnership activities/engagements were conducted	Two (2) partnership activities/engagements were conducted	One (1) partnership activities/engagements were conducted	Memorandum of Agreement (MOA) and/or Memorandum of Understanding, and/or Deed of Donation Certificate of DPDS Compliance from the SDO Focal
					Efficiency	100% compliance to DPDS report	90%-99% compliance to DPDS report	80%-89% compliance to DPDS report	70%-79% compliance to DPDS report	60%-69% compliance to DPDS report	
					Timeliness	Required reports are submitted 3 or more days before the deadline	Required reports are submitted 1-2 days before the deadline	Required reports are submitted during the deadline	Required reports are submitted 1 day after the deadline	Required reports are submitted 2 days after the deadline	
Governance and Accountability (10%)	Ensure efficient school operations to improve overall school efficiency and effectiveness	5%			Quality	End of School Year Liquidation Rate of 100%	Average School Year Liquidation Rate of 98-99%	Average School Year Liquidation Rate of 96-97%	Average School Year Liquidation Rate of 94-95%	Average School Year Liquidation Rate of 92-93%	Certificate of Rating/Compliance from the Division Supply Officer
					Efficiency	Rated "Outstanding" in the updating of the Report on the Physical Count of Property, Plant & Equipment (RPCPPE) for 50,000 and above PPEs and Report on the Physical Count of Semi-expandable Property (RPCSP) for below 50,000	Rated "Very Satisfactory" in the updating of the Report on the Physical Count of Property, Plant & Equipment (RPCPPE) for 50,000 and above PPEs and Report on the Physical Count of Semi-expandable Property (RPCSP) for below 50,000	Rated "Satisfactory" in the updating of the Report on the Physical Count of Property, Plant & Equipment (RPCPPE) for 50,000 and above PPEs and Report on the Physical Count of Semi-expandable Property (RPCSP) for below 50,000	Rated "Fair" in the updating of the Report on the Physical Count of Property, Plant & Equipment (RPCPPE) for 50,000 and above PPEs and Report on the Physical Count of Semi-expandable Property (RPCSP) for below 50,000	Rated "Poor" in the updating of the Report on the Physical Count of Property, Plant & Equipment (RPCPPE) for 50,000 and above PPEs and Report on the Physical Count of Semi-expandable Property (RPCSP) for below 50,000	
					Timeliness	Required reports are submitted 3 or more days before the deadline	Required reports are submitted 1-2 days before the deadline	Required reports are submitted during the deadline	Required reports are submitted 1 day after the deadline	Required reports are submitted 2 days after the deadline	
	Ensure effective implementation, monitoring, and evaluation of school programs to enhance overall school performance and learner outcomes	5%			Quality	Five (5) education support programs (e.g. Gulayan sa Paaralan, OKD programs, Sports Programs, other school programs, etc) were implemented or OKD plus two (2) other support programs	Four (4) education support programs (e.g. Gulayan sa Paaralan, OKD programs, Sports Programs, other school programs, etc) were implemented or Complete OKD plus one (1) other support program	Three (3) education support programs (e.g. Gulayan sa Paaralan, OKD programs, Sports Programs, other school programs, etc) were implemented or Complete OKD	Two (2) education support programs (e.g. Gulayan sa Paaralan, OKD programs, Sports Programs, other school programs, etc) were implemented or Implemented five (5) OKD flagship programs	One (1) education support program (e.g. Gulayan sa Paaralan, OKD programs, Sports Programs, other school programs, etc) were implemented or Implemented four (4) OKD flagship programs	Project proposal and accomplishment report with photo documentation
					Efficiency						
					Timeliness						

Part I-B Total Score

PART I-C: ORGANIZATIONAL EFFECTIVENESS (15%)

Part I-C. Organizational Effectiveness shall capture accomplishments/outputs produced or attained on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that are aligned with the Performance-based Bonus (PBB) oversight requirements.

TO BE FILLED IN DURING PLANNING

Organizational Effectiveness Area	Objectives	Timeline	Weight Allocation	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)
					5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)	
	Utilized 98% of the budget allocation in accordance with the quarterly disbursement program with no overdraft/deficit/disallowance from oversight agency/ies	Within the rating period	5%	Quality	Budget allocation disbursed within the reglementary period with no overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 1-2 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 3-4 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 5-6 overdraft/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 7 or more overdraft/deficit/disallowance from oversight agency/ies	Certificate of Compliance from the Division Accountant

Financial Stewardship				Efficiency	Budget is utilized according to the BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 98% of the budget allocation is utilized within the FY 2024)	Budget is utilized with 1-5% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 93-97% of the budget allocation is utilized within the FY 2024)	Budget is utilized with 6-10% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 88-92% of the budget allocation is utilized within the FY 2024)	Budget is utilized with 11-15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 83-87% of the budget allocation is utilized within the FY 2024)	Budget is utilized with more than 15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. Below 83% of the budget allocation is utilized within the FY 2024)	
				Timeliness	Quarterly basis: Budget is utilized according to the quarterly disbursement program (i.e. 98% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 6-10% variance from the quarterly disbursement program (i.e. 88-92% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 11-15% variance from the quarterly disbursement program (i.e. 83-87% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with more than 15% variance from the quarterly disbursement program (i.e. Below 83% of the quarterly BUR target is utilized by the end of each quarter)	
Process Improvement	Streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of transactions and/or digitalization/digitization	Within the rating period	5%	Quality	Improvements/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 2-3 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 1 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	No change in no. of documentary requirements, total processing time, transaction cost, process steps, signatories	Copy of the Citizen's Charter
				Efficiency	Streamlined and/or digitized all office core processes identified in the QMS planning documents	Streamlined and/or digitized 76-89% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 51-75% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 26-50% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 0-25% of the office core processes identified in the QMS planning documents	
				Timeliness						
Client Satisfaction	Achieved 100% resolution and compliance rate to #8888 and CCB complaints within the prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement	Within the rating period	5%	Quality	95.0% - 100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	90.9% - 94.9% (Very Satisfactory) overall average on the results of the CSM	80.0% - 89.9% (Satisfactory) overall average on the results of the CSM	60.0% - 79.9% (Fair) overall average on the results of the CSM	Below 60.0% (Poor) overall average on the results of the CSM	Consolidated CSM Report
				Efficiency	100% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 50% resolution and compliance rate to #8888 and CCB complaints	At least 1% resolution and compliance rate to #8888 and CCB complaints	0% resolution and compliance rate to #8888 and CCB complaints	
				Timeliness	Complaints acted upon and closed within prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days)		Complaints are acted upon and closed with documented delays based on the prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days)		No complaint acted upon and resolved	

Part I-C Total Score

	GINADINE L. BALAGSO Asst. Schools Division Superintendent RATER
RATER	

	CHRISTOPHER C. BENIGNO PhD, EdD, CESO VI OIC-Schools Division Superintendent APPROVING AUTHORITY
APPROVING AUTHORITY	

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	1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids			
	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 desired behavior.			
	4. Forwards personal, professional and work unit needs and interests in an issue.			
	5. 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.			
People Performance Management	1. 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).			
	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 checks understanding and commitment.			
	5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.			
People Development	1. Improves the skills and effectiveness of individuals through employing a range of development strategies.			
	2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.			
	3. Conceptualizes and implements learning interventions to meet 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 structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.			

Part II-A Total Score (Weighted Average)

PART II-B: CORE BEHAVIOURAL COMPETENCIES (2.5%)

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	1. Sets personal goals and direction, needs and development.			
	2. Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization			
	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals			
	4. Prioritize work tasks 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. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).			
	2. Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.			
	3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.			
	4. Makes personal sacrifices to meet the organization's needs.			
	5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.			

Results Focus	1. Achieves results with optimal use of time and resources most of the time.			
	2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.			
	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.			
	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			
	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.			
Teamwork	1. Willingly does his/her share of responsibility			
	2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.			
	3. Applies negotiation principles in arriving at win-win agreements.			
	4. Drives consensus and team ownership of decisions			
	5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.			
Service Orientation	1. Can explain and articulate organizational directions, issues and problems.			
	2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.			
	3. Initiates activities that promotes advocacy for men and women empowerment.			
	4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.			
	5. Develops and adopts service improvement program through simplified 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 (cost and/or operational efficiency).			
	2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.			
	3. Promotes a creative climate 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 ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.			
Part II-B Total Score (Weighted Average)				

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	60%				
	B. Innovating and Intervening Accomplishments	20%				
	C. Organizational Effectiveness	15%				
PART II	A. Leadership Competencies	2.5%				
	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:

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)	Improvement Area	Action Plan			
		General Objective	Recommended Improvement Intervention	Timeline	Resources Needed

Feedback:

Part IV-B: Individual Development Plan

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

Feedback:

RATER

RATER

APPROVING AUTHORITY