



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

DEPARTMENT OF EDUCATION
Schools Division of Biñan City
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DIVISION MEMORANDUM
No. 093, s. 2025

PERFORMANCE MANAGEMENT SYSTEM

To: Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
All Schoolheads
All Others Concerned

1. Pursuant to DepEd Order No. 2, s. 2015 re: Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, this Office adopts the RPMS, including the set guidelines on the establishment and implementation of the RPMS in the department stipulating the strategies, methods, tools, and rewards for assessing the accomplishment 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 at all levels.
2. All personnel in the division shall adhere to these set standards.
3. Enclosed is the City Schools Division of Biñan City Policies and Procedures on the Results-Based Performance Management System (RPMS) for reference.
4. Immediate and widest dissemination of this Memorandum is desired.


MANUELA S. TOLENTINO, CESO V
Schools Division Superintendent

Encl: As stated

Reference: DepEd Order No. 2, s. 2015

SGOD/PROPER / BVE / MJQA / DM – Performance Management System
/ 02/28/2025

**CITY SCHOOLS DIVISION OF BIÑAN CITY POLICIES AND PROCEDURES ON
THE RESULT-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)**
(DepEd Order No. 02, s. 2015)

I. RATIONALE

As a learner-centered institution, the Department of Education is committed to providing quality education to the Filipino learners and the community. To achieve this goal, the agency recognizes the importance of continuously improving itself and adopting effective systems that strengthen the culture of performance accountability. The Result-Based Performance Management System (RPMS) is a critical component of this effort, with the DepEd's mandate, vision, mission, and core values.

The effective application of the **Equal Employment Opportunity Principle (EEOP)** and the institutionalization of standards that guarantee that every person is given the chance to grow and excel without experiencing any form of discrimination are essential for the City Schools Division of Biñan City to implement RPMS successfully. The EOP is a fundamental principle that upholds the rights and dignity of every individual, regardless of their background, gender, religious belief, physical condition or any other factors that may affect their opportunities for growth and development. With this, the City Schools Division of Biñan City can ensure that the RPMS promotes a culture of excellence and fairness, benefiting not only the employees but also the learners as well.

II. PURPOSE

These internal guidelines have been crafted for the following purposes:

1. To highlight the importance of strategic alignment of the agency's thrust with the operation of the units and individual performance within the organization.
2. To focus on performance in relation to the targeted milestones and measurable outcomes to accurately assess both the organizational success and the individual contributions of the employees.
3. To promote organizational effectiveness by tracking the progress and efficiency of each individual employee.

III. SCOPE OF POLICY

This policy is applicable to personnel in the City Schools Division of Biñan City, including teaching, teaching-related and non-teaching personnel. It encompasses division-based and school-based positions, whether they are plantilla or job order employees. Its scope also covers all aspects such as mechanisms, criteria, and performance processes (e.g., planning and commitment, monitoring and coaching, review and evaluation, and development planning and rewarding).

IV. DEFINITION OF TERMS AND ACRONYMS

1. For purposes of this policy, the following terms shall be defined and understood as:
 - 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.

- Division Chiefs are the chiefs that lead in the operation of Curriculum Implementation Division and School Governance and Operations Division.
- Head of Office refers to the approving authority enumerated in Annex A who determines the final performance rating of individual employees based on the proof of performance.
- Individual Performance Commitment Form (IPCRF) is the form that reflects the individual commitment and performance which is accomplished by the personnel.
- 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 is the area where the office and /or individual employee are expected to focus on.
- 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 achievement of specific objectives under the KRAs.
- Non School-based Personnel include all regular/ permanent, LGU-funded and contract of service/job order, teaching related and non-teaching personnel assigned to the Schools Division Office (SDO).
- Objective is a specific task that an office and/or individual employee needs to achieve the major final outputs under the KRAs.
- Office Performance Commitment and Review Form (OPCRF) is the form that reflects the office commitment and performance which is accomplished by the Schools Division Superintendent, Assistant Schools Division Superintendent, Division Chiefs, Unit/Section Heads, and School Heads.
- Planning Office. The following are the designated Planning Offices at each level:
 - a. Schools Division Office — Division Planning Unit
 - b. School — School Planning Team
- Performance Indicator (PI) is an exact quantification of objectives which shall serve as an assessment tool that gauges whether the performance is positive or negative.
- Performance Monitoring and Coaching Form (PMCF) is the form intended for capturing the significant incidents involving the division personnel relative to the performance of their functions.
- Ratee refers to the individual employee concerned. The rater-ratee relationship is enumerated in Annex A.
- Rater refers to the immediate superior who directly supervises the performance of the individual employee and gives the preliminary rating for approval of the head of office at the end of the rating period based on the performance measures.
- 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 organization development needs.
- School-based Personnel include all regular/permanent, LGU -funded and contract of service/job order, teaching-related and non-teaching

personnel assigned and/or detailed in the schools including mobile teachers.

- Section/Unit Heads are the highest-ranking personnel in each service unit/office/functional division which includes Administrative Services, Personnel, Records, Accounting, Budget, Cashier, Supply and Delivery, Legal, ICT.
- Significant incidents are actual events and behaviors in which positive and negative performances are observed and documented.

2. The following acronyms shall be used throughout this Policy to mean:

- AO - Administrative Officer
- ASDS - Assistant Schools Division Superintendent
- CESPES - Career Executive service Performance Evaluation System
- CESB - Career Executive Service Board
- CID - Curriculum Implementation Division
- CO - Central Office
- CSC - Civil Service Commission
- DepEd - Department of Education
- EOP - Equal Opportunity Principle
- EPS - Education Program Supervisor
- HR - Human Resource
- HRMO - Human Resource Management Officer
- HRDS - Human Resource Development Section
- M & E - Monitoring and Evaluation
- OPIF - Organizational Performance Indicator Framework
- OSDS - Office of the Schools Division Superintendent
- PBB - Performance-Based Bonus
- PM - Performance Management
- PMT - Performance Management Team
- PRAISE Excellence - Programs on Awards and Incentive for Service Excellence
- RO - Regional Office
- RPMS - Result-based Performance Management System
- SDO - Schools Division Office
- SDS - Schools Division Superintendent
- SGOD - School Governance and Operations Division
- SPMS - Strategic Performance Management System
- SY - School Year

V. POLICY STATEMENT

The Schools Division Office of Biñan City supports the implementation of Results-based Performance Management System (RPMS) in the organization, stipulating the strategies, methods, tools, and rewards for assessing the accomplishments vis-à-vis the commitments. This will be used as basis for training and development, personnel actions (e.g., promotion, transfer, demotion, etc.), and other developmental interventions, 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).

- For school-based personnel, the RPMS shall be used only as an appraisal tool, which shall be the basis for personnel actions such as promotion, transfer, dropping from the rolls, etc. The granting of PBB shall be governed by the existing PBB guidelines.
- SDO shall adopt the RPMS framework shown in Annex B.
- The DepEd 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)
 - iv. Performance rewarding and development planning (Phase IV)

The SDO acknowledges the rights of all employees, the value of equality, fairness, diversity and with non-discriminatory treatment thus commit to implement Equal Opportunity Principle in the four phases of performance management. As such, all personnel actions and decisions shall be made without discrimination on age, disability, civil status, national origin, race, religion, sex, gender preference, socio-economic standing, political affiliation, or any other protected status in accordance with applicable and local laws.

VI. GENERAL GUIDELINES

1. Performance Planning and Commitment
 - i. No personnel shall be deprived of his/her participation in the planning and commitment setting of his/her target output.
 - ii. The distribution of tasks/assignments of personnel shall be identified based on the Key Result Areas of the Schools Division Office, which shall be discussed by the supervisor and subordinates.
 - iii. Employees who are scheduled to retire within the performance rating period should have their targets adjusted to take into consideration the shorter period to achieve outputs.
 - iv. Female employees who are expecting to give birth within the planned performance rating period should also have their targets adjusted to take into consideration their maternity leave. Their Performance targets shall be considerate of their state which would not be difficult or impossible for them to deliver or achieve or that would endanger their or their babies' safety and health.
 - v. PWD employees shall be given targets which are not impossible or difficult for them to achieve or deliver.
 - vi. Giving assignments or tasks may be considered based on the needs of personnel belonging to specialized groups or those who are recuperating from life-threatening illnesses, undergoing chemotherapy or radiation, dialysis, and the like.
 - vii. All personnel belonging to the Indigenous People's group should be given targets and activities with consideration to their cultural beliefs and practices not contrary with the law.
 - viii. All personnel shall not be forced to perform or deliver any target that would cause them to violate their religious beliefs and practices not contrary with the law.
 - ix. Promote workplace that will ensure the safety and easy access of personnel who have physical limitations or health-related conditions.

2. Performance Monitoring and Coaching and Mid- year Evaluation
 - i. All personnel shall be monitored and coach during the performance cycle. This will be recorded in Performance Monitoring Coaching Form (see Annex C - Performance Monitoring Coaching Form)
 - ii. No employee shall be deprived to participate in the mid-year performance evaluation.
 - iii. During the mid-year performance review, based on the partial rating the Chief, Section/Unit Head and School Head shall ensure that the unit/school targets shall be adjusted, when needed, to take into consideration all the necessary adjustments to address the current needs and demand of government works.
 - iv. During the mid-year evaluation, personnel who failed to achieve his/her target resulting to low performance rating due to valid and unavoidable circumstances must be given a chance provided that a written valid explanation can be presented.
3. Performance Review and Evaluation
 - i. No personnel shall be deprived of his/her participation in the performance review and evaluation.
 - ii. The standard rating scale approved by the Civil Service Commission as per DepEd Order No. 2, s. 2015 shall strictly apply during review and evaluation of performance of personnel.
 - iii. Performance management must be based on the Key Result Areas of the position and objective criteria indicators. The rater shall exercise impartiality or give ratings based on the limitations and restrictions considered when personnel belonging to specialized groups were given assignments/tasks.
 - iv. During validation of performance scores, the Performance Management Team (PMT) may calibrate the scores of personnel depending upon the validation of evidence and agreement of the team. Calibration measures conducted must be recorded in the minutes of meeting by the PMT and in report of IPCRF (see Annex D -Report on Calibration of IPCRF).
4. Performance Rewarding and Development Planning
 - i. The rater shall observe objectivity in discussing and providing comments, observations and recommendations in the individual employee's performance commitment and competency assessment.
 - ii. Equal opportunities shall be given to all employees including those belonging to specialized groups. The agency shall ensure that best performers shall be given due recognition, and no one should be left behind because of their limitations and restrictions.
 - iii. Results of the year-end performance rating will be the basis for awarding best performing employee anchored on the SDO rewards and recognition program.

VII. PERFORMANCE CYCLE/PROCESS

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 the planned targets. On the other hand, the ratee's

demonstration of the required competencies shall be monitored for developmental purposes only.

The RPMS cycle shall cover performance for one whole year. All school-based personnel shall follow a performance cycle which begins a month prior the opening of the school year and ends in the last month of the school year, unless a supplemental policy is issued by the DepEd-CO; while non-school-based personnel shall follow a performance cycle starting in January and ending in December. Annexes E and F illustrate the performance cycles which shall apply to school-based and non-school based personnel, respectively.

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

The performance planning and commitment shall be done prior to the start of the performance cycle where the rater meets with the ratee to discuss and agree on the following:

- i. Office KRAs, Objectives and Performance Indicators as anchored to the overall organizational outcomes;
- ii. Individual KRAs, Objectives and Performance Indicators as anchored to the Office KRAs and Objectives; and
- iii. Competencies:

CORE BEHAVIORAL COMPETENCIES:

a. Self-Management

1. Sets personal goals and direction, needs and development.
2. Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization.
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.
4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.
5. Sets high quality, challenging, realistic goals for self and others.

b. Professionalism and Ethics

1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).
2. Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.
3. Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication
4. Makes personal sacrifices to meet the organization's needs.
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.

c. Result Focus

1. Achieves results with optimal use of time and resources most of the time.
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.
5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.

d. Teamwork

1. Willingly does his/her share of responsibility
2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.
3. Applies negotiation principles in arriving at win-win agreements.
4. Drives consensus and team ownership of decisions.
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.

e. Service Orientation

1. Can explain and articulate organizational directions, issues and problems.
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
3. Initiates activities that promotes advocacy for men and women empowerment.
4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.

e. Innovation

1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).
2. Demonstrates an ability to think “beyond the box”. Continuously focuses on improving personal productivity to create higher value and results.
3. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.
4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.
5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

LEADERSHIP COMPETENCIES:

a. Leading People

1. Uses basic persuasion techniques in a discussion or presentation.
2. Persuades, convinces or influences others, in order to have a specific impact or effect.
3. “Sets a good example”, is a credible and respected leader; and demonstrated desired behavior.
4. Forwards personal, professional, and work unit needs and interests in an issue.
5. Assumes 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.

b. People Performance Management

1. Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality customer satisfaction, morale, revenues).
2. Sets performance standards and measures progress of employees based on office and department targets.
3. Provides feedback and technical assistance such as coaching for performance improvement and action planning.
4. States performance expectations clearly and checks understanding and commitment.
5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

c. People Development

1. Improves the skills and effectiveness of individuals through employing a range of development strategies.
2. Facilitates work force effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
3. Conceptualizes and implements learning interventions to meet identified training needs.
4. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person’s learning and development.
5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.

CORE SKILLS:

a. Oral Communication

1. Follow Instructions accurately.
2. Express self-clarity, fluently and articulately.
3. Uses appropriate medium for the message.
4. Adjust communication style to others.
5. Guides discussions between and among peers to meet an objective.

b. Written Communication

1. Knows the different written business communication formats used in DepEd.
2. Writes routine correspondence/ communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical error/s (e.g. memos, minutes, etc.)

3. Secure information from required references (i.e. Directories, schedules, notices, instructions) for specific purposes.
4. Self-edits words, numbers, phonetic notations and content, if necessary.
5. Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.

c. Computer/ICT Skills

1. Prepares basic compositions (i.e. letters, reports, spreadsheets and graphics presentation using word processing and Excel).
2. Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc.)
3. Prepares simple presentation PowerPoint.
4. Utilizes technologies to access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.
5. Recommends appropriate and updated technology to enhance productivity and professional practice.

1. The Office Performance Commitment and Review Form (OPCRF) shall be accomplished by the head of office, division chiefs, section/unit heads reflect the Office KRAs, Objectives and Performance Indicators.
2. The head of office, division chiefs, and section/unit heads 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 office. A sample of OPCRF, including the instructions for accomplishing the form, is shown in Annex G.
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 of IPCRF, including the instructions for accomplishing the form, is shown in Annex H.
4. Defining the Key Result Areas. The head of office, in coordination with the Planning Office, shall define the office KRAs as anchored on the overall organizational outcomes. The rater and the 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 office and individual employee.
5. Setting the Objectives. The head of office shall set three (3) objectives per office KRA. The rater and the ratee shall discuss and agree on three (3) objectives per individual KRA. In objective setting, the SMART criteria, which stands for Specific, Measurable, Attainable, Relevant, Time Bound, shall be applied.
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 head of office in coordination with the Planning Office for SDO and School Planning Team for school level; while the timeline for the individual objectives shall be discussed and agreed by the rater and the ratee.
7. Assigning the Weight. Assigning of weights shall be done per KRA. Weights for each office KRA shall be assigned by the head of office 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 head of office shall identify a performance indicator for each of the office objectives, while the rater and the ratee shall identify and agree on the performance indicator for each of the individual objectives. 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 1 below discusses the performance measures by which the indicator must satisfy.

Table 1. Performance Measures

CATEGORY	DEFINITION
Effectiveness/ Quality	The extent to which actual performance compares with targeted performance. The degree to which objectives are achieved and the extent to which targeted problems are solved. In management, effectiveness relates to setting 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. In management, efficiency relates to doing the things right.
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.

For some instances, Performance maybe rated only on quality and efficiency, some on quality and timeliness, and others on efficiency only. You need not use all three (3) categories.

9. Demonstration of Competencies. During Phase I, the rater shall discuss with the ratee the competencies required of the individual personnel. The SDO shall adopt four classes of competencies as follows:

- Core behavioral competencies are competencies, which cut across the organization;
- Leadership competencies are competencies intended for managerial positions;
 - SDS and ASDS
 - Division Chief
 - School Heads and Department Heads
- Staff Core Skills are competencies intended for staff and teaching related personnel; and
- Teaching competencies are competencies intended for teachers.

10. 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.

11. 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 Phases II and III, respectively.

B. Phase II: Performance Monitoring and Coaching

The performance monitoring and coaching shall commence after the rater and the ratee commit on the KRAs, Objectives and Performance Indicators, and sign the OPCRF and IPCRF. This shall be done throughout the year.

The two (2) main components of Phase II are the following:

- i. Performance monitoring; and
- ii. Coaching and feedback.

1. Performance monitoring shall provide key inputs and objective basis for rating. It shall facilitate feedback and provide evidence of performance.
2. 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) (see Annex). Significant incidents are actual events and behaviors in which both positive and negative performances are observed and documented.
3. 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.
4. The rater, as the coach or mentor of the ratee, playing a critical role in the 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 rater and the ratee shall sign each significant incident recorded in the PMCF to ensure that agreement has been reached.

C. Phase III: Performance Review and Evaluation

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.

1. A mid-year review (5th month of the School Year for School-based Personnel and May for Non School-based Personnel) 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.
2. 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, pandemic, and other fortuitous events.

3. During the mid-year review (Month of May for non-school based personnel and mid of the school year for school-based personnel), 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.
4. The RPMS shall put premium on KRAs towards the realization of organizational vision, mission, strategic priorities and the OPIF log frame. Hence, rating 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 disregarded.
5. Office and Individual Performance Assessment. The top management, in coordination with the Planning Office, shall assess the performance of the office vis-à-vis the committed targets at the beginning of the performance cycle (not later than the last week of December of the succeeding calendar year for non-school based personnel. For the school-based personnel, performance assessment should be conducted at least one week before the school year ends). 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 objectives;
 - iii. Compute for the score per objective;
 - iv. Determine the overall rating for accomplishments;
 - v. Reach an agreement; and
 - vi. Assess the competencies.
6. Initial self-rating shall be encouraged prior to the rater-ratee discussion.
 - 6.1 Third Level Officials, as heads of offices, shall accomplish the OPCRF for submission to the Planning Office. The individual assessment of Third Level Officials shall be contained in the CESPES Forms for submission to the CESB. The Personnel Division shall be furnished a copy of both forms.
7. 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 as reflected in the PMCF shall be considered for the actual results.
8. Rating the Objectives. Based on the actual accomplishments and results, each of the Objectives shall be rated using the rating scale specified below:

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

Thus, SDO formulated localized Performance Indicators as follows:

NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING
5	Outstanding	Performance represents 100% achievement of the planned targets in terms of Quality, Efficiency, and 3 days ahead as to Timeliness.
4	Very Satisfactory	Performance represents 100% Of the planned targets in terms of Quality, Efficiency, and 1-2 days ahead as to Timeliness.
3	Satisfactory	Performance represents 100% of the planned targets in terms of Quality, Efficiency, and on time as to Timeliness.
2	Unsatisfactory	Performance represents 90-99% of the planned targets in terms of Quality, Efficiency, and Timeliness.
1	Poor	Performance represents 89% and below of the planned targets in terms of Quality, Efficiency, and Timeliness.

SDO localized indicators for specific target (numerical) per KRA:

NUMERICAL RATING	ADJECTIVAL RATING	DESCRIPTION OF MEANING
5	Outstanding	40% above the target in terms of Quality, Efficiency, and Timeliness.
4	Very Satisfactory	20% above the target in terms of Quality, Efficiency, and Timeliness.
3	Satisfactory	Meeting the set target in terms of Quality, Efficiency, and Timeliness.
2	Unsatisfactory	20% below the target in terms of Quality, Efficiency, and Timeliness.
1	Poor	40% below the target in terms of Quality, Efficiency, and Timeliness.

The final assessment shall correspond to the adjectival description of Outstanding, Very Satisfactory, Satisfactory, Unsatisfactory or Poor. The range of adjectival rating is shown in Table 3.

9. 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 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 KRA1 + KRA2 + KRA3 + KRA 4 (Plus Factor)

Sample Computation:

KRAs	Weight	Objectives	Weight per Objectives	Rating	Score
KRA1	40	Objective 1		4	0.400
		Objective 2	20%	5	1.000
		Objective 3	10%	3	0.300
KRA2	20	Objective 1		3	0.300
		Objective 2	5%	3	0.150
		Objective 3	5%	4	0.200
KRA3	30	Objective 1		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	2.5%	3	0.075
		Objective 3	2.5%	4	0.100
			Final Rating	3.675	

10. 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.
 - For teachers, the plus factor shall be limited to work/activities, which contribute to the teaching-learning process.
11. 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 3. 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

12. 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.
13. The average rating of individual staff members should not go higher than the collective performance assessment of the office.
14. 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 4 shall apply:

Table 4. The DepEd Competencies Scale

SCALE	DEFINITION
5	Role model
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

D. Phase IV: Performance Rewarding and Development Planning

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.

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.

1. 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 ratee's strengths. The competencies, which the ratee rarely demonstrates and the areas where the ratee has room for improvement and has not met the expectations, shall be identified as the ratee's development needs.

PART IV: DEVELOPMENT PLANS					
Strength	Development Needs	Action Plan (Recommended Development Intervention)	Timeline		Resources Needed

Rater

Ratee

2. For purposes of promotion and step increment, one (1) RPMS performance cycle shall be equivalent to two semestral rating periods.
3. 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, Personnel Division and the Organization. The summary of Development Plans Form shall be the basis for development planning.
4. 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
5. The rater, ratee and Human Resource, Training and Development Section 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;

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

IX. Submission of Accomplished Form

At the end of the performance cycle, accomplished and duly signed RPMS forms (OPCRF and IPCRF) of schools and SDO shall be submitted by all offices to the HRMO, which shall be attached to the individual personnel's 201 file.

X. Composition and Responsibilities of the RPMS Key Players

Table 5. Composition of Performance Management Team

Division PMT	School PMT
Chair: Assistant Schools Division Superintendent	Chair: Principal-elect
Members: <ul style="list-style-type: none"> Planning Officer III Accountant III Chief Administrative Officer V One (1) Education Program Supervisor One (1) Principals' Representative (Elementary: PESPA) One (1) Principals' Representative (Secondary: NAPSSHI/NAPSSPHIL) One (1) Representative from the Teacher Association for Elementary One (1) NEU-Division Chapter Representative 	Members: <ul style="list-style-type: none"> Four (4) Master Teacher/Head Teacher One (1) Representative from the School Planning Team One (1) Administrative Officer/ Representative from non-teaching group One (1) Representative from the teacher association
Observer: One (1) PTA Division Federation Representative	Observer: One (1) PTA Representative
Secretariat: Administrative Office	Secretariat: Administrative Personnel

The PMT shall have the following functions and responsibilities:

- recommend approval of the office performance commitment and rating to the Head of Office;
- identify potential top performers and provide inputs to the PRAISE Committee for grant of awards and incentives;
- adopt 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;
- set performance policy guidelines of SDO and shall ensure the dissemination of the said policy guidelines in the school and SDO level;
- formulate customized criteria, guidelines and tools for setting performance standards;
- develop tools that will track the efficiency of the PM processes; and
- conduct further evaluation and validation of personnel performance.

- viii. calibrate scores based on the evidence that support the rating of personnel;
- ix. review existing policies and formulate policy recommendations;

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.

The Planning Office shall:

- i. 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;

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

- ii. participation of the Financial Office as regards budget utilization.)
- iii. monitor and evaluates the submission of OPCRF and schedule the review and evaluation of Office Commitments by the PMT at each level before the start of a performance period;
- iv. 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.
- v. against the actual expenses; (The result of the assessment shall be the basis of PMT's recommendation to the Head of Agency who shall determine the final Office rating) and
- vi. provide each Office with the final Office Assessment to serve as basis of offices in the assessment of individual staff members.

The HRMO shall:

- i. monitor submission of IPCRF by Heads of Office
- ii. ensure that all submitted duly accomplished and signed OPCRF/IPCRF are filed in the individual 201 files.
- iii. prepare and review the Summary 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 PMT and approved by the Head of Office.
- iv. prepare summary of ratings with ranking (see Annex I)
- v. provide summary report of OPCRF/IPCRF Part IV- Development Plans to SEPS-HRDS.

The SEPS-HRDS shall:

- i. utilize summary report provided by the HRMO and prepare an analysis report for Learning and Development Intervention Program.
- ii. submit copy of analysis of all OPCRF of SDO and schools to the SGOD Planning Office.
- iii. provide analytical data on retention, skill/ competency gaps, and talent development plans that align with strategic plans; and
- iv. develop interventions that will form part of the L&D Plan.

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; 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;
- ii. review and approve individual employee's Performance Commitment and Review Form for submission to the Personnel Section before the start of the performance period;
- iii. submit a quarterly accomplishment report to the Planning Office based on the RPMS calendar;
- iv. initially assess the office's performance using the approved Office Performance Commitment and Review Form;
- v. determine final assessment of performance level of the individual employees in his/her office based on proof of performance;
- vi. inform employees of the final rating and identified necessary interventions to employees based on the assessment of developmental need;
- vii. recommend and discuss a development plan with the subordinates 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
- viii. 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.

The Division Chief and Section/ 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.

The Individual Employees shall act as partners of management and their co-employees in meeting organizational performance goals.

M. Disqualification Criteria

Unless justified and accepted by the PMT, 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.

XII. Sanctions

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.

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 a ground for an administrative offense for neglect of duty.

XIII. Grievance

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 6 below.

Table 6. Composition of the Grievance Committee

Schools Division Office	Schools
Chair: SDS Members: <ul style="list-style-type: none">• Legal Officer• HRMO• EPS• Accountant• PESPA representative• NEU	Chair: ASDS Members: <ul style="list-style-type: none">• PSDS• HRMO /AO• Principal• Master Teacher / Head Teacher Teachers Association

XII. Appeals

The office performance assessment as discussed in the performance review and conference shall be final and not appealable.

1. 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 PMT within ten (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. In case PMT received an appeal filed by employee it will be forwarded to Grievance Committee in-charge of all issues relating to RPMS. The committee has five (5) to ten (10) working days to act on the appeal received. The decision of the PMT in the school level may be appealed to the Schools Division 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.

XIII. Funding Requirement

In the implementation of RPMS, SDO Considers the following funding sources:

1. All learning and development intervention programs of all employees will be charged to HRTD Fund and MOOE.
2. Monitoring and evaluation and preparation of materials/will be chargeable to MOOE.

XIV. References

The government issuances related to the RPMS are the following:

Civil Service Administrative Order No. 25 s. 2011 created an inter-agency task force on the harmonization of national government performance monitoring, information, and reporting system. This inter-agency task force developed the Results-Based Performance

- i. Management System (RBPMS) that established a common set of performance scorecard and harmonized national government performance monitoring, information, and reporting systems;
- ii. CSC Memorandum Circular No. 6, s. 2012 provided guidelines in the establishment and implementation of agency Strategic Performance Management System;
- iii. Joint CSC-Department of the Budget and Management (DBM) Joint Circular No. 1, s. 2012 provided the rules and regulations on the grant of step increments due to meritorious performance and length of service; and
- iv. Executive Order No. 80, s. 2012 directed the adoption of performance-based incentive system for government employees.
- v. DepEd Order No. 02, s. 2015 provided guidelines on the establishment and implementation of Results-Based Management System in the Department of Education.

XV. Monitoring and Evaluation

The PMT Chairperson through the PMT Secretariat shall conduct monitoring, mid-year and year-end assessment or as needed based on the feedback gathered on all incidents or reports that shall violate this policy.

XVI. Separability Clause

In the event that any provision or part of this policy is declared illegal or rendered invalid by competent authority, those provisions not affected by such declaration shall remain valid and effective.

XIX. Effectivity

This policy shall take effect immediately and shall remain in effect unless amended, repealed, rescinded, or superseded.

NAME	SIGNATURE	DATE
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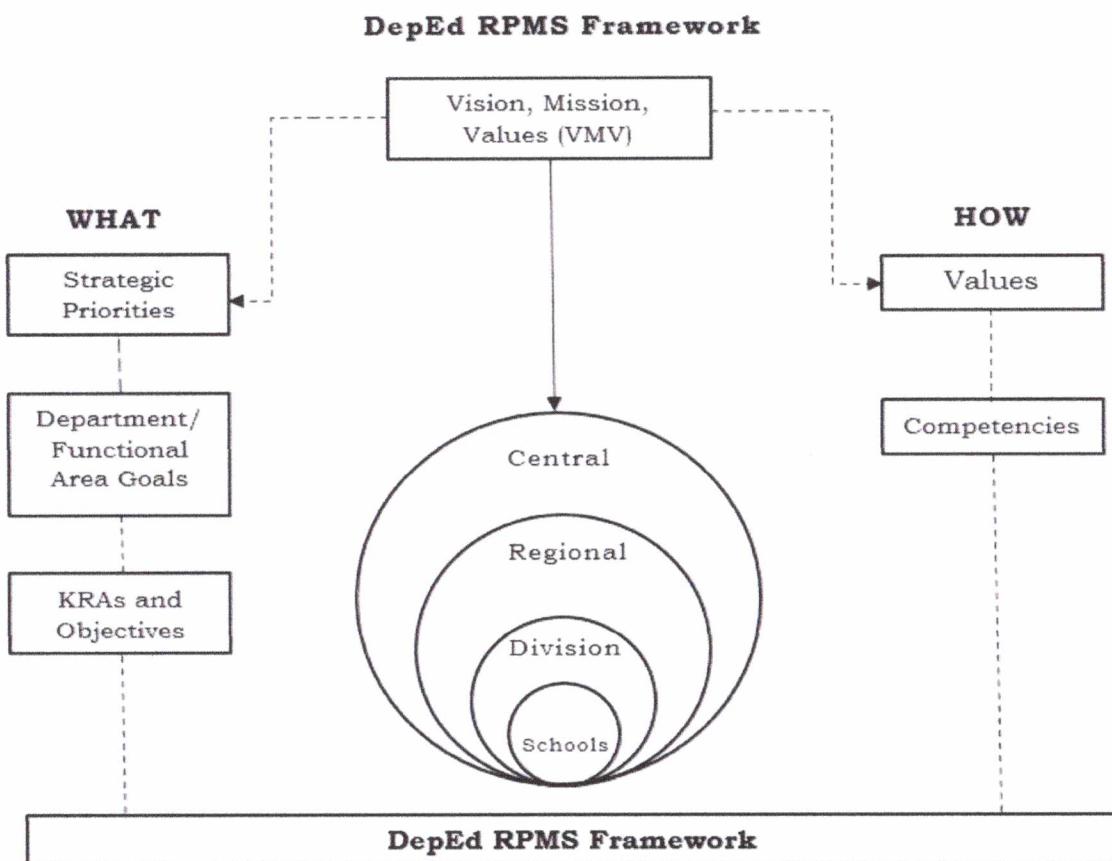
Prepared by: PMT Chair		
Approved by: Schools Division Superintendent		

Annex A

RATEE		RATER	APPROVING AUTHORITY
Division Office			
1	Superintendent	Asst. Regional Director	Regional Director
2	Asst. Superintendent	Superintendent	Asst. Regional Director
3	Chief of Division	Asst. Superintendent	Superintendent
4	Education Program Supervisor	CID Chief	Asst. Superintendent
5	SGOD Section/Unit Head	SGOD Chief	Asst. Superintendent
6	CID and SGOD Personnel/Staff	Section/Unit Head	Division Chief
7	OSDS Section [Unit Head]	Asst. Superintendent	Superintendent
8	Admin Personnel/Staff	Section / Unit Head	Administrative Officer V

Schools			
1	School Head	Asst. Superintendent	Superintendent
2	Department Head/Master Teacher	School Head	Superintendent
3	Teacher (small schools)	School Head	Assistant Superintendent
4	Teacher (medium and large schools)	Department Head/ Master Teacher	School Head
5	Non-Teaching Staff	School Head	Administrative Officer V

Annex B The DepEd RPMS Framework



It illustrates in the left-hand side WHAT needs to be achieved from the central level down to the schools in order to succeed. Strategic priorities are broken down to Departmental/ Functional Area Goals, which are translated into Individual Key Result 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.

Annex C Performance Monitoring and Coaching

Annex D Calibration Results

Name of Employee	Department	Supervisor-Validated Rating	PMT Calibrated Rating	Remarks

Prepared by:

Reviewed by:

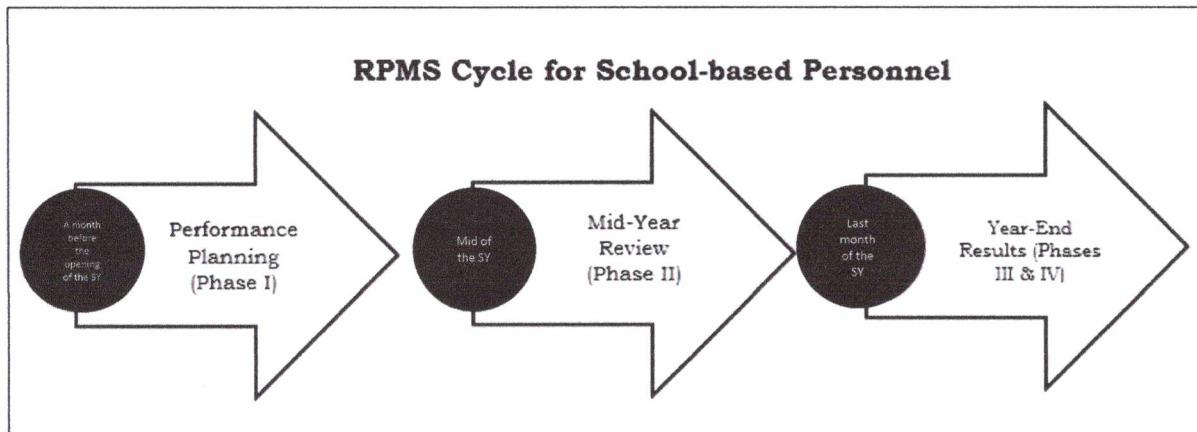
Approved by:

PMT Secretariat

PMT Chairperson and
Members

Head of Agency

Annex E



Annex F

