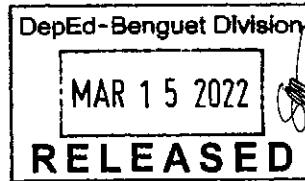




Republic of the Philippines
Department of Education
 Cordillera Administrative Region
Schools Division of Benguet



March 15, 2022

DIVISION MEMORANDUM

No. 86 s.2022

**ENHANCED OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM
 FOR SCHOOL HEADS, SCHOOL YEAR 2021 - 2022**

**TO: OIC-Assistant Schools Division Superintendent
 CES, Curriculum Implementation Division
 CES, School Governance and Operations Division
 Public Schools District Supervisors
 All School Heads
 All Others Concerned**

1. Pursuant to DepED Order 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 DepED Order No. 024, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads, this Office releases the attached **Enhanced Office Performance Commitment and Review Form for School Heads for the School Year 2021 to 2022**.
2. The Enhanced OPCRf was anchored on the Philippine Professional Standards for School Heads which highlights the importance of continuing professional development and advancement of school heads based on the principles of career-long learning. Consequently, DepEd upholds that quality student learning is contingent upon quality teachers, who are supported by quality school leaders.
3. The Division Performance Management Team (PMT) in collaboration with the Public Schools District Supervisors, School Head and Master Teacher representatives per District worked on the enhancement of the attached OPCRf.
4. After accomplishing the OPCRf, rater and ratee must discuss on areas that need strengthening or sustainability and agree on final rating before accomplishing Part 3. Competency assessment or Part 2 must be accomplished by the ratee to evaluate how well he or she is performing the



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required knowledge, skills, and behavior relative to specified performance standards. Results of part 2 shall be the ratee's reference in accomplishing the Development Plan or part 4. The development plan must include the ratee's goals to support continual improvement and career development. It must highlight the required skills and competency development needs (based from results of part 2) that the ratee aims to improve on for the next rating period. Attached are the following forms to be accomplished:

- Enclosure 1: Part 1, OPCR for School Heads of **Independent Units**, SY 2021 – 2022
- Enclosure 2: Part 1, OPCR for School Heads of **Elementary and Non-Independent Units**, SY 2021 – 2022
- Enclosure 3: Part 2, Competency Assessment
- Enclosure 4: Part 3, Summary of Rating for Discussion
- Enclosure 5: Part 4, Development Plan

5. For guidance, please refer to this time table:

| DATE/S | ACTIVITY/IES | PERSONS INVOLVED |
|---------------------|---|---------------------------------------|
| July 29, 2022 | Accomplishment of Parts 1, 2, 3, 4 and packaging of required MOVs | Ratee |
| August 1 to 5, 2022 | Presentation of Accomplishment for the SY based on OPCR (to be done simultaneously per District; schedule to be disseminated through a separate memorandum) | Performance Management Team and Ratee |
| August 12, 2022 | Submission of Packaged Parts 1, 2, 3, 4 and MOVs to the SDO | Ratee |
| August 15 to 16 | Final review of submitted OPCR and attachments with MOVs | PMT |
| August 17 to 19 | Signing of OPCRs by the Approving Authority | SDS |
| August 22 to 26 | Retrieval of Approved OPCR from the SDO | Ratee |

6. Immediate dissemination of and compliance with this Memorandum is requested.


Gloria B. BUYA-AO
Schools Division Superintendent

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|------|-------------------------|---|---------------------------|---------------------------------|------------------------|---|---|---|--------|---|---|---------|-------|--|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | |
| | | | | | 2 | School/cluster had one research proposal be approved by the SDO within the rating period | Collaborated with school personnel in preparing research proposal within the rating period | | | | | | | |
| | | | | | 1 | School/cluster prepared one research proposal within the rating period | There was no sign of collaboration in the preparation of research proposal within the rating period | | | | | | | |
| | | Managed the design and application of effective strategies in utilizing learner's voice, such as feelings, views, and/or opinions to inform policy development and decision-making towards school improvement | October 2021 to June 2022 | 5% | 5 | Learners' voices were utilized as evidenced by application of ALL of the following strategies: a. involvement of learners in programs or activities that focus on community welfare or support; b. active involvement of learners in meetings and planning sessions that require decision-making, such as but not limited to SIP Planning; c. opportunity for a courteous expression of their opinion/s about school and/or community issues using any of the following; school publications, fora, school bulletin board, opinion box, other related platforms for expression of opinion/s; d. opportunity to participate in surveys, interviews or polls that concern their well-being; e. organization of a functional school student or pupil government | 91 to 100% of the identified learner- participants were involved in any of the strategies within the rating period | 1. Attendance during school and community activities/ programs/ meetings 2. Sample feedback/ insights/ suggestions/ opinions of learners regarding school and community issues 3. Report on School-initiated programs/projects/activities geared towards listening to learners' voices 4. Composition and accomplishment report of student organizations | | | | | | |
| | | | | | 4 | Utilization of learners' voice was evident through the application of 4 out of the 5 strategies identified above | 81 to 90% of the identified learner-participants were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 3 | Utilization of learners' voice was evident through the application of 3 out of the 5 strategies identified | 71 to 80% of the identified learner-participants learners were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 2 | Utilization of learners' voice was evident through the application of 2 out of the 5 strategies identified | 61 to 70% of the identified learner-participants were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 1 | Utilization of learners' voice was evident through the application of 1 out of the 5 strategies identified | 51 to 60% of the identified learner-participants learners were involved in any of the strategies within the rating period | | | | | | | |

| TO BE FILLED IN DURING PLANNING | | | | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|---------------------------------|--|---|---------------------------|----------------|------------------------|--|---|---|--------|---|---|---------|-------|
| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | Managed the design of supplemental monitoring and evaluation tools following standard processes to promote learner achievement | October 2021 to June 2022 | 5% | 5 | Responses from the school-based M&E Tool were analyzed to make instructional and administrative decisions leading to learners' progress | Standard process was followed in the design of supplemental monitoring and evaluation tool/s: a. Objectives were clearly expressed; b. Directions for use were comprehensively explained; c. Persons involved and their specific roles or terms of reference were laid out; d. Timetable for its utilization was organized; e. Strategy for analysis and utilization of responses were logically defined | 1. Designation of school M&E team 2. Attendance and minutes of monitoring and evaluation 3. Accomplished monitoring and evaluation tools 4. Catch-up plan/ ways forward | | | | | |
| | | | | | 4 | The school-based M&E Tool was learner-centered, i.e. it highlights on continuous analysis of data involving their academic progress and looks into learner profiles to describe their non-academic needs | Four of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 3 | The school-based M&E Tool was utilized for SMEA following the SMEA process | Three of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 2 | The school-based M&E Tool was conceptualized by an M&E Team that includes external stakeholders | Two of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 1 | The school-based M&E Tool was conceptualized by an M&E Team | Only one of the standards was evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | 2. Managing School Operations and Resources (35%) | Capacitated school personnel in managing school data and information using technology, including ICT, to ensure effective and efficient school operations | October 2021 to June 2022 | 3% | 5 | All the MOVs were submitted complete and accurate: 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office re EBEIS / LIS completion 4. Action Plan on school data management (collection, analysis, presentation and utilization of the data) 5. Accomplishment report of the action plan 6. For Secondary Schools, Certification from HRMO that GMIS (PSIPOP) has been updated | MOVs were uploaded/ submitted at least 2 working days before the deadline. | 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office re EBEIS / LIS completion, students' records, SF 4, SF 5, SF 6 4. Action Plan on school data management (collection, analysis, presentation and utilization of the data) 5. Accomplishment report of the action plan 6. For Secondary Schools, Certification from HRMO that GMIS (PSIPOP) has been updated | | | | | |
| | | | | | 4 | Four (4) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted 1 working day before the due date. | | | | | | |
| | | | | | 3 | Three (3) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted on the due date. | | | | | | |
| | | | | | 2 | Two (2) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted 1 working day after the due date. | | | | | | |
| | | | | | 1 | One (1) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted at least 2 working days after the due date. | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|------|---|---|---|---------------------------------|---|---|--|--|--|--------|---|---|---------|-------|
| | | | | Weight per KRA | | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | Exhibited efficient and effective practices in the management of finances consistently adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned to school plans. | October 2021 to June 2022 | 7% | 5 | FOR IUs (as of Dec. 2021): At least 100% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days before the due date. | 1. SPMR 2. BFAR1 3. FAR4 as of December 2021 | | | | | | |
| 4 | 91-99% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | | | | All liquidation report/s were submitted 1 working day before the due date. | | | | | | | | | |
| 3 | 81-90% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | | | | All liquidation report/s were submitted on the due date. | | | | | | | | | |
| 2 | 71-80% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | | | | All liquidation report/s were submitted 1 working day after the due date. | | | | | | | | | |
| 1 | 70% and below of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | | | | All liquidation report/s were submitted at least 2 working days after the due date. | | | | | | | | | |
| | | | | October 2021 to June 2022 | 7% | 5 | FOR IUs (as of June 30, 2022): At least 50% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days before the due date. | 1. SPMR 2. BFAR 1 3. FAR 4 as of June 2022 | | | | | |
| 4 | 45-49% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | | All liquidation report/s were submitted 1 working day before the due date. | | | | | | | | | | | |
| 3 | 40-44% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | | All liquidation report/s were submitted on the due date. | | | | | | | | | | | |
| 2 | 35-39% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | | All liquidation report/s were submitted 1 working day after the due date. | | | | | | | | | | | |
| 1 | 34% and below of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | | All liquidation report/s were submitted at least 2 working days after the due date. | | | | | | | | | | | |
| | | | | October 2021 to June 2022 | 7% | 5 | FOR IUs: At least 100% compliance to audit observation memorandum/ notice of suspension/ notice of disallowance received from the commission on audit. | All report/s were submitted 1 working day before the due date. | AAPSI | | | | | |
| 4 | 91-99% compliance to audit observation memorandum/ notice of suspension/ notice of disallowance received from the commission on audit. | | All report/s were submitted 1 working day before the due date. | | | | | | | | | | | |
| 3 | 81-90% compliance to audit observation memorandum/ notice of suspension/ notice of disallowance received from the commission on audit. | | All report/s were submitted on the due date. | | | | | | | | | | | |
| 2 | 71-80% compliance to audit observation memorandum/ notice of suspension/ notice of disallowance received from the commission on audit. | | All report/s were submitted 1 working day after the due date. | | | | | | | | | | | |
| 1 | 70% and below compliance to audit observation memorandum/ notice of suspension/ notice of disallowance received from the commission on audit. | | All report/s were submitted at least 2 working days after the due date. | | | | | | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | |
|------|-------------------------|---|---------------------------|---------------------------------|--|--|--|--|--------|---|---|---------|-------|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | | October 2021 to June 2022 | 5% | 5 | FOR IUs: 100% submission of financial reports with complete supporting documents to COA, DBM, RO and DO. | All financial report/s were submitted 1 working day before the due date. | Transmittal Letter | | | | | |
| | | | | 4 | 91-99% submission of financial reports with complete supporting documents to COA, DBM, RO and DO. | All financial report/s were submitted 1 working day before the due date. | | | | | | | |
| | | | | 3 | 81-90% submission of financial reports with complete supporting documents to COA, DBM, RO and DO. | All financial report/s were submitted on the due date. | | | | | | | |
| | | | | 2 | 71-80% submission of financial reports with complete supporting documents to COA, DBM, RO and DO. | All financial report/s were submitted 1 working day after the due date. | | | | | | | |
| | | | | 1 | 70% and below submission of financial reports with complete supporting documents to COA, DBM, RO and DO. | All financial report/s were submitted at least 2 working days after the due date. | | | | | | | |
| | | Ensured establishment of shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal | October 2021 to June 2022 | 5% | 5 | Five (5) of the MOVs were submitted complete and accurate to ensure shared accountability: a. Designation of supply officer/ property custodian, physical facilities coordinator, ICT coordinator, school librarian, BAC members/ inspection team and laboratory in-charge b. School memo on managing school facilities and equipment c. Updated school inventory submitted to the SDO Supply Office; d. Report on repair and maintenance of school facilities and other ancillary facilities (Toilets, MRFs, Library etc.); e. List of donations received; f. Acknowledgement receipts on issuance of supplies and equipment; g. Report on disposal of unserviceable equipment | All report/s were submitted at least 2 working days before the due date. | 1. Inventory Report of Movable Property; 2. PPEI (Property, Plant and Equipment Inventory); 3. PAR (Property Acknowledgement Receipt); 4. NSBI (National School Building Inventory); 5. Deed of donations received; 6. Waste Materials' Reports; 7. Approved request Letter for Condemnation (if applicable); 8. ICS (Inventory Custodian Slip) | | | | | |
| | | | | 4 | Four (4) of the MOVs were submitted complete and accurate to ensure shared accountability. | All report/s were submitted 1 working day before the due date. | | | | | | | |
| | | | | 3 | Three (3) of the MOVs were submitted complete and accurate to ensure shared accountability. | All report/s were submitted on the due date. | | | | | | | |
| | | | | 2 | Two (2) of the MOVs were submitted complete and accurate to ensure shared accountability. | All report/s were submitted 1 working day after the due date. | | | | | | | |
| | | | | 1 | One (1) of the MOVs were submitted complete and accurate to ensure shared accountability. | All report/s were submitted at least 2 working days after the due date. | | | | | | | |
| | | Ensured engagement of school personnel in managing staff such as teaching load distribution and grade level and subject assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school | October 2021 to June 2022 | 3% | 5 | Management of school staff was evident as shown by the following mechanisms: a. Consolidated teachers' schedule/assignment/classroom program; b. School Form 7; c. School Memo on school activities d. Designation Memo (Ancillary assignment of teachers); e. Minutes of Faculty meetings | Engagement was ensured among 91 to 100% of the school personnel within the rating period | 1. Consolidated teachers' schedule/assignment/classroom program; 2. School Form 7; 3. School Memo on school activities; 4. Designation Memo (Ancillary assignment of teachers); 5. Minutes of Faculty meetings | | | | | |
| | | | | 4 | Four of the mechanisms were evident | Engagement was ensured among 81 to 90% of the school personnel within the rating period | | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | |
|------|--|--|---------------------------|---------------------------------|------------------------|--|--|--|--------|---|---|---------|-------|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | | | | 3 | Three of the mechanisms were evident | Engagement was ensured among 71 to 80% of the school personnel within the rating period | | | | | | |
| | | | | | 2 | Two of the mechanisms were evident | Engagement was ensured among 61 to 70% of the school personnel within the rating period | | | | | | |
| | | | | | 1 | Only one of the mechanisms was evident | Engagement was ensured among 51 to 60% of the school personnel within the rating period | | | | | | |
| | | Managed school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction in collaboration with the wider school community | October 2021 to June 2022 | 5% | 5 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 630 of the 638 indicators in the School Safety Assessment Tool | | SSAT result with supporting photo documents | | | | | |
| | | | | | 4 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 615 of the 638 indicators in the School Safety Assessment Tool | | | | | | | |
| | | | | | 3 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 600 of the 638 indicators in the School Safety Assessment Tool | | | | | | | |
| | | | | | 2 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 530 of the 638 indicators in the School Safety Assessment Tool | | | | | | | |
| | | | | | 1 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 500 of the 638 indicators in the School Safety Assessment Tool | | | | | | | |
| | 3. Focusing on Teaching and Learning (25%) | Managed teamwork in the conduct of review, contextualization, and implementation of learning standards to make the curriculum relevant for learners | October 2021 to June 2022 | 5% | 5 | The School Academic Review Board was organized that facilitated the review, contextualization and implementation of 8 or more QA LRs in the school | All QA LRs were utilized in the delivery of learning within the rating period through blended learning modality or the use of 3 or more learning delivery modalities | 1. Composition and Designation of the School Academic Review Board; 2. List of Quality Assured LRs validated by the ARB 3. Data of learners involved in various learning delivery modalities certified by the School Head and photo documentation of utilization of learning resources in various learning delivery modalities | | | | | |
| | | | | | 4 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 6 to 7 QA LRs in the school | All QA LRs were utilized in learning delivery within the rating period using two modalities | | | | | | |
| | | | | | 3 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 5 QA LRs in the school | All QA LRs were utilized in learning delivery within the rating period using only one modality | | | | | | |
| | | | | | 2 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 3 to 4 QA LRs in the school | Some of the QA LRs were utilized in learning delivery within the rating period using only one modality | | | | | | |
| | | | | | 1 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 2 QA LRs in the school | None of the QA LRs were utilized in learning delivery within the rating period | | | | | | |
| | | Ensured engagement of school personnel such as master teachers, head teachers and department heads in providing Technical Assistance to teachers on teaching standards | October 2021 to June 2022 | 5% | 5 | Targets were achieved based on MISP with LAC/SLAC session on best practices | Conducted 2 classroom observations per teacher using the RPMS-COT and 2 additional classroom observations using other observation tools within the rating period with technical assistance | 1. MISP; 2. Performance Monitoring and Coaching Form; 3. Observation Notes/ 4. RPMS-COT | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | | | |
|------|-------------------------|--|---------------------------|---------------------------------|------------------------|--|---|--------------------------------|--|---|---|---------|-------|--|--|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | | |
| | | and pedagogies within and across learning areas to improve their teaching practice | | | 4 | Targets were achieved based on MISP with Technical Assistance/ Mentoring/ Coaching | Conducted 2 classroom observations per teacher using the RPMS-COT and 1 additional classroom observation using other observation tools within the rating period with technical assistance | | Accomplished COT | | | | | | |
| | | | | | 3 | Targets were achieved based on MISP | Conducted 2 classroom observations per teacher within the rating period using the RPMS-COT with technical assistance | | | | | | | | |
| | | | | | 2 | Teacher were observed based on MISP | Conducted 1 classroom observation per teacher within the rating period using the RPMS-COT with technical assistance | | | | | | | | |
| | | | | | 1 | MISP was prepared but no proof of implementation | Conducted 1 classroom observation per teacher within the rating period using the RPMS-COT without evidence of technical assistance | | | | | | | | |
| | | Managed engagement with the wider school community in developing data-based interventions to sustain learner-achievement and attain other performance indicators | October 2021 to June 2022 | 5% | 5 | In collaboration with the school and community stakeholders, analyzed data were used to design interventions to address learner-achievement gaps | 90% of the learners obtained a General Weighted Average of at least 80% within the rating period | | 1. Data on quarterly assessment results for the SY certified by the School Head 2. Minutes of Meetings with School Stakeholders to prove that assessment results were discussed and interventions for achievement gaps were planned and implemented; 3. Sample Integrative Performance Tasks and Rubrics | | | | | | |
| | | | | | 4 | Data on learner-achievement and other performance indicators were analyzed with the school stakeholders | 85% to 89% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | | | |
| | | | | | 3 | Data on learner-achievement and other performance indicators were analyzed by the School Head | 80% to 84% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | | | |
| | | | | | 2 | Data on learner-achievement and other performance indicators were gathered and consolidated for analysis | 75% to 79% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | | | |
| | | | | | 1 | Data on learner-achievement and other performance indicators were gathered | 74% and less of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | | | |
| | | Engaged the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment | October 2021 to June 2022 | 5% | 5 | The school garnered a score of 35 and above in the validated Child Friendly School System survey form within the rating period | | | 1. Accomplished Child friendly School Survey validated by School CFSS Validating Team (PTA President, SPG/SSG President, School Nurse, Faculty President, Guidance Designate/ Guidance Counselor); 2. Minutes of Meetings by the Validation team to prove evaluation was done | | | | | | |
| | | | | | 4 | The school garnered a score of 30-34 in the validated Child Friendly School System survey form within the rating period | | | | | | | | | |
| | | | | | 3 | The school garnered a score of 25 - 29 in the validated Child Friendly School System survey form within the rating period | | | | | | | | | |
| | | | | | 2 | The school garnered a score of 21- 24 in the validated Child Friendly School System survey form within the rating period | | | | | | | | | |
| | | | | | 1 | The school garnered a score of 20 and below in the validated Child Friendly School System survey form within the rating period | | | | | | | | | |
| | | Ensured that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels | October 2021 to June 2022 | 5% | 5 | 91% - 100% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | 1. Student Handbook/ CPC Intake forms 2. Proofs of the integration of learner discipline policies in school processes like: sample lesson plans or WHLP; accomplishment report of PAPs | | | | | | |
| | | | | | 4 | 81%-90% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | | |
| | | | | | 3 | 71%-80% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | | |
| | | | | | 2 | 61%- 70% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | TO BE FILLED IN DURING PLANNING | | | TO BE FILLED DURING EVALUATION | | | | | | |
|------|--|---|---------------------------|----------------|---|--|---|---|--------|---|---|---------|-------|--|
| | | | | | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | |
| | | | | | 1 | 51%-60% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | 4. Developing Self and Others (10%) | Managed the conduct of monitoring and evaluation with school personnel on the implementation of performance management system to ensure career advancement for individual school personnel and to improve office performance | October 2021 to June 2022 | 5% | 5 | 50% of the total number of teachers attained a performance rating of 4.5 to 5.0 (Outstanding) | Implemented the 4 phases of the RPMS as scheduled, with ALL of the following documents as evidence: a. IPDP with SAT/ie-SAT (Phase 1), b. Filled-out coaching / mentoring forms - 1 per quarter (Phase 2) Coaching Forms, c. Minutes of Mid-Year Review (Phase 2), d. Minutes of Year-End Review/ Evaluation (Phase 3), e. IPCRF with final rating signed by the Ratee and Rater (Phase 3), f. IPDP/Any document of awarding done (Phase 4). | 1. SAT with development plan (Phase 1); 2. Filled-out coaching/mentoring forms- 1 per quarter; Minutes of Mid-year Review (Phase 2) 3. Minutes of Year-End Review/Evaluation; IPCRF with final rating signed by Ratee and Rater (Phase 3); 4. Development plan and any document of awarding done (Phase 4) | | | | | | |
| | | | | 4 | 50% of the total number of teachers attained a performance rating of 3.5 to 4.499 (Very Satisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 5 of the above listed documents as evidence | | | | | | | | |
| | | | | | 3 | 50% of the total number of teachers attained an average rating of 2.5 to 3.499 (Satisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 4 of the above listed documents as evidence | | | | | | | |
| | | | | | 2 | 50% of the total number of teachers attained a performance rating of 1.5 to 2.499 (Unsatisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 3 of the above listed documents as evidence | | | | | | | |
| | | | | | 1 | 50% of the total number of teachers attained a performance rating below 1.499 (Poor) | Implemented the 4 phases of the RPMS as scheduled, with 2 of the above listed documents as evidence | | | | | | | |
| | | Managed fair and equal distribution of capacity-building or professional development opportunities for individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability | October 2021 to June 2022 | 3% | | Capacity building or professional development opportunities were provided to both teaching and non-teaching personnel in the school within the rating period as evidenced by the following indicators: a. School personnel served as resource speaker/facilitator/demonstration teacher at the school/district/division/regional level trainings or INSETs; b. Recommended school personnel to serve as resource speaker or facilitator at the district /division/regional level trainings; c. Designation of school personnel as school/district coordinator of program committees; d. School personnel were sent to higher level trainings (District, Division, Regional, National, or International levels); e. Personnel attended scholarship programs (under Magna Carta, SIRIB, SEAMEO, DAP, other DepEd-authorized scholarships) ; f. Personnel enrolled/completed post-graduate courses; g. Personnel were assigned as school OIC in the absence of the school Head; h. All personnel were given opportunities to serve as committee chair or vice chair persons of technical working or planning committees | 1. Sample Certificate as resource speaker/ facilitator/ demonstration teacher at the school/ district/ division/ regional level trainings; 2. Recommendation letter; 3. Designation through district/ division memo; 4. Certificate of trainings; 5. Certificate of participation to scholarship programs (under Magna Carta, SIRIB, Excats, others); 6. Permit to study; 7. Designation as OIC; 8. Designation as committee chair or vice-chair | | | | | | | |
| | | | | | 5 | 6 of the indicators were met | | 91% to 100% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 4 | 5 of the indicators were met | | 81% to 90% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 3 | 4 of the indicators were met | | 71% to 80% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 2 | 3 of the indicators were met | | 61% to 70% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 1 | 2 of the indicators were met | | 51% to 60% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |

| TO BE FILLED IN DURING PLANNING | | | | | | TO BE FILLED DURING EVALUATION | | | | | | | | |
|---------------------------------|-------------------------|--|---------------------------|----------------|------------------------|--|---|--|--|---|---|---------|-------|------|
| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | |
| | | Empowered the community, such as parents, alumni, authorities, industries, and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement | October 2021 to June 2022 | 5% | 5 | All the following were provided as proofs that empowered stakeholders participated in addressing identified school needs: a. Proof of stakeholders' meeting (e.g., minutes of meetings with attendance sheet; proof of leadership in the learners'/parents' orientation, etc.) b. Any form of communication to stakeholders (e.g., notice of meeting, request letters, resolution,) marked received. c. Proof of implementation of an activity to address school needs. d. Proof of program/project Partnership of LGU or Industry Partners that supports the learners' performance (MOA) | Generated 80,000 pesos or more (in cash or kind) or 4 specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners. (NOTED: Funds/ assistance received but not requested must not be included) | Submitted accomplishment report one week after the implementation of the activity | 1. Sample copy of accomplished MOA, 2. Sample of signed Deed of donations/ acknowledgement receipt, 3. List of officers - PTA, SGC, SSG/SPG, Alumni Association, 4. List of donations, 5. Attendance and pictorials during ASPUAN de PARENTES/AYAMAN documentation | | | | | |
| | | | | | 4 | 3 of the above proofs were provided | Generated 41,000- 79,999 pesos (in cash or kind) or 3 specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners. | Submitted accomplishment report two weeks after the implementation of the activity | | | | | | |
| | | | | | 3 | 2 of the above proofs were provided | Generated 20,000 - 40,999 pesos (in cash or kind) or 2 specific learner/school/community needs were addressed through the involvement or participation of internal or external partners. | Submitted accomplishment report three weeks after the implementation of the activity | | | | | | |
| | | | | | 2 | 1 of the above proofs were provided | Generated less than 20,000 (in cash or kind) or 1 specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners. | Submitted accomplishment report four weeks after the implementation of the activity | | | | | | |
| | | | | | 1 | None of the enumerated proofs was provided | No amount was generated nor specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners. | Submitted accomplishment report more than one month after the implementation of the activity | | | | | | |
| | | | | | 100% | Over-all Rating for Accomplishments | | | | | | | | 0.00 |
| | | | | | | Adjectival Rating | | | | | | | | |

*To get the score, the rating is multiplied by the weight assigned.

RATER:

RATEE:

Approving Authority:

CARMEL F. MERIS

CES, OIC - Office of the Assistant Schools Division Superintendent

School Principal

GLORIA B. BUYA-AO

Schools Division Superintendent



Department of Education
CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OFFICE - BENGUET
 La Trinidad, Benguet

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
School Year 2021 - 2022

I, (name of personnel), (position and school), commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period October 2021 to June 2022.

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | TO BE FILLED IN DURING PLANNING | | | TO BE FILLED DURING EVALUATION | | | | | |
|------|--------------------------------|---|---------------------------|----------------|---------------------------------|--|---|--|--------|---|---|---------|-------|
| | | | | | Quality | Efficiency | Timeliness | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | | | | | Q | E | T | Average | |
| | 1. Leading Strategically (20%) | Ensured engagement of school community in the implementation of school plans aligned with DepED vision, mission, core values, and instructional goals and policies | October 2021 to June 2022 | 5% | 5 | Implemented 85-100% of PPAS within the rating period | Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 and recommendation for SBM level 3 within the rating period | 1. Accomplishment Reports for PAPs implemented 2. SMEA Reports 3. Certification of SBM level | | | | | |
| | | | | | 4 | Implemented 80-84% of PPAS within the rating period | Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 and provision of assistance for SBM level 3 within the rating period | | | | | | |
| | | | | | 3 | Implemented 75-79% of PPAS within the rating period | Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 within the rating period | | | | | | |
| | | | | | 2 | Implemented 70-74% of PPAS within the rating period | Engaged with the community and implemented school plans that resulted to the attainment of SBM level 1 and recommendation for SBM level 2 within the rating period | | | | | | |
| | | | | | 1 | Implemented 69 % and below of PPAS within the rating period | Engaged with the community and implemented school plans that resulted to the attainment of SBM level 1 within the rating period | | | | | | |
| | | Managed collaboration with school personnel in the conduct of research and utilization of findings in facilitating data-driven and evidence-based innovations to improve school performance | October 2021 to June 2022 | 5% | 5 | School/cluster conducted one research and implemented an innovative project from the research, with approved proposal and completion reports during the rating period | Collaborated with school personnel in the conduct of research and implementation of innovative project within the rating period | 1. Approved Research Proposal 2. Completion Report 3. Approved Innovation Project Proposal and Completion Report, if implemented | | | | | |
| | | | | | 4 | School/cluster conducted one research and used results for the preparation of an innovative project from the research, with approved proposal during the rating period | Collaborated with school personnel in the conduct of research and proposal of innovative project within the rating period | | | | | | |
| | | | | | 3 | School/cluster conducted one research within the rating period | Collaborated with school personnel in the conduct of research within the rating period | | | | | | |
| | | | | | 2 | School/cluster had one research proposal be approved by the SDO within the rating period | Collaborated with school personnel in preparing research proposal within the rating period | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|------|-------------------------|---|---------------------------|---------------------------------|------------------------|---|--|---|--------|---|---|---------|-------|--|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | |
| | | | | | 1 | School/cluster prepared one research proposal within the rating period | There was no sign of collaboration in the preparation of research proposal within the rating period | | | | | | | |
| | | Managed the design and application of effective strategies in utilizing learner's voice, such as feelings, views, and/or opinions to inform policy development and decision-making towards school improvement | October 2021 to June 2022 | 5% | 5 | Learners' voices were utilized as evidenced by application of ALL of the following strategies: a. involvement of learners in programs or activities that focus on community welfare or support; b. active involvement of learners in meetings and planning sessions that require decision-making, such as but not limited to SIP Planning; c. opportunity for a courteous expression of their opinion/s about school and/or community issues using any of the following: school publications, fora, school bulletin board, opinion box, other related platforms for expression of opinion/s; d. opportunity to participate in surveys, interviews or polls that concern their well-being; e. organization of a functional school student or pupil government | 91 to 100% of the identified learner-participants were involved in any of the strategies within the rating period | 1. Attendance during school and community activities/ programs/ meetings 2. Sample feedback/ insights/ suggestions/ opinions of learners regarding school and community issues 3. Report on School-initiated programs/projects/activities geared towards listening to learners' voices 4. Composition and accomplishment report of student organizations | | | | | | |
| | | | | | 4 | Utilization of learners' voice was evident through the application of 4 out of the 5 strategies identified above | 81 to 90% of the identified learner-participants were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 3 | Utilization of learners' voice was evident through the application of 3 out of the 5 strategies identified | 71 to 80% of the identified learner-participants learners were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 2 | Utilization of learners' voice was evident through the application of 2 out of the 5 strategies identified | 61 to 70% of the identified learner-participants were involved in any of the strategies within the rating period | | | | | | | |
| | | | | | 1 | Utilization of learners' voice was evident through the application of 1 out of the 5 strategies identified | 51 to 60% of the identified learner-participants learners were involved in any of the strategies within the rating period | | | | | | | |
| | | Managed the design of supplemental monitoring and evaluation tools following standard processes to promote learner achievement | October 2021 to June 2022 | 5% | 5 | Responses from the school-based M&E Tool were analyzed to make instructional and administrative decisions leading to learners' progress | Standard process was followed in the design of supplemental monitoring and evaluation tools: a. Objectives were clearly expressed; b. Directions for use were comprehensively explained; c. Persons involved and their specific roles or terms of reference were laid out; d. Timetable for its utilization was organized; e. Strategy for analysis and utilization of responses were logically defined | 1. Designation of school M&E team 2. Attendance and minutes of monitoring and evaluation 3. Accomplished monitoring and evaluation tools 4. Catch-up plan/ ways forward | | | | | | |

| TO BE FILLED IN DURING PLANNING | | | | | | | TO BE FILLED DURING EVALUATION | | | | | | |
|---|---|---------------------------|----------|----------------|--|--|---|--------------------------------|--------|---|---|---------|-------|
| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | | | | 4 | The school-based M&E Tool was learner-centered, i. e it highlights on continuous analysis of data involving their academic progress and looks into learner profiles to describe their non-academic needs | Four of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 3 | The school-based M&E Tool was utilized for SMEA following the SMEA process | Three of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 2 | The school-based M&E Tool was conceptualized by an M&E Team that includes external stakeholders | Two of the standards were evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| | | | | | 1 | The school-based M&E Tool was conceptualized by an M&E Team | Only one of the standards was evident in the design of the supplemental monitoring and evaluation tool/s | | | | | | |
| 2. Managing School Operations and Resources (35%) | Capacitated school personnel in managing school data and information using technology, including ICT, to ensure effective and efficient school operations | October 2021 to June 2022 | 4% | 5 | All the MOVs were submitted complete and accurate: 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office re EBEIS / LIS completion 4. Action Plan on school data management (collection, analysis, presentation and utilization of the data) 5. Accomplishment report of the action plan 6. For Secondary Schools, Certification from HRMO that GMIS (PSIPOP) has been updated | MOVs were uploaded/ submitted at least 2 working days before the deadline. | 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office re EBEIS / LIS completion, students' records, SF 4, SF 5, SF 6 4. Action Plan on school data management (collection, analysis, presentation and utilization of the data) 5. Accomplishment report of the action plan 6. For Secondary Schools, Certification from HRMO that GMIS (PSIPOP) has been updated | | | | | | |
| | | | | 4 | Four (4) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted 1 working day before the due date. | | | | | | | |
| | | | | 3 | Three (3) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted on the due date. | | | | | | | |
| | | | | 2 | Two (2) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted 1 working day after the due date. | | | | | | | |
| | | | | 1 | One (1) of the MOVs were submitted complete and accurate. | MOVs were uploaded/ submitted at least 2 working days after the due date. | | | | | | | |
| | Exhibited efficient and effective practices in the management of finances consistently adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned to school plans. | October 2021 to June 2022 | 9% | 5 | (as of Dec 2021): At least 100% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days before the due date. | 1. Receiving Copy or Transmittal of SIP, AIP, BE-LCP, WFP, PPMP; 2. Certification from the accounting and budget office regarding utilization and liquidation; 3. Financial reports posted on the transparency board (picture) as of December 2021 | | | | | | |
| | | | | 4 | 91-99% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted 1 working day before the due date. | | | | | | | |
| | | | | 3 | 81-90% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted on the due date. | | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | |
|------|-------------------------|---|---------------------------|---------------------------------|------------------------|--|--|--|--------|---|---|---------|-------|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | | | | 2 | 71-80% of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted 1 working day after the due date. | | | | | | |
| | | | | | 1 | 70% and below of the MOOE and other support funds were utilized and liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days after the due date. | | | | | | |
| | | | October 2021 to June 2022 | | 5 | (as of June 30, 2022); At least 50% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days before the due date. | 1. Receiving Copy or Transmittal of SIP, AIP, BE-LCP, WFP, PPMP; | | | | | |
| | | | | | 4 | 45-49% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted 1 working day before the due date. | 2. Certification from the accounting and budget office regarding utilization and liquidation; | | | | | |
| | | | | | 3 | 40-44% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted on the due date. | 3. Financial reports posted on the transparency board (picture) as of June 2022 | | | | | |
| | | | | | 2 | 35-39% of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted 1 working day after the due date. | | | | | | |
| | | | | | 1 | 34% and below of the MOOE and other support funds were utilized and 100% were liquidated in adherence to the accounting and auditing rules and regulations. | All liquidation report/s were submitted at least 2 working days after the due date. | | | | | | |
| | | | October 2021 to June 2022 | 9% | 5 | At least 100% compliance to the auditing tool | All report/s were submitted at least 2 working days before the due date. | Pre Auditing Tool | | | | | |
| | | | | | 4 | 91-99% compliance to the auditing tool | All report/s were submitted 1 working day before the due date. | | | | | | |
| | | | | | 3 | 81-90% compliance to the auditing tool | All report/s were submitted on the due date. | | | | | | |
| | | | | | 2 | 71-80% compliance to the auditing tool | All report/s were submitted 1 working day after the due date. | | | | | | |
| | | | | | 1 | 70% and below compliance to the auditing tool | All report/s were submitted at least 2 working days after the due date. | | | | | | |
| | | Ensured establishment of shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal | October 2021 to June 2022 | 5% | 5 | Five (5) of the MOVs were submitted complete and accurate to ensure shared accountability: a. Designation of supply officer/ property custodian, physical facilities coordinator, ICT coordinator, school librarian, BAC members/ inspection team and laboratory in-charge b. School memo on managing school facilities and equipment c. Updated school inventory submitted to the SDO Supply Office; d. Report on repair and maintenance of school facilities and other ancillary facilities (Toilets, MRFs, Library etc.); e. List of donations received; f. Acknowledgement receipts on issuance of supplies and equipment; g. Report on disposal of unserviceable equipment | All report/s were submitted at least 2 working days before the due date. | 1. Inventory Report of Movable Property; 2. PPEI (Property, Plant and Equipment Inventory); 3. PAR (Property Acknowledgement Receipt); 4. NSBI (National School Building Inventory); 5. Deed of donations received; 6. Waste Materials' Reports; 7. Approved request Letter for Condemnation (if applicable); 8. ICS (Inventory Custodian Slip) | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | | | |
|------|--|--|---------------------------|---------------------------------|------------------------|---|------------|--------------------------------|--|--|---|---------|-------|--|--|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | | |
| | | | | | 4 | Four (4) of the MOVs were submitted complete and accurate to ensure shared accountability. | | Efficiency | All report/s were submitted 1 working day before the due date. | | | | | | |
| | | | | | 3 | Three (3) of the MOVs were submitted complete and accurate to ensure shared accountability. | | Efficiency | All report/s were submitted on the due date. | | | | | | |
| | | | | | 2 | Two (2) of the MOVs were submitted complete and accurate to ensure shared accountability. | | Efficiency | All report/s were submitted 1 working day after the due date. | | | | | | |
| | | | | | 1 | One (1) of the MOVs were submitted complete and accurate to ensure shared accountability. | | Efficiency | All report/s were submitted at least 2 working days after the due date. | | | | | | |
| | | Ensured engagement of school personnel in managing staff such as teaching load distribution and grade level and subject assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school | October 2021 to June 2022 | 3% | 5 | Management of school staff was evident as shown by the following mechanisms: a. Consolidated teachers' schedule/assignment/classroom program; b. School Form 7; c. School Memo on school activities d. Designation Memo (Ancillary assignment of teachers); e. Minutes of Faculty meetings | | Efficiency | Engagement was ensured among 91 to 100% of the school personnel within the rating period | 1. Consolidated teachers' schedule/assignment/classroom program; 2. School Form 7; 3. School Memo on school activities; 4. Designation Memo (Ancillary assignment of teachers); 5. Minutes of Faculty meetings | | | | | |
| | | | | | 4 | Four of the mechanisms were evident | | Efficiency | Engagement was ensured among 81 to 90% of the school personnel within the rating period | | | | | | |
| | | | | | 3 | Three of the mechanisms were evident | | Efficiency | Engagement was ensured among 71 to 80% of the school personnel within the rating period | | | | | | |
| | | | | | 2 | Two of the mechanisms were evident | | Efficiency | Engagement was ensured among 61 to 70% of the school personnel within the rating period | | | | | | |
| | | | | | 1 | Only one of the mechanisms was evident | | Efficiency | Engagement was ensured among 51 to 60% of the school personnel within the rating period | | | | | | |
| | | Managed school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction in collaboration with the wider school community | October 2021 to June 2022 | 5% | 5 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 630 of the 638 indicators in the School Safety Assessment Tool | | Efficiency | | SSAT result with supporting photo documents | | | | | |
| | | | | | 4 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 615 of the 638 indicators in the School Safety Assessment Tool | | Efficiency | | | | | | | |
| | | | | | 3 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 600 of the 638 indicators in the School Safety Assessment Tool | | Efficiency | | | | | | | |
| | | | | | 2 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 530 of the 638 indicators in the School Safety Assessment Tool | | Efficiency | | | | | | | |
| | | | | | 1 | School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 500 of the 638 indicators in the School Safety Assessment Tool | | Efficiency | | | | | | | |
| | 3. Focusing on Teaching and Learning (25%) | Managed teamwork in the conduct of review, contextualization, and implementation of learning standards to make the curriculum relevant for learners | October 2021 to June 2022 | 5% | 5 | The School Academic Review Board was organized that facilitated the review, contextualization and implementation of 8 or more QA LRs in the school | | Efficiency | All QA LRs were utilized in the delivery of learning within the rating period through blended learning modality or the use of 3 or more learning delivery modalities | 1. Composition and Designation of the School Academic Review Board; 2. List of Quality Assured LRs validated by the ARB 3. Data of learners involved in various learning delivery modalities certified by the School Head and photo documentation of utilization of learning resources in various learning delivery modalities | | | | | |
| | | | | | 4 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 6 to 7 QA LRs in the school | | Efficiency | All QA LRs were utilized in learning delivery within the rating period using two modalities | | | | | | |

| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | TO BE FILLED IN DURING PLANNING | | | | TO BE FILLED DURING EVALUATION | | | | | |
|------|-------------------------|---|---------------------------|---------------------------------|------------------------|--|--|--|--------|---|---|---------|-------|
| | | | | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | | | | 3 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 5 QA LRs in the school | All QA LRs were utilized in learning delivery within the rating period using only one modality | | | | | | |
| | | | | | 2 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 3 to 4 QA LRs in the school | Some of the QA LRs were utilized in learning delivery within the rating period using only one modality | | | | | | |
| | | | | | 1 | The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 2 QA LRs in the school | None of the QA LRs were utilized in learning delivery within the rating period | | | | | | |
| | | Ensured engagement of school personnel such as master teachers, head teachers and department heads in providing Technical Assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice | October 2021 to June 2022 | 5% | 5 | Targets were achieved based on MISP with LAC/SLAC session on best practices | Conducted 2 classroom observations per teacher using the RPMS-COT and 2 additional classroom observations using other observation tools within the rating period with technical assistance | 1. MISP; 2. Performance Monitoring and Coaching Form; 3. Observation Notes/ Accomplished COT | | | | | |
| | | | | | 4 | Targets were achieved based on MISP with Technical Assistance/ Mentoring/ Coaching | Conducted 2 classroom observations per teacher using the RPMS-COT and 1 additional classroom observation using other observation tools within the rating period with technical assistance | | | | | | |
| | | | | | 3 | Targets were achieved based on MISP | Conducted 2 classroom observations per teacher within the rating period using the RPMS-COT with technical assistance | | | | | | |
| | | | | | 2 | Teacher were observed based on MISP | Conducted 1 classroom observation per teacher within the rating period using the RPMS-COT with technical assistance | | | | | | |
| | | | | | 1 | MISP was prepared but no proof of implementation | Conducted 1 classroom observation per teacher within the rating period using the RPMS-COT without evidence of technical assistance | | | | | | |
| | | Managed engagement with the wider school community in developing data-based interventions to sustain learner-achievement and attain other performance indicators | October 2021 to June 2022 | 5% | 5 | In collaboration with the school and community stakeholders, analyzed data were used to design interventions to address learner-achievement gaps | 90% of the learners obtained a General Weighted Average of at least 80% within the rating period | 1. Data on quarterly assessment results for the SY certified by the School Head 2. Minutes of Meetings with School Stakeholders to prove that assessment results were discussed and interventions for achievement gaps were planned and implemented; 3. Sample Integrative Performance Tasks and Rubrics | | | | | |
| | | | | | 4 | Data on learner-achievement and other performance indicators were analyzed with the school stakeholders | 85% to 89% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | |
| | | | | | 3 | Data on learner-achievement and other performance indicators were analyzed by the School Head | 80% to 84% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | |
| | | | | | 2 | Data on learner-achievement and other performance indicators were gathered and consolidated for analysis | 75% to 79% of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | |
| | | | | | 1 | Data on learner-achievement and other performance indicators were gathered | 74% and less of the learners obtained a General Weighted Average of at least 80% within the rating period | | | | | | |

| MFOs | Key Result Areas (KRAs) | TO BE FILLED IN DURING PLANNING | | | | | TO BE FILLED DURING EVALUATION | | | | | | | |
|------|-------------------------------------|--|---------------------------|----------------|------------------------|--|---|--------------------------------|--------|---|---|---------|-------|--|
| | | OBJECTIVES | TIMELINE | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score | |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | | |
| | | Engaged the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment | October 2021 to June 2022 | 5% | 5 | The school garnered a score of 35 and above in the validated Child Friendly School System survey form within the rating period | | | | | | | | |
| | | | | | 4 | The school garnered a score of 30-34 in the validated Child Friendly School System survey form within the rating period | | | | | | | | |
| | | | | | 3 | The school garnered a score of 25 - 29 in the validated Child Friendly School System survey form within the rating period | | | | | | | | |
| | | | | | 2 | The school garnered a score of 21- 24 in the validated Child Friendly School System survey form within the rating period | | | | | | | | |
| | | | | | 1 | The school garnered a score of 20 and below in the validated Child Friendly School System survey form within the rating period | | | | | | | | |
| | | Ensured that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels | October 2021 to June 2022 | 5% | 5 | 91% - 100% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | | | | | 4 | 81%-90% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | | | | | 3 | 71%-80% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | | | | | 2 | 61%- 70% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | | | | | 1 | 51%-60% of the learner discipline policies developed with stakeholders were integrated into various school processes and applied by all school personnel at all times | | | | | | | | |
| | 4. Developing Self and Others (10%) | Managed the conduct of monitoring and evaluation with school personnel on the implementation of performance management system to ensure career advancement for individual school personnel and to improve office performance | October 2021 to June 2022 | 5% | 5 | 50% of the total number of teachers attained a performance rating of 4.5 to 5.0 (Outstanding) | Implemented the 4 phases of the RPMS as scheduled, with ALL of the following documents as evidence: a. IPDP with SAT/e-SAT (Phase 1), b. Filled-out coaching / mentoring forms - 1 per quarter (Phase 2) Coaching Forms, c. Minutes of Mid-Year Review (Phase 2), d. Minutes of Year-End Review/ Evaluation (Phase 3), e. IPCRF with final rating signed by the Ratee and Rater (Phase 3), f. IPDP/Any document of awarding done (Phase 4). | | | | | | | |
| | | | | | 4 | 50% of the total number of teachers attained a performance rating of 3.5 to 4.499 (Very Satisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 5 of the above listed documents as evidence | | | | | | | |
| | | | | | 3 | 50% of the total number of teachers attained an average rating of 2.5 to 3.499 (Satisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 4 of the above listed documents as evidence | | | | | | | |
| | | | | | 2 | 50% of the total number of teachers attained a performance rating of 1.5 to 2.499 (Unsatisfactory) | Implemented the 4 phases of the RPMS as scheduled, with 3 of the above listed documents as evidence | | | | | | | |
| | | | | | 1 | 50% of the total number of teachers attained a performance rating below 1.499 (Poor) | Implemented the 4 phases of the RPMS as scheduled, with 2 of the above listed documents as evidence | | | | | | | |

| TO BE FILLED IN DURING PLANNING | | | | | | TO BE FILLED DURING EVALUATION | | | | | | | |
|---------------------------------|-------------------------|---|---------------------------|----------------|------------------------|--|---|---|--------|---|---|---------|-------|
| MFOs | Key Result Areas (KRAs) | OBJECTIVES | TIMELINE | Weight per KRA | PERFORMANCE INDICATORS | | | Actual Results (Possible MOVs) | Rating | | | | Score |
| | | | | | Quality | Efficiency | Timeliness | | Q | E | T | Average | |
| | | Managed fair and equal distribution of capacity-building or professional development opportunities for individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability | October 2021 to June 2022 | 3% | | Capacity building or professional development opportunities were provided to both teaching and non-teaching personnel in the school within the rating period as evidenced by the following indicators: a. School personnel served as resource speaker/facilitator/demonstration teacher at the school/district/division/regional level trainings or INSETs; b. Recommended school personnel to serve as resource speaker or facilitator at the district /division/regional level trainings; c. Designation of school personnel as school/district coordinator of program committees; d. School personnel were sent to higher level trainings (District, Division, Regional, National, or International levels); e. Personnel attended scholarship programs (under Magna Carta, SIRIB, SEAMEO, DAP, other DepEd-authorized scholarships) ; f. Personnel enrolled/completed post-graduate courses; g. Personnel were assigned as school OIC in the absence of the school Head; h. All personnel were given opportunities to serve as committee chair or vice chair persons of technical working or planning committees | | 1. Sample Certificate as resource speaker/ facilitator/ demonstration teacher at the school/ district/ division/ regional level trainings; 2. Recommendation letter; 3. Designation through district/ division memo; 4. Certificate of trainings; 5. Certificate of participation to scholarship programs (under Magna Carta, SIRIB, Excels, others); 6. Permit to study; 7. Designation as OIC; 8. Designation as committee chair or vice-chair | | | | | |
| | | | | | 5 | 6 of the indicators were met | 91% to 100% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 4 | 5 of the indicators were met | 81% to 90% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 3 | 4 of the indicators were met | 71% to 80% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 2 | 3 of the indicators were met | 61% to 70% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | | | | 1 | 2 of the indicators were met | 51% to 60% of the school personnel experienced any of the listed opportunities within the rating period | | | | | | |
| | | Worked with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support | October 2021 to June 2022 | 2% | 5 | Implemented 6 of the following indicators: a. Organized school PRAISE committee; b. Conducted school level search for best performing personnel; c. Awarded deserving personnel; d. Recommended school personnel for district/division/regional level search and other searches; e. Recognized school stakeholders for support; f. Participated in the district/division level search for best performing school head/ best performing school; g. Teacher/s received school/ district/ division/ regional/ national/ international awards; h. Non-teaching personnel received school/ district/ division/ regional/ national/ international awards; i. Learner/s received school/ district/ division/ regional/ national/ international awards | | 1. Composition of School PRAISE Committee; 2. School/ District memo recommending school personnel for district/ division/ regional level search and other searches; 3. Sample Certificate of recognition of learner/s in the school/ district/ division/ regional/ national level competition; 4. Sample certificate of participation in the district/ division level search or other searches for best performing school/ school head, 5. Sample certificate of recognition given to stakeholders with photo documentation | | | | | |
| | | | | | 4 | Implemented 5 of the above-listed indicators | 91% to 100% of the school personnel and stakeholders participated in any of the listed opportunities within the rating period | | | | | | |
| | | | | | 3 | Implemented 4 of the above-listed indicators | 81% to 90% of the school personnel and stakeholders participated in any of the listed opportunities within the rating period | | | | | | |
| | | | | | 2 | Implemented 3 of the above-listed indicators | 71% to 80% of the school personnel and stakeholders participated in any of the listed opportunities within the rating period | | | | | | |
| | | | | | 1 | Implemented 2 of the above-listed indicators | 61% to 70% of the school personnel and stakeholders participated in any of the listed opportunities within the rating period | | | | | | |

Enclosure 3. Part 2, Competency Assessment (sample accomplished form)

NAME: _____ : Rating Period: _____
 Position, Division _____

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

| Self-Management | |
|----------------------------|--|
| 4 | Sets personal goals and direction, needs, and development |
| 4 | Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization |
| 4 | 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 |
| 4 | Sets high quality, challenging, realistic goals for self and others |
| Professionalism and Ethics | |
| 4 | Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713) |
| 4 | Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions |
| 4 | Maintains a professional image: being trustworthy regularly of attendance and punctuality, good grooming and communication |
| 4 | Makes personal sacrifices to meet the organization's needs |
| 4 | Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness |
| Result Focus | |
| 4 | Achieve results with optimal use of time and resources most of the time |
| 4 | Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs |
| 4 | 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 |
| 4 | 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 | |
|---------------------|--|
| 4 | Willingly does one's responsibility |
| 4 | 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 |
| 4 | Works constructively and collaboratively with others across organizations to accomplish organizational goals and objectives |
| Service Orientation | |
| 4 | Can explain and articulate organizational directions, issues, and problems |
| 4 | Takes personal responsibility for dealing with and/or correcting customer service issues and concerns |
| 4 | Initiates activities that promote advocacy for men and women empowerment |
| 4 | Participates in updating of office vision, mission, mandates, and strategies based on DepEd strategies and directions |
| 4 | Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery |
| Innovation | |
| 4 | 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) |
| 4 | Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results |
| 4 | 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 |
| 4 | Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources |

LEADERSHIP

| 4 | 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 |
|-------------------------------|--|
| 4 | Persuades, convinces or influences others, in order to have a specific impact or effect |
| 4 | "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 |
| 4 | 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 | |
| 4 | 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) |
| 4 | Sets performance standards and measures progress of employees based on office and department targets |
| 4 | Provides feedback and technical assistance such as coaching for performance improvement and action planning |
| 4 | States performance expectations clearly and checks understanding and commitment |
| 4 | Performs all the stages of result-based performance management system supported by evidence and required documents/forms |
| People Development | |
| 4 | Improves the skills and effectiveness of individuals through employing a range of development strategies |
| 4 | Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect |
| 4 | 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 |
| 4 | Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals |

OVERALL COMPETENCY RATINGS

| | |
|------------------------------|-------|
| Core Behavioral Competencies | 3.967 |
| Core Skills | 4.000 |
| Overall Rating: | 3.983 |

Enclosure 4. Part 3, Summary of Rating for Discussion

PART III: SUMMARY OF RATING FOR DISCUSSION

| Final Performance Results | Rating | Adjectival Rating |
|--|--------|-------------------|
| Accomplishments of KRAs and Objectives | | |

Rater - Ratee Agreement

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

| | |
|---|--|
| Name of Employee: (School Head) | Name of Superior: (OIC-ASDS) |
| _____ Signature | _____ Signature |
| Date: _____ | Date: _____ |

Enclosure 5. Part 4, Development Plan

PART IV: DEVELOPMENT PLANS (sample only)

| Strengths | Development Needs | Action Plan (Recommended Developmental Intervention) | Timeline | Resource Needed |
|--|---|---|--------------------------|--------------------------------------|
| Self-Management Teamwork Service Orientation Innovation | Making specific changes in the system or in own work methods to improve performance | Implementing efficiently existing and new work systems to prioritize client satisfaction while adhering to existing DepEd standards and guidelines | January to December 2022 | Human, Material, Financial resources |
| | Performing all stages of result-based performance management system | Ensure that all phases of the RPMS cycle are conducted within the time frame Planning – January Coaching/Mentoring – Feb to June and August to October Review – July (midyear); Nov (year-end) Rewards/Recognition - December | January to December 2022 | Human, Material, Financial resources |

OIC-ASDS
Rater

SCHOOL HEAD
Ratee

SDS
Approving Authority