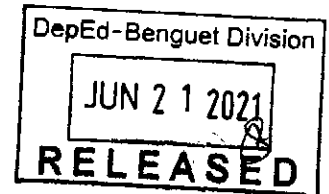




Republic of the Philippines
Department of Education
Cordillera Administrative Region
Schools Division of Benguet



May 28, 2021

DIVISION MEMORANDUM

No. 228 s. 2021

To: ALL Public Schools District Supervisors
ALL Elementary and Secondary School Heads
ALL Others Concerned

SUBJECT: REORGANIZATION AND CONTEXTUALIZATION OF THE DIVISION PERFORMANCE MANAGEMENT COMMITTEE AND GUIDELINES ON THE ESTABLISHMENT OF THE RESULT-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)

1. Relative to DepEd Order No. 2 series of 2015 - , **RE: GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION OF THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)**
The Division Performance Committee reorganized and contextualized guidelines is hereby issued.
2. This policy is built on the creation and development of Division and School Performance Management Committee and requiring all institution to create its own guidelines to effectively implement the said Order.
3. This issuance repeals other issuances, rules and regulations, and provisions which are inconsistent with this policy. These provisions shall be rescinded or modified accordingly.
4. Further, all schools are required to create its own School Performance Management Committee specifying their duties and responsibilities. Kindly submit a copy of the list of School PMT to the Office the SGOD Chief on or before August 31, 2021.
5. Immediate dissemination of and strict compliance with this Order is directed.

GLORIA B. BUYA-AO
Schools Division Superintendent



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Schools Division of Benguet

**GUIDELINES ON THE ESTABLISHMENT AND IMPLEMENTATION OF THE PERFORMANCE
MANAGEMENT SYSTEM IN THE DEPARTMENT OF EDUCATION**

I. Rationale

1. The Civil Service Commission (CSC), through the issuance of Memorandum Circular (MC) No. 06, series of 2021, sets the guidelines on the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies. The SPMS gives emphasis to the strategic alignment of the agency's thrusts with the day-today operation of the units and individual personnel within the organization. It focuses on measures of performance vis-à-vis the targeted milestones and provides a credible and verifiable basis for assessing the organizational outcomes and the collective performance of the government employees.
2. As a learner-centered institution, the Department of Education (DepEd) Schools Division of B is committed to continuously improve itself to better serve the Filipino learners and the community. The adoption of the SPMS in DepEd strengthens the culture of performance and accountability in the agency, with the DepEd's mandate, vision, and mission at its core.
3. There is a need to concretize the linkage between the organizational thrusts and the performance management system. It is important to ensure organizational effectiveness and track individual improvement and efficiency by cascading the institutional accountabilities to the various levels, units, and individual personnel, as anchored on the establishment of a rational and factual basis for performance targets and measures. Finally, it is necessary to link the SPMS with other systems relating to human resources and to ensure adherence to the principle of performance-based tenure and incentives.
4. In view of the above, this Order aims to adopt the SPMS as the Result-based Performance Management System (RPMS).

II. Scope of Policy

1. This DepEd order provides for the establishment and implementation of the RPMS in all DepEd schools and offices, covering all officials and employees, school-based and non-school-based, in the Department holding regular plantilla positions. It stipulates the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation, and development planning.
2. The following personnel shall likewise be covered by these guidelines but for purposes of performance evaluation only:
 - i. Personnel under contracts of service/job under, pursuant to CSC MC No. 17, s. 2002 entitled "Policy Guidelines for Contract of Services", and
 - ii. LGU-funded employees.

III. Definition of Terms and Acronyms

1. For this Order, the following terms shall be defined and understood as:
 - i. **COMPENDIUM** refers to the job description or duties and responsibilities of each employee.



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meeting of the division office to discuss the accomplishments and output of the office.

iv. **Head of Office** refers to the approving authority enumerated below.



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- vi. **Individual Professional Development Plan (IPDP)** refers to the written plan of each employee outlining each employees goals and steps needs to take to meet the goals.
- vii. **Key Result Area (KRA)** is a broad category of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why an office and/or job exist. It in an area where the office and/or individual employee are expected to focus on.
- viii. **Major Final Output (MFO)** is a good or service that an organization, unit and/or individual personnel is mandated to deliver to internal and external clients through the achievement of specific objectives under the key result areas.
- ix. **Non School-based Personnel** include all regular/permanent, LGU-funded and contract of service/job order personnel assigned and/or detailed in DepEd offices, from the central office to the schools division office.
- x. **Objective** is a specific task that an office and/or individual employee needs to do to achieve the major final outputs under the key result areas.
- xi. **Office Performance Commitment and review Form (OPCRF)** is the form that shall reflect the office commitments and performance, which shall be accomplished by the head of office.
- xii. **Performance Based Bonus (PBB)** is a top-up bonus given to government personnel in accordance with their contributions to the accomplishment of the organization's overall targets and commitments.
- xiii. **Performance Indicator (PI)** is ab exact qualification of objectives, which shall serve as an assessment tool that gauges whether a performance is positive or negative.
- xiv. **Performance Management System (PMS)** is a mechanism to manage, monitor and measure performance.
- xv. **Performance Monitoring and Coaching Form (PMCF)** is the form intended for capturing the significant incidents.
- xvi. **Planning Office.** The following are the designated Planning Offices at each level:
 - a. Schools Division Office – Division Planning Unit
 - b. School – School Planning Team
- xvii. **Qualification Standards (QS)** are the minimum and basic requirements for positions in the government. These shall serve as the basic guide on the selection of personnel and in the evaluation of appointments to all positions in the government.



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-
- xviii. **Ratee** refers to the individual employee concerned.
- xix. **Rater** refers to the immediate superior who directly supervises the performance of the individual employee and gives rating for the approval of the head of office at the end of the rating period based on the performance measures.
- xx. **Results-based Performance Management System (RPMS)** refers to the DepEd contextualized SPMS. It is an organization-wide process of ensuring that employees focus work efforts towards achieving DepEd vision, mission, values, and strategic priorities. It is also a mechanism to manage, monitor and measure performance, and identify human resource and organizational development needs.
- xxi. **School-based Personnel** include all regular/permanent, LGU-funded and contract of service/job order teaching, teaching-related and non-teaching personnel assigned and/or detailed in the schools including mobile teachers.
- xxii. **SMART Criteria** refers to the criteria by which the objectives are identified. The SMART stands for Specific, Measurable, Attainable, Relevant, Time Bound.
- xxiii. **Strategic Performance Management System (SPMS)** refers to the CSC PMS that gives emphasis to the strategic alignment of the organizational goals with the day-to-day operation of units and individual personnel.
2. The following acronyms shall be used throughout this order to mean:
- CSC – Civil Service Commission
 - HR – Human Resource
 - HRD – Human Resource Division
 - HRMO – Human Resource Management Office
 - MC – Memorandum Circular
 - PMC – Performance Management Committee
 - SDO – Schools Division Office

IV. Policy Statement

- The DepEd hereby set the guidelines on the establishment and implementation of the Results-based Performance Management System (RPMS) in the Department, stipulating the strategies, methods, tools, and rewards for assessing the accomplishments vis-à-vis the commitments. This will be used for measuring and rewarding higher levels of performance of the various units and development planning of all personnel in all levels.
- For non-school based personnel, the RPMS shall provide for an objective and verifiable basis for rating and ranking the performance of units and individual personnel in view of the granting of the Performance-Based Bonus (PBB) guidelines.



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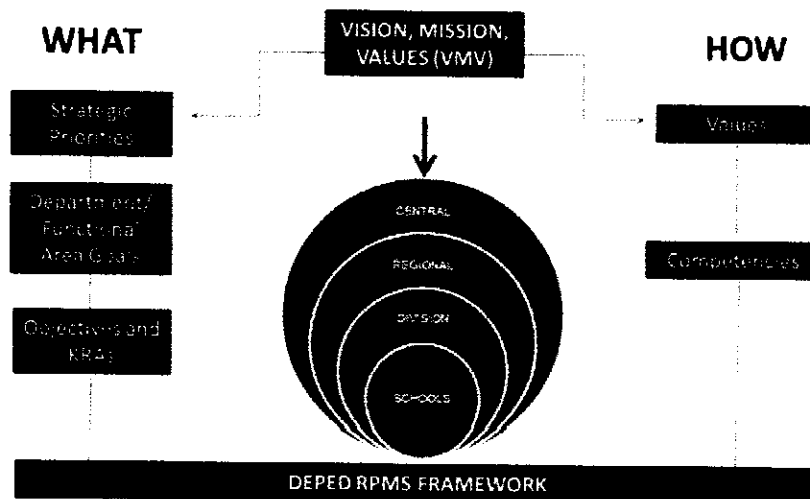




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3. For school-based personnel, the RPMS shall be used only as an appraisal tool, which shall be the basis for training and development. The granting of PBB shall be governed by the existing PBB guidelines.
4. The Schools Division Office shall adopt the RPMS framework as shown below:

Figure 1. DepEd RPMS Framework



It illustrates in the left-hand side WHAT needs to be achieved from the central level down to the schools to succeed. Strategic priorities are broken down to Departmental/Functional Area Goals, which are translated into individual Key Results Areas (KRAs) and Objectives. This shall enable units and individual employees contribute to the organizational success. On the other hand, the right-hand side of the framework refers to HOW the success indicators are supposed to be achieved. The organizational values are specified into sets of competencies which the individual employees demonstrate in performing their tasks.

5. The Schools Division RPMS shall follow the four-stage performance management system cycle as prescribed by the CSC:
 - i. Performance planning and commitment (Phase I)
 - ii. Performance monitoring and coaching (Phase II)
 - iii. Performance review and evaluation (Phase III); and
 - iv. Performance rewarding and development planning (Phase IV).

V. Performance Cycle/Process

1. The RPMS shall align the performance targets and accomplishments with the Department's mandate, vision, mission, and strategic goals. It shall ensure 100% results orientation vis-a-vis



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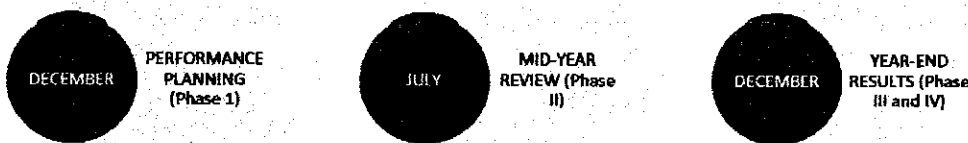
the planned targets. On the other hand, the ratee's demonstration of the required competencies for developmental purposes only.

2. The RPMS cycle shall cover performance for one whole year. All school-based personnel shall follow a performance cycle starting in April of the current school year and ending in March of the following year, while non-school-based personnel shall follow a performance cycle starting in January and ending in December.

Figure 2. RPMS Cycle for School-Based Personnel



Figure 3. RPMS Cycle for Non School-Based Personnel



3. The performance planning and commitment shall be done prior to the beginning of the performance cycle; while the performance monitoring and coaching shall take place immediately after Phase I and continue throughout the performance cycle. The performance review and evaluation, as well as the performance rewarding and development planning shall be done at the end of the performance cycle.

A. Phase I: Performance Planning and Commitment

1. The performance planning and commitment shall be done at the division level (based on the OPCR of the region) prior to the start of the performance cycle where the rater meets the ratee to discuss and agree on the following:
 - i. Office KRAs, Objectives and Performance Indicators as anchored to the overall organizational outcomes; and
 - ii. Individual KRAs, Objectives and Performance Indicators as anchored to the Office KRAs and Objectives.



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- The Office Performance Commitment and Review Form (OPCRF) of the division shall be accomplished by the division employees to reflect the Office KRAs, Objectives and Performance Indicators. The head of office, in coordination with the Planning Office, shall ensure alignment of the office plans and commitments to the overall organizational outcomes. The OPCRf shall be equivalent to the IPCRF of the head of section/unit. Example is shown below:

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

		OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)					
Name of Office/Section/Unit: _____ Name, Position and Office / Division of the employee and the Rating Period: _____ Name, Position of Head and Office/Division: _____							
PERFORMANCE INDICATORS		PERFORMANCE RATING					
	Date	Frequency	Indicator	Objective	Rating	Remarks	Overall Rating
* To get the score, the rating is multiplied by the weight assigned						OVERALL RATING AND ACCREDITED STATUS	
The rater who approves the OPCRf, Objectives and the signs on the Performance Planning and		after signing with his / her name, the rater signs this part of the form as the Performance Planning and Commitment		The approving authority signs this part for the performance rating			
Rater		Rater		Approving Authority			

OPCRF (2016) Form for Head of Office (1)

	Outstanding	Fully meets or exceeds an extraordinary level of achievement and performance in terms of quality and time. Exceeds goals and objectives, regularly, creating and resolving problems at the performance level should have demonstrated exceptional performance in all major areas of responsibility. Employee achievement and contributions to the organization are of national significance.
	Very Satisfactory	Exceeds expected expectations. All goals, objectives and tasks were achieved above the established standards.
	Satisfactory	Performance met expectations in terms of quality, quantity, efficiency and timeliness. The OPCRf goals and objectives were met.
	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the main OPCRf goals were not met.
	Not	Performance does not meet expectations. Major OPCRf goals were not met.

This scale was based on the Civil Service Commission Memorandum Order No. 24, series of 1992 (2002) and the guidelines on the administration and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

4.00 - 5.00	Outstanding	Fully meets or exceeds an extraordinary level of achievement and performance in terms of quality and time. Exceeds goals and objectives, regularly, creating and resolving problems at the performance level should have demonstrated exceptional performance in all major areas of responsibility. Employee achievement and contributions to the organization are of national significance.
3.00 - 3.99	Very Satisfactory	Exceeds expected expectations. All goals, objectives and tasks were achieved above the established standards.
2.00 - 2.99	Satisfactory	Performance met expectations in terms of quality, quantity, efficiency and timeliness. The OPCRf goals and objectives were met.
1.00 - 1.99	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the main OPCRf goals were not met.
0.00 - 0.99	Not	Performance does not meet expectations. Major OPCRf goals were not met.

Based on the Department of Education Order No. 10, series of 2012 (2012) and the guidelines on the administration and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

Guidelines and Remarks

- A Guidance Committee shall be created at each level of the organization to set or establish standards that pertain to the performance of tasks.
- The office performance assessment is processed in the performance review and appraisal system that is fair and not discriminatory. Any issue raised in the initial performance assessment of an office shall be discussed and resolved during the performance review conference.
- Individual employees who are assigned or detailed with this final performance rating can be re-assigned with the Guidance Committee at a level that is not below the 200 working days that are a result of action of this final performance evaluation rating from the year. The issue regarding such shall be referred to the performance review conference.

Completion: 100% or otherwise per organizational business, in evaluating the performance of an employee, the rating shall be used as a basis for the following:

1. The basis of the Civil Service Commission's Order No. 24, series of 1992 (2002) and the guidelines on the administration and implementation of the Strategic Performance Management System (SPMS) in all government agencies.
2. The basis of the Civil Service Commission's Order No. 24, series of 1992 (2002) and the guidelines on the administration and implementation of the Strategic Performance Management System (SPMS) in all government agencies.
3. The basis of the Civil Service Commission's Order No. 24, series of 1992 (2002) and the guidelines on the administration and implementation of the Strategic Performance Management System (SPMS) in all government agencies.



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PART II: COMPETENCIES		
<p>CORE BEHAVIORAL COMPETENCIES</p> <p>Self-Management</p> <ul style="list-style-type: none"> • Sets personal goals and direction, needs, and development • Undertakes personal actions and behaviors that are clear and purposeful and takes into account personal goals and values congruent to that of the organization. • Exhibits responsibility and enthusiasm for work as challenged by higher goals. • Meets work tasks and objectives through (a)di planning, (b)di planning, etc. to achieve goals. • Sets high quality, challenging, realistic goals for self and others. <p>Professionalism and Ethics</p> <ul style="list-style-type: none"> • Demonstrates the values and behaviors enshrined in the Code of Conduct and Ethical Standards for public officials and employees (RA 6713) • Practices ethical and professional behavior and conduct (using good judgment) in the interest of higher actions and decisions. • Shows high professional image, sound judgment, integrity, and attendance and punctuality, good grooming and composure. • Upholds personal conduct to meet the organization's needs. • Acts with a sense of urgency and responsibility to meet the organization's needs, or those of others and help others improve their effectiveness. <p>Team Player</p> <ul style="list-style-type: none"> • Approves results with optimal use of time and resources more of the team • Assists, mentors, coaches and supports through effective work methods by sharing organizational needs before performing work. • Delivers work for unique need of the team by understanding its specific requirements, identifies clearly and consistently, asks to produce work satisfactory quality of work in terms of timeliness, acceptability and cost effectiveness with no supervision required. • Expresses a desire to do better and show personal initiative in work performance. May focus on more or more precise work methods to improve performance. Examples may include being speedier better, faster, or a better way, more of the work, or improving quality, customer satisfaction, morale, volume of work and quality cost. 	<p>Teamwork</p> <ul style="list-style-type: none"> • Identifies clear lines of responsibility • Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization • Applies negotiation and conflict resolution skills to work agreements • Develops strategy and team leadership of discipline • Shows concern and collaboration with others and active engagement in acceptance of organizational goals and objectives <p>Service Orientation</p> <ul style="list-style-type: none"> • Can respond and provide organizational direction, ideas and programs • Takes personal responsibility for leading self and/or directing customer service teams and centers • Meets customer that provides solutions for new and existing requirements • Participates in setting of office vision, mission, vision and strategies based on organizational strategy and direction • Develops and implements service improvement programs through simplified procedures that enhance customer service delivery <p>Innovation</p> <ul style="list-style-type: none"> • Identifies the root cause of problems and suggests effective solutions. Takes own ideas, practices, and suggests better ways to do things that improve operational efficiency • Demonstrates an ability to think beyond the box. Consistently focuses on improving personal productivity to create higher value and results • Initiates a creative process and invites to - partners to develop original ideas or solutions • Transforms creative thinking into tangible strength and initiatives that improve the work and organization • Uses rigorous methods to document, measure, track, demonstrate, report and use the ability to succeed with minimal resources 	<p>CORE SKILLS</p> <p>Oral Communication</p> <ul style="list-style-type: none"> • Takes notes on key points • Summarizes key points, facts and information • Uses appropriate medium for the message • Adjust content according to audience • Creates decisions between and among peers to meet an objective <p>Written Communication</p> <ul style="list-style-type: none"> • Shows the different writing formats (memorandum format used in the Office) • Writes routine correspondence (memoranda, circulars, and descriptive report based on readily available information data with minimal writing or grammatical errors in a correct, readable and logical manner that requires minimum (i.e., direction, inclusion, inclusion, sequencing) for specific purposes • Performs writing, numbers, graphics, statistics and content, if necessary • Demonstrates clarity, focus, impact, conciseness and effectiveness in higher written communication <p>Competency Skills</p> <ul style="list-style-type: none"> • Performs basic competencies (i.e., ethics, integrity, accountability and ethics) presentation using sound reasoning and facts • Applies relevant computer skills, facts, the computer system, and work in a given task with acceptable speed and accuracy and consistent customer friendly (i.e., prompt, courteous, professional) manner • Presents work presentation using resources • Utilizes knowledge to access information to enhance professional productivity, skills, or conducting research and gathering performance level and global information resources • Incorporates application and updated technology to enhance productivity and performance practice <p style="text-align: center;">OVERALL COMPETENCY RATING</p> <p>CORE BEHAVIORAL COMPETENCIES: <input type="checkbox"/></p> <p>CORE SKILLS: <input type="checkbox"/></p> <p>OVERALL RATING: <input type="checkbox"/></p>

PART III: SUMMARY OF RATINGS FOR DISCUSSION				
Final Performance Results	Rating	Adjusted Rating		
Accomplishment of MRA and Objectives				
<p>Rating - Rating Agreement</p> <p>The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; padding: 5px;"> <p>Name of Employee: _____</p> <p>Signature: _____</p> <p>Date: _____</p> </td> <td style="width: 50%; border: none; padding: 5px;"> <p>Name of Superior: _____</p> <p>Signature: _____</p> <p>Date: _____</p> </td> </tr> </table>			<p>Name of Employee: _____</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Name of Superior: _____</p> <p>Signature: _____</p> <p>Date: _____</p>
<p>Name of Employee: _____</p> <p>Signature: _____</p> <p>Date: _____</p>	<p>Name of Superior: _____</p> <p>Signature: _____</p> <p>Date: _____</p>			
PART IV: DEVELOPMENT PLANS				
Strengths	Development Needs	Action Plan (Recommended Developmental Interventions)	Timeline	Resources Needed
The rater points on Strengths and demonstration of Competencies and the Strengths	The rater points on Strengths and demonstration of Competencies and the Development Needs			
The rater signs after agreeing with the rater	The rater signs after agreeing with the rater	The approving authority signs after agreeing with the rater		
Rater	Rater	Approving Authority		

DEPED FORMS Form for Head of Office / I
 (MRA) - (MRA) Form for Teacher / I



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3. The Individual Performance Commitment and Review Form (IPCRF) shall be accomplished by the individual personnel to reflect the agreed Individual KRAs, Objectives and Performance Indicators. A sample is shown below.

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM (IPCRF)

Name, Position and Division / School of the employee and the Rating Period: _____

Reporting Period: _____

Grade & Number of Years Teaching: _____

Objectives	Performance Rating					Overall Rating		
	1	2	3	4	5	A	B	C
<p style="font-size: small;">* To get the year, the rating is multiplied by the weight assigned</p>								

Overall Rating: _____
 Accomplishments: _____

The ratee who prepared the plan, checked and initialed at the Performance Planning and Review stage.
Ratee

After agreeing with his / her ratee, the rater signs this part of the form at the Performance Planning and Review stage.
Rater

The approving authority signs this part for the ratee's weight rating.
Approving Authority

IPCRF Form for Year 1

Rating	Description
5	Outstanding Performance represents an extraordinary level of achievement and commitment in terms of skills and their technical skills and knowledge, integrity, initiative and positive attitude. The performance level should have demonstrated exceptional results in all major areas of responsibility. Employee's assignment and distribution of the organization are of marked excellence.
4	Very Satisfactory Performance has exceeded expectations in goal, objectives and major areas of responsibility. Performance level is consistently above the established goal range.
3	Satisfactory Performance that meets expectations in terms of quality of work, skills and initiative. The most critical goals were met. Performance is below expectations, and at least one of the most critical goals were not met.
2	Unsatisfactory Performance did not meet expectations, critical assignments were not completed. Critical goals were not met. Significant improvement is needed in key or critical assignment areas.

This rating scale is based on the Civil Service Commission Memorandum Order No. 56, series of 2012 and the guidelines in the manual version and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

Rating	Weight
5	5.00 - 5.000
4	4.00 - 4.000
3	3.00 - 3.000
2	2.00 - 2.000
1	1.00 - 1.000

Weight rating/percentage for the accomplishment level for which the employee sign the ratings and shall be a three (3) decimal place.

Rating	Weight
5	5.00 - 5.000
4	4.00 - 4.000
3	3.00 - 3.000
2	2.00 - 2.000
1	1.00 - 1.000

Age of Investments: Ratings achieved by the ratee can only be used as data for reference by the ratee.

Comments shall be submitted for development purposes in evaluating the performance of employees. The rating scale shall also be used.

Comments in evaluating the individual performance rating:

The Committee members shall analyze the reports and in one (1) month then accept figures subject to any necessary clarifications and submit the summary of findings to the Committee members for their review. The member of the District Grievance Committee is applicable to the Regional Grievance Committee, which decision is in full compliance to the Central Office Grievance Committee.

The decisions of the Central Office Grievance Committee is final.



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PART II: COMPETENCIES		
<p>COMMUNICATIONAL COMPETENCIES</p> <p>Self-Management</p> <ul style="list-style-type: none"> Sets personal goals and timelines, needs and development Understands personal values and opinions that are clear and purposeful and takes into account personal goals and values congruent to that of the organization Displays effective attitude for job performance for one's challenged by higher goals Prioritizes work tasks and schedules through Gantt charts, check lists, etc. to achieve goals Sets high quality, challenging, realistic goals for self and others <p>Performance and Ethics</p> <ul style="list-style-type: none"> Demonstrates the values and behavior embedded in the Service Contract and Ethical Standards for public officials and employees (SCSE 0123) Practices ethical and professional standards and conduct using the accounts (the impact of his/her actions and decisions) Maintains a professional image, being trustworthy, integrity of attendance and good quality of work and service Manages personal resources to meet the organization's needs Acts with a sense of urgency and responsibility to meet the organization's needs, resolve concerns and help others improve their effectiveness <p>Result Areas</p> <ul style="list-style-type: none"> Addresses needs with optimum use of time and resources based on the level Builds power, abilities and wisdom through effective work methods by sharing organizational needs beyond personal needs Engages other key players and stakeholders in the work by explaining to standard operating procedure, security, and commitment, etc. to produce work satisfactorily and quality in terms of staff, funds, compliance and responsiveness with no supervision required Expresses a desire to do better and share wisdom, illustration of needs or performance, etc. to the supervisor or to the work, resulting in improved performance. Examples may include using something better, better, or a new tool, more efficient or anything to do, customer satisfaction, making, writing, writing and specific goal 	<p>Teamwork</p> <ul style="list-style-type: none"> Working with higher levels of responsibility Provides collaboration and resolves barriers to teamwork and goal accomplishment across the organization Applies negotiation concepts in arriving at win-win agreements Shows confidence and respect for the knowledge of others Works collaboratively and collaboratively with others and seeks opportunities to accomplish organizational goals and objectives <p>Service Orientation</p> <ul style="list-style-type: none"> Can organize and articulate organizational structure, history and mission Takes personal accountability for working with and/or correcting customer service issues and concerns Has the intention that promotes advantage for him- and others' organizations Participates in activities of other units, regions, divisions and agencies based on formal assignments and requests Develops and initiates service improvement programs through structured processes that will foster effective service delivery <p>Initiation</p> <ul style="list-style-type: none"> Expresses the real issues of projects and suggests effective solutions. Takes new ideas, projects and subjects before ways to do things better and/or operational efficiency Communicates an ability to think "outside the box". Comes up with ideas and makes them work Initiates a creative climate and inspires co-workers to develop original ideas or solutions Transforms creative thinking into tangible changes and systems that improve the work and are operational Uses systematic methods to accomplish responsibilities, demonstrate responsibilities and the ability to succeed with diverse resources 	<p>CORE SKILLS</p> <p>Oral Communication</p> <ul style="list-style-type: none"> Communicates effectively verbally Engages with clients, students and staff Uses appropriate methods for the role Adheres to communication rules to others Conveys directions between and among groups to meet an objective <p>Written Communication</p> <ul style="list-style-type: none"> Writes the effective written business communication reports and to the clients Writes routine correspondence, memorandums, minutes and descriptive reports based on readily available information and internal speaking or presentation skills in a timely, accurate, etc. Writes effective team reports, reflections, etc. (Diagrams, timelines, notes, minutes, etc.) for use by agencies Uses sign, audio, written, presentable and correct, if necessary Demonstrates clear, logical, precise, concise and professional in his/her written communication <p>Computer/ICT Skills</p> <ul style="list-style-type: none"> Prepares basic computer skills (e.g., letters, reports, spreadsheets) and digital presentation using word processing and Excel Identifies effective computer skills, uses the computer skills, and work on a given task with acceptable speed and accuracy and without computer peripherals (e.g., printer, scanner, multimedia projector, etc.) Prepares simple presentation using PowerPoint Utilizes techniques to access information to enhance professional conduct (e.g., using in conducting research and using law go through face and global professional networks) Applies basic computer and updated technology to enhance productivity and professional practice <p style="text-align: center;">OVERALL COMPETENCY RATINGS</p> <p>COMMUNICATIONAL COMPETENCIES <input type="checkbox"/></p> <p>CORE SKILLS <input type="checkbox"/></p> <p>OVERALL RATING <input type="checkbox"/></p>

PART III: SUMMARY OF RATINGS FOR DISCUSSION								
Final Performance Results	Rating	Adjectival Rating						
Accomplishments of IRAs and Objectives								
<div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater gives the final rating at the end of the performance cycle</div>								
<p>Rater - Rater Acknowledgment</p> <p>The signatories below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;">Name of Employee</td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;">Name of Supervisor</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 5px;">Signature</td> <td style="border-bottom: 1px solid black; padding: 5px;">Signature</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 5px;">Date</td> <td style="border-bottom: 1px solid black; padding: 5px;">Date</td> </tr> </table> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater signs here after agreeing with the rater on his / her final rating</div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater signs here after agreeing with the rater on his / her final rating</div> </div> </div>			Name of Employee	Name of Supervisor	Signature	Signature	Date	Date
Name of Employee	Name of Supervisor							
Signature	Signature							
Date	Date							
PART IV: DEVELOPMENT PLANS								
Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed				
<div style="border: 1px solid black; padding: 5px; width: 80%; margin: auto;">The highest point or levels and demonstration of Competencies are the strengths</div>	<div style="border: 1px solid black; padding: 5px; width: 80%; margin: auto;">The lowest point or levels and demonstration of Competencies are the development needs</div>							
<div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater signs after agreeing with the rater</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater signs after agreeing with the rater</div>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">The rater signs after agreeing with the rater</div>						
Rater	Rater	Approving Authority						

4. **Defining the Key Result Areas.** The Head of Office, in coordination with the Planning Office, shall define the office KRAs anchored on the overall organizational outcomes. The rater and



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ratee shall discuss and agree on the breakdown of the office KRAs into individual KRAs. Three (3) to five (5) KRAs shall be defined for each section/unit and individual employee.

KRAs are broad categories of general outputs or outcomes. It is the mandate or function of the office and/or individual employee. The KRA is the reason why an office and/or job exist. It is an area where the office and/or individual employee are expected to focus on.

5. **Setting the Objectives.** The Head of Office shall set three (3) objectives per section/unit KRA. The rater and the ratee shall discuss and agree on three (3) objectives per individual KRA. Objectives are specific tasks, which an office and/or employee need to do to achieve their specific KRAs. In objective setting, the SMART criteria, which stands for Specific, Measurable, Attainable, Relevant, Time Bound, shall be applied. The SMART criteria are illustrated below:

Table 2. SMART Table

Specific	Well-written objectives are stated in specific terms to avoid any confusion about what is to occur or what is to improve. They define results to be accomplished within the scope of the job.
Measurable	It is important to define measurements that enable progress to be determined and results to be measured. A measurable objective defines quantity, cost or quality. Effectiveness can include both quality and quantity. Efficiency is to measure cost specifically: money spent, percentage over or under budget, rework or waste.
Attainable	Should be challenging yet attainable, something the person can influence to effect change or ensure results.
Relevance	Objectives that state your share of specific department/functional areas goals. Aligned with the directions of the unit.
Time Bounded	Objectives must be time bound.

6. **Setting the Timeline.** The timeline shall define the target date for accomplishing each of the objectives. The timeline for the office objectives shall be set by the Office of the Assistant Schools' Superintendent in coordination with the Planning Office and Performance Management Committee for the Division level and School Planning Team for the school level; while the timeline for the individual objectives shall be discussed and agreed by the rater and ratee.
7. **Assigning the Weight.** Assigning of weights shall be done per KRA. Weights for each office KRA shall be assigned by the office of the assistant to the schools' division in coordination with the Planning Office; while the weights for each of the individual KRAs shall be discussed and agreed upon by the rater and the ratee.
8. **Identifying the Performance Indicators.** Using a five (5)-point rating scale, the office of the assistant schools' division shall identify a performance indicator for each of the office objectives,



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while the rater and the ratee shall identify and agree on the performance indicator for each of the individual objectives.

Performance indicators are exact quantification of objectives expressed through rubrics. They are assessment tools, which gauge whether a performance is positive or negative.

In identifying the performance indicator, the operational definition or meaning of each numerical rating shall be indicated under each relevant dimension (i.e., quality, efficiency, or timeliness) per performance target or success indicator. This shall ensure that the rating is objective, impartial and verifiable. Table 3 below discusses the performance measures by which the indicator must satisfy.

Table 3. Performance Measures

CATEGORY	DEFINITION
Effectiveness/ Quality	To extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and to the extent to which targeted problems are solved. In management, effectiveness relates to getting the right things done.
Efficiency	The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort.
Timeliness	Measures whether the deliverable was done on time based on the requirements of the rules and regulations, and/or clients/ stakeholders. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.

9. **Demonstration of Competencies.** During Phase 1, the rater shall discuss with the ratee the competencies required of the individual personnel.
Competencies are defined as the knowledge, skills, and behavior that individuals demonstrate in achieving one's results. Competencies shall uphold the DepEd's core values. They represent the way individuals define and live the values.
10. Schools Division Office shall adopt four classes of competencies as follows:
 - i. Core behavioral competencies are competencies, which cut across the organization;
 - ii. Leadership competencies are competencies intended for managerial positions;
 - a. Chiefs and Assistant Chiefs
 - b. School Heads and Department Heads
 - iii. Staff Core Skills are competencies intended for staff and teaching-related personnel; and
 - iv. Teaching competencies are competencies intended for teachers.



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11. The ratee's demonstration of the required competencies shall be monitored to effectively plan the interventions needed for behavioral and professional development. The assessment in the demonstration of competencies shall not be reflected in the final rating.
12. **Reaching Agreement.** Once the office and individual KRAs, Objectives, and Performance Indicators are clearly defined, the rater and the ratee shall commit and reach an agreement by signing the OPCRF and IPCRF. The signed/ approved OPCRF and IPCRF shall be the basis for monitoring and assessment, which shall take place in Phase II and II, respectively.

13. Below is the process flow, responsible persons and forms to accomplish in Phase I:

TASK/ACTIVITY	PERSON(S) RESPONSIBLE	FORMS
Prepare SDO OPCRF based on previous OPCRF, Strategic Plans (DAIP) and Compendium	Planning Section/Unit	SDO OPCRF
↓		
Present output to PMC members, Heads of Offices and Program Coordinators for adjustment and consultation	HRMO Planning Section Performance Management Committee Heads of Offices	SDO OPCRF
↓		
Finalize SDO OPCRF	Planning Section	SDO OPCRF
↓		
Present final SDO OPCRF to division chief ESs (CID and SGOD) and section heads	Planning Section	SDO OPCRF
↓		
Prepare memo indicating the submission of Division OPCRF and IPCRF of all individual employee	HRMO	Memo, Calendar
↓		
Prepare CID and SGOD OPCRF and IPCRF of all individual employees with IPDP	Division Chief, Unit Heads, and Individual Employees	Chief OPCRF, IPCRF, IPDP
↓		
Submit all OPCRF and IPCRF Plan to the Records Section, to be forwarded to the approving authority	Individual Employee and Records Section	Logbook
↓		
Prepare list of personnel who submitted his/her IPCRF		Matrix of List of Summary of Personnel who submitted



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B. Phase II: Performance Monitoring and Coaching

1. The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives and Performance Indicators, and sign the OPCR and IPCRF. This shall be done throughout the year.
2. The two (2) main components of Phase II are the following:
 - i. Performance monitoring; and
 - ii. Coaching and feedback.
3. Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.

Performance monitoring shall be the responsibility of both the rater and the ratee who agree to track and record significant incidents using the Performance Monitoring and Coaching Form (PMCF) shown in below. Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented.

Table 4. Performance Monitoring and Coaching Form

No.	OBJECTIVES	DURATION/TIMELINE	ACTUAL ACCOMPLISHMENT / OUTPUT	MEANS OF VERIFICATION	AGREEMENT	SIGNATURE OF RATER & RATEE	DATE

4. Coaching and feedback shall be a continuous process. Coaching and feedback shall be provided by the rater and/or shall be sought by the ratee to improve work performance and behavior.

The rater, as the coach or mentor of the ratee, playing a critical role in their performance monitoring and coaching, shall provide an enabling environment and intervention to improve the office performance and to manage and develop individual potentials.

5. The PMCF shall capture the significant incidents. It shall provide a record of demonstrated behaviors, competencies, and performance, and shall be an effective substitute in the absence of quantifiable data. The rater and the ratee shall sign each significant incident recorded in the PMCF to ensure the agreement has been reached.



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6. Below is the process flow, responsible persons and forms to accomplish in Phase II:

TASK/ACTIVITY	PERSON(S) RESPONSIBLE	FORMS
Conduct performance, coaching and feedback	Rater and Ratee	Performance and Coaching Monitoring Form
Conduct meeting/ Kumustahan per division/section	SGOD, CID, OSDS	Performance and Coaching Monitoring Form
Conduct Division Monitoring, Evaluation and Adjustment (DMEA) Meeting	School Management Monitoring and Evaluation Section, Schools Division Superintendent	Minutes of the Meeting, Attendance, Resolution
Update IPDP	Individual Employee	IPDP

C. Phase III. Performance Review and Evaluation

1. The performance review and evaluation shall be done at the end of the performance cycle to assess the office and individual employee's performance level based on the commitments and measures as contained in the signed OPCRF and IPCRF.

A mid-year review is prescribed to determine the progress in achieving the Objectives. In exceptional cases, and only if the situation warrants, a one-time recalibration of office and individual Objectives shall be allowed during the mid-year review. Sample form is shown below:

Branch Office of the Schools Division Superintendent
Department of Education
 Cordillera Administrative Region
SCHOOLS DIVISION OF BENGUET

QUALITY FORM
 INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM -
 MIDYEAR REVIEW

Document No.: SDO-BENG-CF-OSDS-AEDS-008
 Revision No.: 00
 Name of Office: Office of the ASGS
 Effective Date: October 1, 2020

Name of Employee: _____						Name of Rater: _____					
Position: _____						Position: _____					
Division/School: _____						Date of Review: _____					
Review Period: _____											
MPO	KRA	OBJECTIVES	TIMELINE	WEIGHT PER KRA	MOV	PERFORMANCE TARGET	MIDYEAR REVIEW RATING				
							RATEE		RATER		MIDYEAR REVIEW RESULTS
							Rating	Remarks	Rating	Remarks	
Rater: _____						Ratee: _____		Approving Authority: _____			
Date: _____						Date: _____		Date: _____			



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Republic of the Philippines
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SCHOOLS DIVISION OF BENGUET
QUALITY FORM
 INDIVIDUAL PERFORMANCE COMMITMENT REVIEW FORM -
 MIDYEAR REVIEW



Document No.: SDO-BENGO-OF-OSDS-ASDS-008
 Revision No.: 00
 Name of Office: Office of the ASOS
 Effective Date: October 1, 2023

Agreement:

Rater

Rater



Republic of the Philippines
 Department of Education
 Cordillera Administrative Region
SCHOOLS DIVISION OF BENGUET
QUALITY FORM
 PERFORMANCE COMMITMENT AND REVIEW
 ASSESSMENT



Document No.: SDO-BENGO-OF-OSDS-ASDS-008
 Revision No.: 00
 Name of Office: Office of the ASOS
 Effective Date: October 1, 2020

OPCR/ PCR is reviewed by SDO Benguet Performance Management Team

DATE:

NAME:		OFFICE/FUNCTION/SCHOOL:		SCORE
POSITION:		DISTRICT:		
	Submitted?		OBSERVATIONS	REMARKS / SUGGESTIONS
	Yes	No		
OPCR/PCR (Part I-IV)				
Means Of Verification				
Aligned to K/RAC?				
Reports (if applicable)				
BES				
CPP				
AIP				
WFP				
MOOE Issuance				
Summary PCR of School Personnel				
Other:				

LUCIO B. ALABAS
 CES - 3000
 Member

BEALYN A. GONZALEZ MD
 CES - 210
 Member

GLENN H. OYUN
 AO V
 Member

MARLYN CORCHETA G. GONZALEZ
 CES Representative
 Member

MARCELINO S. BALDO
 President
 Member

RODOLFO B. BUSTOS
 Member

EPITEA
 Member

FLORINDA C. PADAY
 Assistant II
 Member

FRANCISCO F. BACUR-LO JR
 AO Representative
 Member

HELENE L. KONG
 Planning Officer II
 Member

SUZAN C. DUMAS
 AO IV (Personnel)
 Member

PTA District Federation President
 Observer

GUYNANCE S. PARRIED
 EPS II - Secretariat

BERNARD S. CORDON
 AO II - Secretariat

GENEVIVE A. YOB-IL
 AO II - Secretariat

SAMUEL T. FERRER JR. EdD
 OC, Assitant Schools Division Superintendent
 PMT Chairperson



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Exceptional cases shall include instances when high level decisions are taken into effect such as changes in strategic directions, and circumstances beyond the control of the ratee such as natural and/or man-made calamities, including typhoon, earthquake, and other fortuitous events.

During the mid-year review, the rater shall inform in writing the ratee of the status of performance, in case of an Unsatisfactory or Poor Performance. Coaching, feedback, and appropriate interventions shall be provided where necessary.

2. The RPMS shall put premium on KRAs towards the realization of organizational vision, mission, strategic priorities and the OPCRF log frame. Hence, rating period for planned and/or intervening tasks shall always be supported by reports, documents, or any output as proofs of actual performance. In the absence of said bases or proofs, a particular task shall not be rated and shall be discarded.
3. **Office and Individual Performance Assessment.** The head of office, in coordination with the Planning Office, shall assess the performance of the office vis-a-vis the committed targets at the beginning of the performance cycle. The rater and the ratee shall discuss and agree on the individual assessment based on the actual accomplishments of each of the KRAs and Objectives. The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCRF and IPCRF shall be accomplished and completed by the rater and the ratee to:
 - i. Reflect actual accomplishments and results;
 - ii. Rate each of the objective;
 - iii. Compute for the score per objective;
 - iv. Determine the overall rating for accomplishments; Reach an agreement; and
 - v. Assess the competencies.
4. Initial self-rating shall be encouraged prior to the rater-ratee discussion.
5. **Actual Results.** The rater and the ratee shall discuss and agree on the actual accomplishments and results based on the performance commitments and measures made at the beginning of the rating period. They shall evaluate each objective whether it has been achieved or not. The significant incidents are reflected in the PMCF shall be considered for the actual results.
6. **Rating the Objectives.** Based on the actual accomplishments and results, each of the Objectives shall be rated using scale specified below:

Table 5. The RPMS Rating Scale

NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING OF RATING
5	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and



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		initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. Employee achievement and contributions to the organization are of marked excellence.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

The final assessment shall correspond to the adjectival description of Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory or Poor.

The range of adjectival rating is as per attached in Forms A, B and C.

7. Process for Computing the Score per KRA.

- i. The rater and ratee shall ensure that each KRA has been assigned weight according to priority.
- ii. As an option, the rater and the ratee may assign weights to objectives which shall be equal to the total weight assigned to a particular KRA.

KRA 1 – Weight assigned is 40%.

Objective 1 is 20%

Objective 2 is 10%

Objective 3 is 10%

- iii. The score per KRA shall be computed using the following formula:

Rating per KRA = Weight x Rating

Total/Final Rating = KRA 1 + KRA 2 + KRA 3 + KRA 4 (Plus Factor)

Sample Computation

KRAs	Weight per KRA	Objectives	Weight per Objectives	Rating	Score
KRA1	40	Objective 1	10%	4	0.400



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		Objective 2	20%	5	1.000
		Objective 3	10%	3	0.300
KRA2	20	Objective 1	10%	3	0.300
		Objective 2	5%	3	0.150
		Objective 3	5%	4	0.200
KRA 3	30	Objective 1	10%	4	0.400
		Objective 2	15%	3	0.450
		Objective 3	5%	3	0.150
KRA4	10	Objective 1	5%	3	0.150
Plus Factor		Objective 2	2.50%	3	0.075
		Objective 3	2.50%	4	0.100
Final Rating					3.675

8. **Plus Factor.** The plus factor shall be considered as another KRA. These are value adding accomplishments, which are not covered within the regular duties and responsibilities. The weight on the plus factor shall not exceed the weight of the highest mandated KRA.
9. **Determining the Overall Rating for Accomplishments.** The overall rating/assessment for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points:

Table 6. Adjectival Ratings

RANGE	ADJECTIVAL RATING
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
Below 1.499	Poor

10. **Reaching Agreement.** Upon determining the overall rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCRF and IPCRF.

The average rating of individual staff members should not go to higher than the collective performance assessment of the office.

11. **Assessing the Competencies.** The rater shall discuss with the ratee the set of competencies observed during the performance cycle. The competencies shall not be reflected in the final rating. Competencies shall be monitored for developmental purposes. In evaluating the individual's demonstration of competencies, the rating scale in Table 7 shall apply:

Table 7. The DepEd Competencies Scale

SCALE	DEFINITION
5	Role Model



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4	Consistently demonstrates
3	Most of the time demonstrates
2	Sometimes demonstrates
1	Rarely demonstrates

- 5 (role model) – all competency indicators
- 4 (consistently demonstrates) – four competency indicators
- 3 (most of the time demonstrates) – three competency indicators
- 2 (sometimes demonstrates) – two competency indicators
- 1 (rarely demonstrates) – one competency indicator

12. Below is the process flow, responsible persons and forms to accomplish in Phase III:

TASK/ACTIVITY	PERSON (S) RESPONSIBLE	FORMS
Make a memo on submission of first semester of IPCRF	HRMO	Memo
↓		
Present list of summarized first semester IPCRF to PMC.	HRMO	Matrix of Summary list of Employees
↓		
Assess and approve to the submitted list of summarized first semester IPCRF.		IPCRF
↓		
Submit HR matrix to rater as basis of first semester IPCRF performance rating.	HRMO	IPCRF
↓		
Discuss performance rating (first semester)	Rater and Ratee	IPRCF, Follow-up Form
↓		
Submit signed first semester IPCRF to PMC	HRMO	IPCRF
↓		
Review and assess submitted IPCRF with IPDP	PMC, TWG	
↓		
Forward submitted IPCRF to ASDS/SDS for approval then to personnel for filing and one copy to the owner	Records Section	IPCRF



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Issue a memo



Consolidate performance ratings per division.

Performance Management
 Committee Secretariat

Matrix of Summary of
 List



Extract 1 copy of IPCRF/OPCRF to be included
 as part of 201 file and 1 copy of IPDP for filing
 and reference for future trainings.

Personnel Section,
 HRDS Section

IPCRF, IPDP



Download e-copy at the google drive

HRMO

Google Drive

D. Phase IV: Performance Rewarding and Development Planning

1. The results of the performance review and evaluation shall be used in performance rewarding and development planning. This phase shall be done after Phase III.
2. The rater shall discuss and provide qualitative comments, observations and recommendations in the individual employee's performance commitment, competency assessment and significant incidents which shall be used for training and professional development. These can be written under the strengths and development needs column of the Part IV-Development Plans of the IPCRF.
3. The rater and the ratee shall identify and discuss the individual's strengths and development needs and reflect them in the Part IV – Development Plans of the IPCRF. The competencies which the ratee demonstrated consistently and the areas, where the ratee meet or exceed expectations shall be referred to as the areas where the ratee has rooms for improvement and has not met the expectations, shall be identified as the ratee's development needs.

Table 8. Development Plans

Strength	Development Needs	Action Plan (Recommended Development Intervention)	Timeline	Resources Needed

 Rater

 Ratee

4. For purposes of promotion and step increment, one (1) RPMS performance cycle shall be equivalent to two semestral rating periods.



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5. Employee development is a continuous learning process that enables the ratee to achieve his/her personal objectives within the context of the organizational goals. Employee development shall be a shared responsibility of the rater and the ratee, PMC and the Organization. The summary of Development Plans Forms shall be the basis for development planning.
6. The following steps shall be applied in development planning:
 - i. Identify the development needs;
 - ii. Set goals for meeting the development needs;
 - iii. Prepare action plans for meeting the development needs such as list of learning activities, resources and support, measures of success, among other needs;
 - iv. Implement action plans; and
 - v. Evaluate.
7. The rater, ratee and PMC shall ensure that the action plans and interventions for employee development are appropriate for the development needs and learning styles of the ratee. Below are sample activities of development action plans:
 - i. Self-managed learning;
 - ii. Benchmarking;
 - iii. Assignment to Task Forces/Committees/Special Projects;
 - iv. Job Enrichments/Redesign;
 - v. Functional cross-posting
 - vi. Seminar/Workshops;
 - vii. Formal Education/Classes;
 - viii. Developmental/Lateral Career Moves; and
 - ix. Coaching/Counseling.

7. Below is the process flow, responsible persons and forms to accomplish in Phase IV:

TASK/ACTIVITY	PERSON(S) RESPONSIBLE	FORMS
Identify personnel to be rewarded and recognized based on Performance Rating	Performance Management Committee	Matrix of Summary of List of Personnel
↓		
Conduct of Awards and Recognition Ceremony/Rites	PRAISE Committee, Finance Committee	Matrix of Summary of List of Personnel
↓		
Identify priority training needs of SDO Personnel	HRDS	TNA

VI. Uses of Performance Ratings

1. The results of the performance evaluation/assessment shall serve as inputs to the following:
 - i. Rater in identifying and providing the kinds of interventions needed, based on the development needs identified:



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- ii. Human Resource Development Section in consolidating and coordinating developmental interventions which shall form part of the HR Plan and shall be the basis for rewards and incentives;
 - iii. PMT in identifying potential PRAISE awards nominees for various awards categories such as Lingkod Bayan and Metrobank Outstanding Teachers; and
 - iv. PRAISE Committee in determining top performers of the agency who qualify for awards and incentives.
2. The DPMC shall validate the Outstanding Performance Ratings and shall recommend employees for performance-based rewards. Grants of performance-based incentives shall be based on the final ratings of employees as approved by the head of office. For Division Office, final decision shall be with the DPMC. Performance ratings shall be used as basis for promotion, training, and scholarship grants and other personnel actions.

Employees with Outstanding and Very Satisfactory Performance ratings shall be considered for the above-mentioned personnel actions and other related matters.

Employees and officials who obtained an Unsatisfactory or Poor Rating for one (1) rating period shall be provided with appropriate developmental intervention by the head of office and supervisor, in coordination with the Human Resource Development Section and Personnel Division, to address competency-related performance gaps.

3. Officials and employees who shall be on official travel, approved leave of absence, training or scholarship programs and who have already met the required minimum rating period of 90 days shall submit the performance commitment and rating report before they leave the office.
4. Employees who are on detail to another office shall be rated in their present or actual office, copy furnished their mother office. The ratings of those who were detailed or seconded to another office during the rating period shall be consolidated in the office, either the mother (plantilla) office or present office, where the employees have spent majority of their time during the rating period.

Personnel on detail should submit a copy of their performance appraisal/rating from the office where they are on detail on DepEd.

VII. Monitoring and Evaluation

A. Submission of Accomplished Forms

1. Each level shall undertake progress tracking to ensure continuous submission and compliance with this order. The following details shall be followed:

At the end of the performance cycle, file copy of accomplished and duly signed RPMS forms (OPCRF and IPCRF) shall be submitted by all offices to the Personnel Division at each level, which shall be attached to the individual personnel's 201 file. Likewise, an analysis report and file copies of accomplished and duly signed RPMS forms shall be submitted as follows:



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- i. Analysis of all OPCRf of the DepEd offices shall be submitted to the Planning Office. Analysis of the OPCRf for schools shall be submitted to the School Effectiveness Division (SED).
- ii. Analysis of the Division IPCRF shall be submitted to the Human Resource Development Section.

B. Composition and Responsibilities of the RPMS Key Players

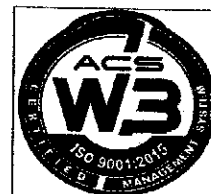
2. The DPMC with the DPMC-TWG Committee shall:
 - i. Be primarily responsible and accountable for the establishment and implementation of the RPMS;
 - ii. Set agency performance goals/objectives and performance measures;
 - iii. Determine agency target setting period;
 - iv. Approve office performance commitment and rating; and
 - v. Assess performance of Offices.
3. The **Composition of the Division Performance Management Committee (DPMC)**, which shall be established at the schools division offices and schools is detailed on the Table below:

Table 9. Composition of Division Performance Management Committee

Division PMT	School PMT
Chair:	Chair:
<ul style="list-style-type: none"> • ASDS (most senior, in terms of tenure as ASDS) 	<ul style="list-style-type: none"> • Principal elect
Members:	Members:
<ul style="list-style-type: none"> • Planning Officer III 	<ul style="list-style-type: none"> • Four (4) Master Teacher/Head Teacher
<ul style="list-style-type: none"> • Accountant III 	<ul style="list-style-type: none"> • One (1) Representative from the School Planning Team
<ul style="list-style-type: none"> • Chief Administrative Officer V 	<ul style="list-style-type: none"> • One (1) Administrative Officer/Representative from the non-teaching group
<ul style="list-style-type: none"> • One (1) Education Program Supervisor 	<ul style="list-style-type: none"> • One (1) representative from the teacher association
<ul style="list-style-type: none"> • One (1) Principal's Representative (Secondary NAPSSHI) 	
<ul style="list-style-type: none"> • One (1) Principal's Representative (Elementary PESPA) 	
<ul style="list-style-type: none"> • One (1) Representative from the Teacher Association for Elementary 	
<ul style="list-style-type: none"> • One (1) NEU-Division Chapter Representative 	
Observer:	Observer:



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• One (1) PTA Division Federation Representative	• One (1) PTA Division Federation Representative
Secretariat:	Secretariat:
• Administrative Office	• Administrative Office

The DPMC shall have the following functions and responsibilities:

- i. The Secretariat at each level sets consultation meeting of all Heads of Offices for the purpose of discussing the targets set in the office performance commitment and rating form;
 - ii. The Planning Office shall ensure that Office performance targets and measures, as well as the budget are aligned with those of the agency and that work distribution of Offices/Units is rationalized;
 - iii. DPMC recommends approval of the office performance commitment and rating to the Head of Agency;
 - iv. Personnel Division identifies potential top performers and provide inputs to the PRAISE Committee for grant of awards and incentives; and
 - v. DPMC adopts its own internal rules, procedures, and strategies in carrying out the above responsibilities including schedule of meetings and deliberations and delegation of authority to representatives in case of absence of its members.
4. The **Planning Office** shall:
- i. Conduct an agency performance planning and review conference annually for the purpose of discussing the Office assessment for the preceding performance period and plans for the succeeding rating period with concerned Heads of Offices; (This shall include participation of the Financial Office as regards budget utilization.)
 - ii. Monitor and evaluates the submission of OPCRf and schedule the review/evaluation of Office Commitments by the DPMC at each level before the start of a performance period;
 - iii. Consolidate, review, validate and evaluate the initial performance assessment of the Heads of Offices based on reported Office accomplishments against the success indicators, and the allotted budget against the actual expenses; (The result of the assessment shall be the basis against the actual expenses; (The result of the assessment shall be the basis of DPMC's recommendation to the Head of Agency who shall determine the final Office rating,) and
 - iv. Provide each Office with the Final Office Assessment to swerve as basis of offices in the assessment of individual staff members.



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5. The **Human Resource Development Division** shall:

- i. Monitor submission of IPCRF by heads of offices;
- ii. Review the Summary of List of Individual Performance Rating to ensure that the average performance rating of employees is equivalent to or not higher than the Office Performance Rating as recommended by the DPMC and approved by the Head of Agency;
- iii. Provide analytical data on retention, skill/competency gaps, and talent development plans that align with strategic plans; and
- iv. Coordinate development interventions that will form part of the HR Plan.

6. The **Head of Office, including designated officials in an Acting or Officer-In-Charge (OIC) capacity**, shall:

- i. Assume primary responsibility for performance management in his/her Office;
- ii. Conduct strategic planning session with the supervisors and staff and agree on the outputs that should be accomplished based on the goals/objectives of the organization and submits the Office Performance Commitment and Review Form to the Planning Office;
- iii. Review and approve individual employee's Performance Commitment and Review Form for submission to the HRM Office/Personnel Office before the start of the performance period;
- iv. Submit a quarterly accomplishment report to the Planning Office based on the PMS calendar;
- v. Initially assess the office's performance using the approved Office Performance Commitment and Review Form;
- vi. Determine final assessment of performance level of the individual employees in his/her office based on proof of performance;
- vii. Inform employees of the final rating and identified necessary interventions to employees based on the assessment of developmental need;
- viii. Recommend and discuss a development plan with the subordinate who obtain Unsatisfactory performance during the rating period not later than one month after the end of the said period and prepares written performance not earlier than the third notice/advice to subordinates that a succeeding Unsatisfactory Performance shall warrant administrative action; and



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- ix. Provide preliminary rating to subordinates showing Poor Performance not earlier than the third month of the rating period. A development plan shall be discussed with the concerned subordinate and issue a written notice than failure to improve their performance shall warrant administrative action.

7. The **Section Chief/Unit Head or equivalent** shall:

- i. Assume joint responsibility with the head of office in ensuring attainment of performance objectives and targets;
 - ii. Rationalize distribution of targets/tasks;
 - iii. Monitor closely the status of the performance of their subordinates and provide support and assistance through the conduct of coaching for the attainment of targets set by the Division/unit and individual employee;
 - iv. Assess individual employees' performance; and
 - v. Recommend developmental intervention.
8. The **Individual Employee** shall act as partners of management and their co-employees in meeting organizational performance goals.

VIII. Disqualification Criteria

1. Unless justified and accepted by the DPMC, non-submission of the OPCRf to the Planning Office and the IPCRF to the Personnel Section within the specified dates shall be ground for employee's disqualification for performance-based personnel actions that require the rating for the given period such as promotion, training, scholarship grants, and PBB, if the failure of the submission of the said forms is due to the fault of the employee.

IX. Sanctions

1. Any violation of reasonable office rules and regulations and simple neglect of duty for the supervisors or employees responsible for the delay or non-submission of the OPCRf and IPCRF shall be dealt with administratively.
2. Failure on the part of the head of office to comply with the required notices to their subordinates for their unsatisfactory or poor performance during a rating period shall be ground for an administrative offense for neglect of duty.

X. Grievance

1. A Grievance Committee shall be created in each level of the organization to act as appeals board on all issues relating to the implementation of RPMS. The composition of the Grievance Committee is detailed on Table 10 below.



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Table 10. Composition of the Grievance Committee

Schools Division Office	Schools
Chair:	Chair:
• SDS	• ASDS
Members:	Members:
• Legal Officer	• PSDS
• HRMO	• Principal
• Accountant	• Master Teacher/Head Teacher
• PESPA Representative	• Teachers Association
• NEU	

XI. Appeals

1. The office performance assessment as discussed in the performance review and conference shall be final and not appealable. Any issue/appeal on the initial performance assessment of an Office shall be discussed and decided during the performance review conference.
2. Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the DPMC within then (10) days from the date of receipt of notice of their final performance evaluation rating from the Head of Office. An office/unit or individual employee, however, shall not be allowed to protest the performance ratings of other office/unit or co-employees. Ratings obtained by other office/unit or employees can only be used as basis or reference for comparison in appealing one's office or individual performance rating.
3. The DPMC shall decide on the appeals within one month from receipt.
 Appeals lodged at any DPMC shall follow the hierarchal jurisdiction of various PMCs in an agency. For example, the decision of the Division PMC is appealable to the Regional PMT which decision is in turn appealable to the National/Central Office PMT.
 The decision of the PMT in the central office or departments may be appealed to the head of office.
4. Officials or employees who are separated from the service based on Unsatisfactory or Poor Performance rating can appeal their separation to the CSC or at its regional office within 15 days from receipt of the order or notice of separation.

XII. Funding Requirements

1. Funds for training, and monitoring and evaluation related to RPMS including preparation of materials/forms shall be charged against the Human Resource Training and Development (HRTD) Funds.

XIII. References:

- DepEd Order No. 2 s. 2015
 CSC Memo Circular No. 6 s. 2012

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