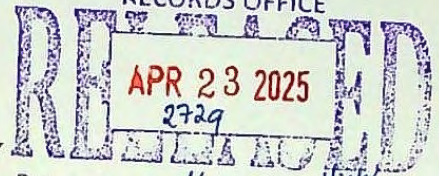




Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

DepEd SDO Dagupan City
RECORDS OFFICE



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**Office of the Schools Division
Superintendent**

April 21, 2025

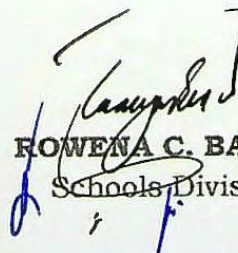
DIVISION MEMORANDUM

No. 179, s. 2025

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

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to Regional Memorandum no. 524, s. 2025 titled "Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)", DepEd Regional Office I through the Human Resource Development Division, provides additional guidance on implementing the Performance Management and Evaluation System (PMES).
2. Attached is the regional memorandum for more details.
3. Widest dissemination of this memorandum is desired.

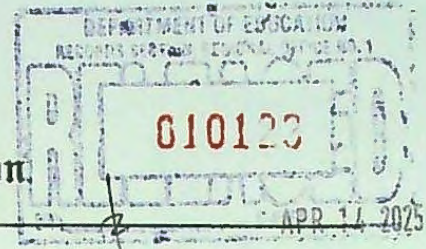

ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent



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Republic of the Philippines
Department of Education
 REGION I



REGIONAL MEMORANDUM

No. 524 s. 2025

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

To: Assistant Regional Director
 Schools Division Superintendents
 Chiefs of Regional Functional Divisions
 Public Elementary and Secondary School Heads
 All Concerned Personnel

1. With the conclusion of the CY 2024 and SY 2024-2025 performance cycles and in preparation for the performance planning phase for CY 2025 and SY 2025-2026, this Office, through the Human Resource Development Division, provides additional guidance on implementing the Performance Management and Evaluation System (PMES).

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

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

The school KRAs, as attached in **Annex A: School KRAs**, are provided herein for reference in completing school heads' performance management documents.

Furthermore, the school heads are being advised to integrate the relevant performance indicators outlined in the **Basic Education Development Plan 2030** in crafting their OPCRf in the absence of a detailed Accountability Matrix (*Program Expenditure Classification "PREXC" indicators*) for the current and upcoming school years. This is to ensure relevant performance indicators and effective contributions to educational goals are captured and reflected in the office performance management form.

b. Competency Assessment under Part II of the Revised Office Performance Commitment and Review Form (OPCRF)

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



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Table 1. DepEd Competencies Scale

Numerical Rating	Adjectival Rating	Description
5	Role Model	Behavioral indicator is consistently exhibited and is worthy of emulation.
4	Consistently Demonstrated	Behavioral indicator is constantly shown.
3	Most of the Time Demonstrated	Behavioral indicator is often shown.
2	Sometimes Demonstrated	Behavioral indicator is irregularly shown.
1	Rarely Demonstrated	Behavioral indicator is seldom shown.

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

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

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

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

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

Ratee	Rater	Approving Authority
School Head/ Principal/ OIC/ TIC	Assistant Schools Division Superintendent	Schools Division Superintendent
Assistant School Principal	School Head	Assistant Schools Division Superintendent
Department Head	School Head	Assistant Schools Division Superintendent
Master Teacher (Elementary/ JHS/ SHS)	School Head	Assistant Schools Division Superintendent
Teacher (Elementary)	Master Teacher	School Head

Teacher with no Master Teacher (<i>Elementary</i>)	School Head	Assistant Schools Division Superintendent
Teacher (<i>JHS</i>)	Master Teacher/Department Head	School Head
Teacher with no Master Teacher/ Department Head (<i>JHS</i>)	School Head	Assistant Schools Division Superintendent
Teacher (<i>SHS</i>)	Master Teacher/ Assistant School Principal	School Head
Teacher with no Master Teacher/ Assistant School Principal (<i>SHS</i>)	School Head	Assistant Schools Division Superintendent
ALS Teacher (<i>School-based</i>)	Master Teacher/ Department Head	School Head
ALS Teacher (<i>Community Learning Center</i>)	CID Chief Education Supervisor	Assistant Schools Division Superintendent
School-based Non-Teaching Staff (<i>Administrative and Finance Function, such as Administrative Officer II, Senior Bookkeeper, Disbursing Officer, Project Development Officer I</i>)	School Head	Assistant Schools Division Superintendent

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

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

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

Position	Forms/ Tools to be Used
Department Heads	IPCRF anchored on the OPCR of the School Head
Head Teacher <i>with teaching load and administrative functions</i>	IPCRF anchored on the OPCR of the School Head, capturing the expected administrative tasks and objectives in



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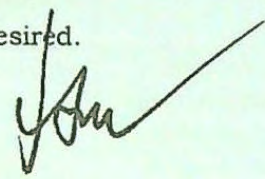
SDO DAGUPAN CITY

	the PMES for Highly Proficient Teachers Tools
Head Teacher <i>without teaching load</i>	IPCRF anchored on the OPCR of the School Head
School-based Non-teaching Staff	IPCRF

5. Revised OPCR template and other related documents on PMES can be accessed through <https://tinyurl.com/DepEdRPMSLibrary>.

6. For concerns or queries regarding this Memorandum, please contact the **Human Resource Development Division** at hrdd.region1@deped.gov.ph or call 072-682-2324 local 122.

7. Immediate dissemination of this Memorandum is desired.



TOLENTINO G. AQUINO
Director IV

Encl.: Annex A
Reference: DM-OUHROD-2024-0922
To be indicated in the Perpetual Index
Under the following subjects:

PERFORMANCE POLICY

HRDD/rmm/RM_AdditionalGuidancePMES
April 14, 2025



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Annex A

School Key Result Areas (KRAs)

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

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