



Republic of the Philippines  
**Department of Education**  
 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

**DIVISION MEMORANDUM**

No. 260, s.2025

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

TO: Assistant Schools Division Superintendent  
 Chief Education Supervisors  
 Public Elementary, Secondary and Integrated School Heads  
 All Others Concerned

1. Enclosed is the Memorandum DM-OUHROD-2024-0922 dated April 10, 2025 on the Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES), for the information and guidance of all concerned.
2. For more information, please contact the Bureau of Human Resource and Organizational Development at [bhrod.hrdd@deped.gov.ph](mailto:bhrod.hrdd@deped.gov.ph) or at telephone number (02) 8470-6630.
3. Immediate dissemination of this Memorandum is desired.

*for* *Prin & fash*  
**VILMA D. EDA, CESO V**  
 Schools Division Superintendent



2504-952



Republika ng Pilipinas  
**Department of Education**

OFFICE OF THE UNDERSECRETARY  
HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

SCHOOLS DIVISION OFFICE  
DEPED VIGAN CITY  
14 APR 2025  
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**MEMORANDUM**  
**DM-OUHROD-2025-0922**

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

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

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

DATE : 10 APRIL 2025

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



Doc. Ref. Code	PAWIM-F-018	Rev	00
Effectivity	09.20.21	Page	1 of 4



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

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

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

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

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

- i. **Rating the Competencies.** In Part II of the OPCRf, the rater shall write the appropriate rating for **each** behavioral indicator observed using the 5-point rating scale shown in Table 1 below.

*Table 1. DepEd Competencies Scale*

<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 shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is irregularly shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

- ii. **Average per competency.** The average of the individual ratings for behavioral indicators shall be computed to get the rating for each Competency.

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

- iii. **Total Score (Weighted Average).** The total average for the set of competencies shall be multiplied with assigned weight. The weight allocation for the Leadership Competencies and Core Behavioral Competencies shall be 2.5% each respectively.

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

The updated version of the Interim OPCRf is attached as **Annex B: Interim OPCRf-ver.Feb2025.**

**c. Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel**

	<b>RATEE</b>	<b>RATER</b>	<b>APPROVING AUTHORITY</b>
1	School Head/Principal/OIC/TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
2	Assistant School Principal	School Head	Assistant Schools Division Superintendent
3	Department Head	School Head	Assistant Schools Division Superintendent
4	Master Teacher (Elementary/JHS/SHS)	School Head	Assistant Schools Division Superintendent
5	Teacher (Elementary)	Master Teacher	School Head
6	Teacher with no Master Teacher (Elementary)	School Head	Assistant Schools Division Superintendent
7	Teacher (JHS)	Master Teacher/Department Head	School Head
8	Teacher with no Master Teacher/Department Head (JHS)	School Head	Assistant Schools Division Superintendent
9	Teacher (SHS)	Master Teacher/Assistant School Head	School Head
10	Teacher with no Master Teacher/Assistant School Head (SHS)	School Head	Assistant Schools Division Superintendent
11	ALS Teacher (School-based)	Master Teacher/Department Head	School Head
12	ALS Teacher (Community Learning Center)	Functional Division Chief for CID	Assistant Schools Division Superintendent
13	School-based Non-Teaching Staff (Administrative and Finance function such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I)	School Head	Assistant Schools Division Superintendent

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

6. For **CY 2025** and **SY 2025-2026** performance cycle, all DepEd offices and schools are hereby directed to use the generic term “*Current Administration Agenda*” in replacement of the “*MATATAG Pillars*” in ensuring alignment and attribution of the specific contributions and accomplishments under each of the Key Result Areas (KRAs) of all offices across governance levels and schools with the overall organizational goals of the Department.

A separate sheet in the ***Interim OPCRf-ver.Feb2025*** is provided to reflect this specific modification in the said header.

7. For school-based personnel who do not serve as heads of office (i.e., Head Teachers, Department Heads, and non-teaching staff) but are performing administrative functions shall accomplish their own Individual Performance Commitment and Review Form (IPCRF), as follows:

<b>Position</b>	<b>Forms/Tools to be Used</b>
Department Heads	IPCRF anchored on the OPCRf of the School Head
Head Teacher <i>with teaching load and administrative functions</i>	IPCRF anchored on the OPCRf of the School Head, capturing the expected administrative tasks and objectives in the PMES for Highly Teachers Tools
Head Teacher <i>without teaching load</i>	IPCRF anchored on the OPCRf of the School Head
School-based Non-teaching Staff	IPCRF

8. Annexes of this Memorandum shall be made available for accessing/viewing and downloading through this link: <https://tinyurl.com/DepEdRPMSLibrary>.
9. This directive takes immediate effect upon the issuance of this Memorandum.
10. Further guidance and updates regarding DepEd PMES will be provided as necessary.
11. For more information, please contact the **Bureau of Human Resource and Organizational Development**, 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 at telephone number (02) 8470-6630.
12. Immediate dissemination of this Memorandum is desired.

Copy Furnished:

**OFFICE OF THE SECRETARY**

**Annex A**

**School Key Result Areas (KRAs)**

<b>KRAs</b>	<b>Description</b>	<b>Processes</b>	<b>Sample Objectives based on Program Expenditure Classification (PREXC)</b>
<b>School Leadership and Administration</b>	Responsible for the <b>effective management and operational oversight</b> of the school, ensuring compliance with DepEd policies and educational standards	<ul style="list-style-type: none"> <li>• Strategic Leadership</li> <li>• School Operations and Resources Management</li> <li>• Teaching and Learning Supervision</li> <li>• Organizational and Individual Development</li> <li>• Partnerships and Linkages</li> </ul>	<ul style="list-style-type: none"> <li>• To develop School Improvement Plan (SIP) aligned with the Basic Education Development Plan (BEDP)/Region EDP/ Division EDP, and PREXC Targets</li> <li>• To implement SIP through Annual Improvement Plan (AIP)</li> </ul>
<b>Teaching and Learning Delivery</b>	Responsible for the <b>effective implementation of the curriculum</b> including activities incidental to teaching and learning process and activities to <b>enhance or support curriculum delivery</b>	<ul style="list-style-type: none"> <li>• Curriculum Management and Standards Development</li> <li>• Learning Delivery Management and Development</li> <li>• Learning Resource Management and Development</li> <li>• Education Assessment and Research</li> <li>• Instructional Support Facilities Management</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the targeted retention rate of learners               <ul style="list-style-type: none"> <li>a. Elementary</li> <li>b. Secondary (Grade (Gr.) 7 to 12)</li> </ul> </li> <li>• To achieve the targeted completion rate of learners               <ul style="list-style-type: none"> <li>a. Elementary</li> <li>b. Secondary (Gr. 7 to 12)]</li> </ul> </li> <li>• To achieve the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT) <i>(as may be applicable)</i> <ul style="list-style-type: none"> <li>a. Elementary (Gr. 6)</li> </ul> </li> </ul>

			<p>b. Junior High School (Gr. 10)</p> <p>c. Senior High School (Gr. 12)</p>
<b>Learner Formation and Development</b>	Responsible for providing a <b>supportive environment and diverse learning opportunities</b> through holistic programs and interventions	<ul style="list-style-type: none"> <li>• Management of clinic and health services</li> <li>• Learner Support Management</li> <li>• Disaster Risk Reduction and Management</li> <li>• Child Protection Program Implementation</li> <li>• External Partnership for Program and Events</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the targeted number of learners enrolled in Special Education, Arabic Language and Islamic Values Education, Indigenous Peoples Education, and Alternative Learning System <i>(as may be applicable)</i></li> <li>• To achieve the targeted number of learners benefitted from School Feeding Program</li> </ul>
<b>School Operations and Management</b>	Responsible for providing <b>school support services</b> to ensure the effective, efficient, and transparent delivery of services responsive to the needs of learners and in support of the teaching and non-teaching personnel	<ul style="list-style-type: none"> <li>• Asset Management</li> <li>• Financial Management</li> <li>• General Services Management</li> <li>• Human Resource Management and Development</li> <li>• ICT Management</li> <li>• Infrastructure Management</li> <li>• Public Affairs Management</li> <li>• Records Management</li> <li>• Procurement Management</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve the targeted number of teachers and teaching-related staff trained through In-Service Training</li> </ul>





Republic of South Africa  
Department of Education  
OFFICE PERFORMANCE COMMITMENT AND RENEWAL FORM (OPCRF)  
M1/P/2008

Name of Institution Name of Department Name of School/Department Name of School/Department Name of School/Department	Name of Staff Name of Staff Name of Staff
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**TABLE A: OPERATIONAL AND PERSONNEL ACTIONS AGREEMENT (OPAA)**  
 This table is completed by the Operational Manager and the Personnel Manager, and is used to monitor the implementation of the Operational and Personnel Action Plans. The Operational Manager is responsible for the implementation of the Operational Action Plan, and the Personnel Manager is responsible for the implementation of the Personnel Action Plan. The Operational Manager is responsible for the implementation of the Operational Action Plan, and the Personnel Manager is responsible for the implementation of the Personnel Action Plan.

Operational Action Plan	Operational Action Plan			Personnel Action Plan	Personnel Action Plan					Operational Manager	Personnel Manager
	Start Date	End Date	Responsible Officer		Start Date	End Date	Responsible Officer	Start Date	End Date		
Operational Action Plan Start Date: 1/1/2008 End Date: 31/12/2008 Responsible Officer: Operational Manager	1/1/2008	31/12/2008	Operational Manager	1/1/2008	31/12/2008	Personnel Manager	1/1/2008	31/12/2008	Personnel Manager		

**TABLE B: OPERATIONAL AND PERSONNEL ACTIONS AGREEMENT (OPAA)**  
 This table is completed by the Operational Manager and the Personnel Manager, and is used to monitor the implementation of the Operational and Personnel Action Plans. The Operational Manager is responsible for the implementation of the Operational Action Plan, and the Personnel Manager is responsible for the implementation of the Personnel Action Plan. The Operational Manager is responsible for the implementation of the Operational Action Plan, and the Personnel Manager is responsible for the implementation of the Personnel Action Plan.

Operational Action Plan	Operational Action Plan			Personnel Action Plan	Personnel Action Plan					Operational Manager	Personnel Manager
	Start Date	End Date	Responsible Officer		Start Date	End Date	Responsible Officer	Start Date	End Date		
Operational Action Plan Start Date: 1/1/2008 End Date: 31/12/2008 Responsible Officer: Operational Manager	1/1/2008	31/12/2008	Operational Manager	1/1/2008	31/12/2008	Personnel Manager	1/1/2008	31/12/2008	Personnel Manager		

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Product/Service Name	Question	Status	Type of Insurance	RATING SCALE						Date of Review	Last Review	Rating	Rating
				1	2	3	4	5	6				
Personal Services	How do you assess the performance of your products and services?	Good	Life	Excellent	Very Good	Good	Fair	Poor	Very Poor				
				Very Good	Good	Fair	Poor	Very Poor					
				Good	Fair	Poor	Very Poor						
Personal Services	How do you assess the performance of your products and services?	Good	Life	Excellent	Very Good	Good	Fair	Poor	Very Poor				
				Very Good	Good	Fair	Poor	Very Poor					
				Good	Fair	Poor	Very Poor						
Personal Services	How do you assess the performance of your products and services?	Good	Life	Excellent	Very Good	Good	Fair	Poor	Very Poor				
				Very Good	Good	Fair	Poor	Very Poor					
				Good	Fair	Poor	Very Poor						

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**Part A: Leadership Competencies and Capabilities Expectations** (25) **Part A: Leadership Competencies and Capabilities Expectations** (25) **Part A: Leadership Competencies and Capabilities Expectations** (25)

Competency	Behavioral Indicators	Residual Observations	Rating	Average
Leading People	<ol style="list-style-type: none"> <li>Uses basic personnel indicators to a document or presentation to a staff member, reports to higher authority, uses data and examples, visual aids</li> <li>Personnel, conditions or influences others, in order to have a positive impact on others.</li> <li>Has a good working relationship with respect to his/her and demonstrates respect to others.</li> <li>Forward person, provides and sets up goals and follows it up.</li> <li>Personnel is a positive role in providing the development of an individual, toward others for the organization and maintains others to their own benefit of the organization.</li> <li>Has a good working relationship with the personnel management system or is seen to be involved in human resources management, such as training, development, career counseling, etc.</li> </ol>			
People Performance Management	<ol style="list-style-type: none"> <li>Has performance indicators and measures program of any type based on other and department goals.</li> <li>Provides feedback and technical assistance such as coaching for performance improvement and action planning.</li> <li>Provides performance expectations clearly and creates understanding and motivation.</li> <li>Provides performance expectations clearly and creates understanding and motivation.</li> <li>Provides performance expectations clearly and creates understanding and motivation.</li> </ol>			
People Development	<ol style="list-style-type: none"> <li>Supports the skills and effectiveness of individuals through providing a range of development activities.</li> <li>Provides technical assistance through coaching and mentoring/mentoring people within a work environment that provides mutual trust and respect.</li> <li>Coordinates and provides learning interventions to meet the needs of the organization.</li> <li>Provides technical assistance through coaching and mentoring/mentoring people within a work environment that provides mutual trust and respect.</li> <li>Coordinates and provides learning interventions to meet the needs of the organization.</li> </ol>			

Part A: Total Score: Weighted Average (Average x 0.25)

**Duped Competencies Scale**

Minimal Rating	Adapted Rating	Definition
1	2	Behavior indicator is consistently exhibited and is very effective.
2	3	Behavior indicator is consistently exhibited.
3	4	Behavior indicator is often observed.
4	5	Behavior indicator is regularly observed.
5	6	Behavior indicator is seldom observed.

**EXCELLENT - CORE BEHAVIORAL COMPETENCIES (A-E)**  
 Part 45 Core Behavioral Competencies shall require employees to act in all job groups within the organization, upholding the Employee Core Values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to PA 8712. They represent the very foundation of public service and are the values of the organization.

Competencies	Behavioral Indicators	Behavioral Observations	RATING	AVERAGE
Self-Management	1. Sets personal goals and direction, needs and development.			
	2. Understands personal actions and behavior that are clear and purposeful and takes personal responsibility for the organization's success.			
	3. Displays emotional maturity and accountability for and is challenged by high goals.			
	4. Provides work-based and professional (through) quality, direction, and feedback to others.			
	5. Sets high quality, challenging, realistic goals for self and others.			
Professionalism and Ethics	1. Demonstrates the values and behavior embodied in the Terms and Conditions and Ethical Standards for Public Officials and Employees (PA 8712).			
	2. Practices ethical and professional behavior and conduct that is beyond reproach and consistent with the highest standards of public service.			
	3. Maintains a professional image, being trustworthy, integrity of standards and procedures, good grooming and communication.			
	4. Meets personal standards to meet the organization's needs.			
	5. Acts with a sense of urgency and responsibility to meet the organization's needs. Improves systems and also others improve their performance.			
Results Focus	1. Addresses results with efficient use of time and resources and of the firm.			
	2. Analyzes work, reviews and develops strategy, reflects work methods by planning organization's needs beyond personal needs.			
	3. Delivers work that equals or exceeds the firm by continuing to enhance operating procedures, efficiency and consistency. Also produces very satisfactory quality of work in terms of cost/quality/competitiveness and compliance with regulatory standards.			
	4. Expresses a desire to be better and may request resources or assistance; may lead or mentor or train people using of meeting goals set.			
	5. Initiates specific changes in the system or in one work unit to improve performance. Errors are very infrequent and usually minor, but not at all times, more efficiency, or improving quality, customer satisfaction, service, without adding any specific cost.			
Teamwork	1. Works very hard to meet the needs of the organization.			
	2. Promotes collaboration and removes barriers to teamwork and good communication across the organization.			
	3. Applies negotiation principles to resolve differences diplomatically.			
	4. Offers constructive and helpful feedback to others.			
	5. Works constructively and collaboratively with others and focuses organization's resources on accomplishing organizational goals and objectives.			
Service Orientation	1. Can explain and defend organizational direction, vision and priorities.			
	2. Takes personal responsibility for dealing with and resolving customer issues and concerns.			
	3. Initiates activities that promote efficiency, service and customer empowerment.			
	4. Participates in quality efforts (Six Sigma, Lean Six Sigma, etc.) strategies and direction.			
	5. Develops and accepts service improvement programs through strategic procedures that will improve service delivery.			
Innovation	1. Examines the root causes of problems and suggests effective solutions. Finds new ideas, processes, and suggests better ways to do things (not under operational efficiency).			
	2. Demonstrates an ability to seek beyond the box; consistently focuses on improving personal productivity to create higher value and results.			
	3. Promotes a creative culture and improves processes to develop original ideas or solutions.			
	4. Initiates creative thinking to bring changes and solutions that improve the way we work and our organization.			
	5. Uses innovative methods to accomplish responsibilities. Demonstrates innovation and the ability to succeed with limited resources.			

Part 45 Total Score: Weighted Average (Average x 0.025)

RATING

RATING

APPROVING AUTHORITY

**PART III: SUMMARY OF RATINGS**

Final Performance Components	Weight Allocation	Obtained Score	Overall Score	PMES Rating	
				Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	80%			
	B. Innovating and Intervening Accomplishments	20%			
	C. Organizational Effectiveness	15%			
PART II	A. Leadership Competencies	2.5% (0.125)			
	B. Core Behavioural Competencies	2.5% (0.125)			

**Rater-Rater Agreement**

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

Name of Employee: \_\_\_\_\_  
 Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Name of Superior: \_\_\_\_\_  
 Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

**PMES Rating Table**

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

