



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

**DIGITALLY
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SDO TABUK CITY
— RECORDS UNIT —

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Office of the Schools Division Superintendent

October 16, 2026

DIVISION MEMORANDUM

No. **466** Series 2026

**CONDUCT OF THE MID-YEAR PERFORMANCE REVIEW AND COACHING
FOR SCHOOL HEADS FOR SY 2026–2027**

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

1. In line with the Division's commitment to strengthen performance management, accountability, and continuous improvement in school leadership, the Schools Division Office of Tabuk City shall conduct the **Mid-Year Office Performance Commitment and Review Form (OPCRF) Performance Review and Coaching for School Heads for School Year 2026–2027 on October 28–29, 2026**, at a venue to be announced.
2. As a preliminary activity, all members of the Performance Management Team (PMT) are directed to attend a preparatory meeting on **October 26, 2026** at the Procurement Office Conference Hall, to discuss the review process, harmonize evaluation and coaching procedures, clarify the documentary requirements, and ensure the consistent and objective assessment of the school heads' reported accomplishments against their approved OPCRf targets.
3. All school heads are directed to accomplish the attached **Performance Review and Coaching Form** as the basis for the deliberation with the PMT on their respective scheduled dates. The form shall reflect their progress in achieving their approved OPCRf targets, including actual accomplishments, supporting Means of Verification (MOVs), identified performance gaps, challenges encountered, and proposed corrective actions for the remaining rating period.
4. In accomplishing the form, school heads shall ensure that all reported accomplishments are supported by appropriate and verifiable evidence and are assessed against the approved performance indicators, particularly in terms of quality, efficiency, and timeliness, as applicable. They shall also identify areas requiring technical assistance



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and professional development to facilitate the attainment of their remaining performance commitments.

5. During the review, the PMT shall facilitate evidence-based discussions, provide constructive feedback, identify areas for improvement, and agree with the school heads on appropriate actions and support mechanisms. The activity shall serve as a mid-year performance monitoring and coaching mechanism and shall not be construed as a final year-end performance rating.
6. Public Schools District Supervisors are requested to assist in ensuring that the school heads under their respective jurisdictions are adequately informed and prepared for the activity. The specific schedule of individual school heads, submission arrangements, and other logistical details shall be communicated separately.
7. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

Digitally signed by
CHRISTOPHER
C. BENIGNO
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CHRISTOPHER C. BENIGNO, PhD, EdD, CESO VI
OIC-Schools Division Superintendent

ASDS/glb



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Mid-Year Performance Review and Coaching Form for School Heads for SY 2026-2027								
School:		District:		Review date:				
School Head:		PSDS/ REVIEWER/COACH		Review coverage:				
		TO BE ACCOMPLISHED BY THE RATEE AND DELIBERATED/VALIDATED WITH THE PMT DURING THE MID-YEAR PERFORMANCE REVIEW						
OPCRF Part / KRA	Objective / Commitment	Annual Target / PI (as approved in OPCRF)	Expected Milestone by Mid-Year (Oct., 2026)	Actual Accomplishment as of October, 2026	MOV / Evidence Reviewed	Corrective Steps/Continuing Efforts for the Remaining Time Frame	Person Responsible	Target Date / SDO Support Needed
Part I-A (30%) – Curriculum and Teaching	Conduct regular classroom observations and provide timely, constructive feedback. (5%)	Eight formal and informal classroom observations to 100% of the teachers						
Part I-A (30%) – Curriculum and Teaching	Use learner performance data to identify learning gaps, apply interventions, and track progress. (10%)	One intervention program (identify the program)						
Part I-A (30%) – Curriculum and Teaching	Manage and utilize learning resources; develop contextualized materials and monitor inventory/use. (5%)	100% of teachers are utilizing the contextualized instructional materials						
Part I-A (30%) – Curriculum and Teaching	Facilitate research projects and innovative teaching practices to improve instruction and learner outcomes. (5%)	One relevant research proposal or innovation proposal						

Part I-A (30%) – Curriculum and Teaching	Review learner assessment results and use findings to inform instructional decisions. (5%)	100% of teacher-made assessments are curriculum-aligned								
Part I-A (15%) – Learning Environment	Foster an inclusive, learner-centered environment and meaningful learning experiences. (5%)	Five programs or activities that promote inclusivity were implemented (list the programs)								
Part I-A (15%) – Learning Environment	Establish a safe and secure learning environment for learners and personnel. (5%)	Five (5) emergency drills conducted Zero cases of bullying								
Part I-A (15%) – Learning Environment	Promote learner health and well-being. (5%)	100% compliance to guidelines in school canteen operations and WINS guidelines								
Part I-A (15%) – Human Resource and Team Development	Conduct capacity-building activities and support staff development. (5%)	100% of the teachers are provided with Learning and Development Activities								
Part I-A (15%) – Human Resource and Team Development	Implement a systematic rewards and recognition program. (5%)	Streamlined Rewards and Recognition systems and processes	Conducted School PRAISE, participated in the Bituwon							
Part I-A (15%) – Human Resource and Team Development	Strengthen the school-level performance management system. (5%)	100% of teachers and NTP were rated	Conducted mid-year performance evaluation review							
Part I-B (10%) – Leadership	Develop and implement the AIP and conduct quarterly reviews to track progress and adjust actions. (5%)	100% Implementation of the PPAs in the approved AIP	Atleast 50% implementation							

Part I-B (10%) – Leadership	Strengthen stakeholder engagement, partnerships, and collaboration. (5%)	Forged 5 MOA/MOU for partnership	Atleast 3 MOA/MOU forged and ongoing implementation						
Part I-B (10%) – Governance and Accountability	Ensure efficient school operations. (5%)	100% liquidation rate	80% quarterly liquidation						
Part I-B (10%) – Governance and Accountability	Implement, monitor, and evaluate school programs effectively. (5%)	5 DepEd Programs are implemented (list the Programs)	Ongoing implementation						
Part I-C (15%) – Financial Stewardship	Monitor budget utilization against the approved quarterly disbursement program and applicable financial rules. (5%)	98% disbursement rate within the rating period	Maintained the 98% monthly disbursement rate						
Part I-C (15%) – Process Improvement	Identify and implement at least one process digitization/digitalization or service-improvement initiative, as stated in the OPCRF. (5%)	5 core processes streamlined to improve ease of doing business	Ongoing implementation						
Part I-C (15%) – Client Satisfaction	Monitor and resolve #8888/CCB complaints within prescribed periods and review client satisfaction, as applicable. (5%)	100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	Maintained a 100% overall average in the CSM monthly						

REMARKS: