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

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Office of the Schools Division Superintendent

February 27, 2026

Division Memorandum
No. 139 s. 2026

ISSUANCE AND ADOPTION OF THE GENERIC OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) FOR SCHOOL HEADS IN THE SCHOOLS DIVISION OFFICE OF DAGUPAN CITY

To: Assistant Schools Division Superintendent
Chief Functional Division -- CID & SGOD
Education Program Supervisors
Public Schools District Supervisors
School Heads
All Others Concerned

1. Pursuant to the implementation of the Performance Management and Evaluation System (PMES) under DM-OUHROD-025-922, this Office hereby issues and adopts the Generic Office Performance Commitment and Review Form (OPCRF) for School Heads in the Schools Division Office of Dagupan City. All School Heads are hereby directed to adopt and utilize the enclosed OPCRF for the current performance cycle and in succeeding cycles, unless otherwise revised.

2. The Generic OPCRF is designed to ensure alignment of school-level commitments with the Division's strategic priorities and the Department's organizational outcomes.

3. The Generic OPCRF for School Heads was developed and aligned with the following frameworks and policy issuances:
   a. Philippine Professional Standards for School Heads (PPSH);
   b. DepEd QMS Job Functions Version 3;
   c. Central Office Annex A: School Head Key Result Areas (KRA);
   d. DepEd Order No. 7, s. 2024 – Policy Guidelines on the Implementation of the Revised School-Based Management (SBM) System; and
   e. Other relevant DepEd Orders and Division Memoranda on performance management and evaluation.

4. The prescribed timelines, weights, and performance indicators may be adjusted, when necessary, taking into consideration the school classification and career stage of the School Head, subject to existing policies and approval protocols. In the actual

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accomplishment table, the School Heads shall indicate the actual numerical value of the accomplishments vis-à-vis the approved performance targets.

5. Sample entries for Parts I-B, II, III, and IV are provided as reference to guide School Heads in properly accomplishing the form. The soft copy of the Generic OPCRF may be accessed and downloaded through the following link: https://bit.ly/OPCRFSH2025.

6. The schedule for submission, review, and validation of the accomplished OPCRF shall be issued through a separate Memorandum.

7. For queries and clarifications, concerned personnel may coordinate with the Office of the Assistant Schools Division Superintendent or send an email to anna.liza@depeddagupan.com.

8. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

ROWENA C. BANZON, EdD, CESO V
Schools Division Superintendent

Republika ng Pilipinas

Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

ver.Feb2025

Name of Employee	JUAN DELA CRUZ	Name of Rater	ANNA LEA MORENA CHAN
Position/Designation	PRINCIPAL	Position	ASSISTANT SCHOOLS DIVISION SUPERINTENDENT
Review Period	June 2025 - March 2026	Approving Authority	DR. ROMENA C. SANDOR, CESO V
Brand/Bureau/Center/Service/Region/Division:	SDO-DAVAO DEL SUR	Date of Review	
Brand/Bureau/Center/Service/Region/Division Statement of			

PART IA. COMMITMENT TO ORGANIZATIONAL OUTCOMES (KPIs)

Part IA. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the Official Issuance on the Composition of Office Functions. This part shall explain the contributions of the office directly targeting the Organizational Outcomes indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, Turnaround Administration Agenda, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

TO BE ACCOMPLISHED (Before Planning)														TO BE FILLED DURING EVALUATION				
Organizational Outcome Alignment				Objectives (Based on Office Functions)	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the Outcome/Output indicators in the Organizational Outcomes)		Performance Measure (Quality, Efficiency, Timeliness)	Rating Scale					Means of Verification (MOV's)	Actual Accomplishments	RATING (5,4,3,2,1)	AVERAGE (QET)	WEIGHTED AVERAGE
Key Result Areas (KRA) (Based on Office Mandate and Functions)	Organizational Outcome Aspirations (Refer to the GAA Programs/Subprograms and BEDP Pillars)						Value (numerical statement, trend)	Description (expected outcome/output)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
	GAA Programs/ Subprograms	BEDP Pillars	Current Administration Agenda																
School Leadership and Administration (Strategic Leadership)	Basic Education Inputs Program	Pillar 1 Access Pillar 2 Equity Pillar 3 Quality	Enhanced governance structure to ensure efficient and supportive education system	Developed with the school planning team the School Improvement Plan (SIP) aligned with the Division Education Development Plan (DEDP) and Program Expenditure Classification (PREXC) targets	Within the rating period	4%	1	SIP aligned with the DEDP and PREXC Targets	Quality	SIP archived in the DEDP and relevant PREXC Targets are completed and met all of the following criteria: a. Reflects clear goals, objectives and strategies b. Priority implementation areas are supported by realistic project designs composed of specific work plans c. Budgetary allocations and financial plans reflected in the matrix are consistent with DEDP and PREXC funding priorities d. Demonstrates forward looking initiatives aligned with the long-term vision of DEDP and PREXC	SIP completed with documented instance of non-conformity in any one (1) of the critical elements in items a, b, c, and d	SIP completed with documented instance of non-conformity in any two (2) of the critical elements in items a, b, c, and d	SIP completed with documented instance of non-conformity in any three (3) of the critical elements in items a, b, c, and d	SIP completed with documented instance of non-conformity in all of the critical elements in items a, b, c, and d	1 Approved SIP		5.000	5.000	0.200
									Efficiency								5.000		
									Timeliness	Completed ahead the targeted period of conduct	Completed within the targeted period of conduct	Completed with a delay of one (1) month from the targeted period of conduct	Completed with a delay of one (1) quarter from the targeted period of conduct	Completed with a delay of one (1) semester from the targeted period of conduct			5.000		

School Leadership and Administration (School Operations and Resources Management)	Basic Education Inputs Program	Pillar 1 Access Pillar 2: Equity Pillar 3: Quality	Enhanced governance structure to ensure efficient and supportive education system	Implemented programs, projects and activities in the SIP through Annual Implementation Plan (AIP)	Within the rating period	2%	100%	AIP program, projects and activities aligned with the approved SIP	Quality	Approved activities completed are: a. leading towards attainment of key deliverables b. carefully designed to suit school capabilities c. complies with necessary evidence requirements d. activity outputs served as reference to ensure timeliness of key deliverables	Approved activities are completed with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d.	Approved activities are completed with documented non-compliance to any one (2) of the critical elements in items a, b, c, and d.	Approved activities are completed with documented non-compliance to any one (3) of the critical elements in items a, b, c, and d.	Approved activities are completed with documented non-compliance to all the critical elements in items a, b, c, and d.	1.AIP 2. Accomplishment Report of PPAs 3. Monitoring Progress Report of PPAs		5.000	5.000	8.100
									Efficiency	100% of AIP program projects and activities aligned with the approved SIP are conducted/ implemented with	76-99% of AIP activities aligned with the approved SIP are conducted/ implemented	51-75% of AIP activities aligned with the approved SIP are conducted/ implemented	26-50% of AIP activities aligned with the approved SIP are conducted/ implemented	0-25% of AIP activities aligned with the approved SIP are conducted/ implemented			5.000		
									Timeliness	Completed programs, projects and activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			5.000		
School Leadership and Administration (Teaching and Learning Supervision)	Education Human Resource Development Program	Pillar 1 Access Pillar 2: Equity Pillar 3: Quality	High Performing Teachers	Implemented the Instructional Supervisory Plan	Within the rating period	2%	2	Instructional Supervisory Plan implemented	Quality	100% of teachers are included in the supervisory plan, with supervision focused on individual teachers' needs.	90-99% of teachers are included in the supervisory plan, with supervision focused on individual teachers' needs	83-89% of teachers are included in the supervisory plan, with supervision focused on individual teachers' needs	73-79% of teachers are included in the supervisory plan, with supervision focused on individual teachers' needs	69% and below of teachers are included in the supervisory plan, with supervision focused on individual teachers' needs	Approved Instructional Supervisory Plan and Report Observation Notes		5.000	5.000	8.100
									Efficiency	100% of the objectives, areas for improvement and targeted interventions or agreement in the instructional plan were	75-99% of the activities in the instructional supervisory plan was implemented	51-74% of the activities in the instructional supervisory plan was implemented	26-50% of the activities in the instructional supervisory plan was implemented	25% and below of the activities in the instructional supervisory plan was implemented			5.000		
									Timeliness	The instructional supervisory plan was implemented within the rating period		The instructional supervisory plan was implemented a quarter/semester after the rating period		The instructional supervisory plan was not implemented			5.000		
School Leadership and Administration (Organizational and Individual Development)	Education Human Resource Development Program	Pillar 1 Access Pillar 2: Equity Pillar 3: Quality	High Performing Teachers	Set professional development goals based on self-assessment and apply professional reflection and learning to improve practice.	Within the rating period	2%	100%	Teachers submitted individual development plan	Quality	100% of teachers have submitted Individual Development Plans with interventions aligned to SMART goals.	90%-99% of teachers have submitted Individual Development Plans with interventions aligned to SMART goals	80%-89% of teachers have submitted Individual Development Plans with interventions aligned to SMART goals.	70%-79% of teachers have submitted Individual Development Plans with interventions aligned to SMART goals.	69% of teachers have submitted Individual Development Plans with interventions aligned to SMART goals.	Individual Development Plan Teacher Reflection Notes		5.000	5.000	8.100
									Efficiency	100% of teachers' intervention plans were achieved and effectively applied in the teaching-learning process.	76%-99% of teachers' intervention plans were achieved and effectively applied in the teaching-learning process	51%-75% of teachers' intervention plans were achieved and effectively applied in the teaching-learning process	26%-50% of teachers' intervention plans were achieved and effectively applied in the teaching-learning process	25% and below of teachers' intervention plans were achieved and effectively applied in the teaching-learning process.			5.000		

									Timeliness	Intervention plans were achieved and applied within the approved implementation schedule		Intervention plans were achieved and applied a semester after the approved implementation schedule		Intervention plans were achieved and applied a year after the approved implementation schedule			5 000		
School Leadership and Administration (Partnership and Linkages)	Support to Schools and Learners Program	Enabling Mechanisms - Governance and Management	Enhanced governance structure to ensure efficient and supportive education system	Established and maintained partnerships with the community internal and external stakeholders to strengthen support for learner, school and community development	Within the rating period	2%	5	Partnerships and Linkages	Quality	Established at least 5 high quality partnerships	Established at least 4 high quality partnerships	Established at least 3 high quality partnerships	Established at least 2 high quality partnerships	Established at least 1 high quality partnerships	1. MOA/ MOU/ Resolutions 2. Deed of Donation 3. DPDS Data		5 000	5 000	8 139
									Efficiency	Completed 95% and above activities of partnership	Completed 90% 94% activities of partnership	Completed 80% 89% activities of partnership	Completed 70% 79% activities of partnership	Completed 69% and below activities of partnership			5 000		
									Timeliness	Achieve formal partnership agreements within 1 month from initial contact	Achieve formal partnership agreements within 2 months from initial contact	Achieve formal partnership agreements within 3 months from initial contact	Achieve formal partnership agreements within 4 months from initial contact	Achieve formal partnership agreements within 5 months from initial contact			5 000		
Teaching and Learning Delivery (Curriculum Management and Standards Development)	Basic Education Inputs Program	Pillar 1 Access Pillar 2 Equity Pillar 3 Quality	Improved education quality through upgraded curriculum, modernized assessment, and digitally-enabled schools	Contextualized and implemented learning resources to make curriculum relevant for learners	Within the rating period	2%	4	Number of developed contextualized and implemented learning materials	Quality	The contextualized learning materials have the following 1. relevance to local context and culture 2. alignment with curriculum standards 3. engagement, interactivity, clarity and accessibility 4. adequacy and differentiation 5. duly approved by the	4 out of 5 indicators were achieved	3 out of 5 indicators were achieved	2 out of 5 indicators were achieved	1 out of 5 indicators were achieved	Contextualized learning materials		5 000	5 000	8 139
									Efficiency	4 or more learning materials were contextualized	3 learning materials were contextualized	2 learning materials were contextualized	1 learning material was contextualized	No learning material was contextualized			5 000		
									Timeliness	Contextualized learning materials were implemented on time	Contextualized learning materials were implemented a week after targeted period of implementation	Contextualized learning materials were implemented a month after targeted period of implementation	Contextualized learning materials were implemented a quarter after targeted period of implementation	Contextualized learning materials were implemented a semester after targeted period of implementation			5 000		
Teaching and Learning Delivery (Learning Delivery Management and Development)	Education Human Resource Development Program	Pillar 5: Enabling Mechanisms	High Performing Teachers	Provided technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice during regular/ADM classes	Within the rating period	2%	100%	Percentage of teachers provided technical assistance	Quality	Comprehensive technical assistance provided to all (100%) teachers, fully aligned with teaching standards and effective pedagogies across learning areas	Technical assistance provided to most (80% 89%) teachers, aligned with teaching standards and pedagogies	Technical assistance provided to 60%-69% of the teachers, partially aligned with teaching standards and pedagogies	Limited technical assistance provided to 50% 59% of the teachers, with minimal alignment to teaching standards and pedagogies	Technical assistance was rarely or not provided and was not aligned with teaching standards and pedagogies.	1. PMDT (highlighting TA during regular/ADM classes) 2. Accomplishment Report of ADM implementation		5 000	5 000	8 139
									Efficiency	Technical assistance was delivered efficiently and resulted in evident improvement in teaching practices during regular and ADM classes	Technical assistance was delayed with minor inefficiencies and led to slow improvement in teaching practices	Technical assistance was delivered with acceptable efficiency and resulted in some improvement in teaching practices	Technical assistance was delivered inefficiently and resulted in minimal improvement in teaching practices	Technical assistance was inefficient and did not result in observable improvement in teaching practices			5 000		

									Timeliness	Technical assistance provided on or ahead of schedule for all planned activities	Technical assistance was provided a week after the approved timeline	Technical assistance was provided a month after the approved timeline	Technical assistance was provided a semester after the approved timeline	Technical assistance was provided a year after the approved timeline			5,000		
Teaching and Learning Delivery (Learning Resource Management and Development)	Basic Education Inputs Program	Pillar 1: Access Pillar 2: Equity Pillar 3: Quality	Improved education quality through upgraded curriculum, modernized assessment, and digitally enabled schools	Ensured sufficient number of learning resources/ materials in all learning areas to support the achievement of the learning outcomes	Within the rating period	2%	1:1	ratio of LM to learners in all learning areas	Quality	The school achieved a 1:1 learner-to-learning material ratio across all learning areas to support achievement of learning outcomes	The school achieved a 1:2 learner-to-learning material ratio across all learning areas to support achievement of learning outcomes	The school achieved a 1:3 learner to learning material ratio across all learning areas to support achievement of learning outcomes	The school achieved a 1:4 learner-to-learning material ratio across all learning areas to support achievement of learning outcomes	The school achieved a 1:5 and above learner-to-learning material ratio across all learning areas to support achievement of learning outcomes	1. Inventory of Learning Materials 2. LRMDS Report		5,000	5,000	0.10%
									Efficiency	Learning materials were distributed to all (100%) learners	Learning materials were distributed to most (90%-99%) learners	Learning materials were distributed to some (80%-89%) learners	Learning materials were distributed to 75%-79% learners	Learning materials were distributed to 83% or fewer learners			5,000		
									Timeliness	Learning materials were distributed on time (beginning of the quarter)		Learning materials were distributed with delays (middle of the quarter)		Learning materials were distributed with major delays (end of the quarter)			5,000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 1: Access Pillar 2: Equity	TAke steps to accelerate delivery of basic education facilities and services	Achieved the targeted retention rate for Elementary level	Within the rating period	2%	90%	Retention Rate for Elementary Level	Quality	[illegible]	Overall retention rate is completed with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Overall retention rate is completed with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Overall retention rate is completed with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d.	Overall retention rate is completed with documented non-compliance to all the critical elements in items a, b, c, and d	Performance Indicator Report		5,000	5,000	0.10%
									Efficiency	93% and above of retention rate for elementary level is achieved	92-94% of retention rate for elementary level is achieved	90-92% of retention rate for elementary level is achieved	45-93% of retention rate for elementary level is achieved	Below 45% of retention rate for elementary level is achieved			5,000		
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			5,000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 1: Access Pillar 2: Equity	TAke steps to accelerate delivery of basic education facilities and services	Achieved the targeted retention rate for Secondary Grade (Grade 7 to 12)	Within the rating period		95%	Retention Rate for Secondary Grade	Quality	[illegible]	Overall retention rate is completed with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Overall retention rate is completed with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Overall retention rate is completed with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Overall retention rate is completed with documented non-compliance to all the critical elements in items a, b, c, and d	Performance Indicator Report		5,000	5,000	0.10%
									Efficiency	96% and above of retention rate for secondary grade is achieved	93-94% of retention rate for secondary grade is achieved	92-93% of retention rate for secondary grade is achieved	45-93% of retention rate for secondary grade is achieved	Below 45% of retention rate for secondary grade is achieved			5,000		

									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			₱ 000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 1 Access Pillar 2 Equity	TAke steps to accelerate delivery of basic education facilities and services	Achieved the targeted completion rate for Elementary level	within the rating period	2%	85%	Completion Rate for Elementary Level	Quality	[illegible]	Overall completion rate is completed with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to all the critical elements in items a, b, c, and d	Performance Indicator Report		₱ 000	₱ 000	0.100
									Efficiency	95% and above of completion rate for elementary level is achieved	85-94% of completion rate for elementary level is achieved	80-79% of completion rate for elementary level is achieved	45-53% of completion rate for elementary level is achieved	Below 45% of completion rate for elementary level is achieved			₱ 000		
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			₱ 000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 1 Access Pillar 2 Equity	TAke steps to accelerate delivery of basic education facilities and services	Achieved the targeted completion rate for Secondary (Grade 7 to 12)	within the rating period		83%	Completion Rate for Secondary Grade	Quality	[illegible]	Overall completion rate is completed with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Overall completion rate is completed with documented non-compliance to all the critical elements in items a, b, c, and d	Performance Indicator Report		₱ 000	₱ 000	0.200
									Efficiency	93% and above of completion rate for secondary grade is achieved	83-92% of completion rate for secondary grade is achieved	54-67% of completion rate for secondary grade is achieved	40-53% of completion rate for secondary grade is achieved	Below 39% of completion rate for secondary grade is achieved			₱ 000		
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			₱ 000		
Teaching and Learning Delivery	Support to Schools and	Pillar 2	MAke the curriculum relevant to produce competent and job-ready, active, and [illegible]	Achieved the targeted proportion of learners achieving at least nearly proficient in the National Achievement	within the			Proportion of learners achieving at least nearly proficient in the	Quality	[illegible]	Learners achieved nearly proficient level with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to all the critical elements in items a, b, c, and d	NAT Results		₱ 000		

(Education Assessment and Research)	Learners Program	Equity Pillar 3: Quality	and TAAs steps to accelerate delivery of basic education facilities and services	Test (NAT) for Elementary (Grade 6) NOTE: AS MAY BE APPLICABLE	rating period	2%	54%	NAT for elementary (Grade 6)	Efficiency	54% and above of elementary (Grade 6) learners achieved at least nearly proficient	41%-53% of elementary (Grade 6) learners achieved at least nearly proficient	35%-44% of elementary (Grade 6) learners achieved at least nearly proficient	27%-20% of elementary (Grade 6) learners achieved at least nearly proficient	Below 26% of elementary (Grade 6) learners achieved at least nearly proficient	Report		5,000	3,000	8,000
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			5,000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 2: Equity Pillar 3: Quality	MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens and TAAs steps to accelerate delivery of basic education facilities and services	Achieved the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT) for Junior High School (Grade 10) NOTE: AS MAY BE APPLICABLE	Within the rating period		39%	Proportion of learners achieving at least nearly proficient in the NAT for junior high school	Quality	[illegible]	Learners achieved nearly proficient level with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	6 learners achieved nearly proficient level with documented non-compliance to all the critical elements in items a, b, c, and d	NAT Results Report		5,000	3,000	8,000
									Efficiency	39% and above of junior high school (Grade 10) learners achieved at least nearly proficient	38% to 33% of junior high school (Grade 10) learners achieved at least nearly proficient	32% to 27% of junior high school (Grade 10) learners achieved at least nearly proficient	26% to 13% of junior high school (Grade 10) learners achieved at least nearly proficient	Below 11% of junior high school (Grade 10) learners achieved at least nearly proficient			5,000		
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			5,000		
Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 2: Equity Pillar 3: Quality	MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens and TAAs steps to accelerate delivery of basic education facilities and services	Achieved the targeted proportion of learners achieving at least nearly proficient in the National Achievement Test (NAT) for Senior High School (SHS) (Grade 12) NOTE: AS MAY BE APPLICABLE	Within the rating period		27%	Proportion of learners achieving at least nearly proficient in the NAT for senior high school	Quality	[illegible]	Learners achieved nearly proficient level with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Learners achieved nearly proficient level with documented non-compliance to all the critical elements in items a, b, c, and d	NAT Results Report		5,000	3,000	8,000
									Efficiency	27% and above of senior high school (Grade 12) learners achieved at least nearly proficient	26% to 21% of senior high school (Grade 12) learners achieved at least nearly proficient	14% to 9% of senior high school (Grade 12) learners achieved at least nearly proficient	13% to 14% of senior high school (Grade 12) learners achieved at least nearly proficient	Below 10% of senior high school (Grade 12) learners achieved at least nearly proficient			5,000		
									Timeliness	Completed activities are ahead the targeted period of conduct	Completed activities are within the targeted period of conduct	Completed activities with a delay of one (1) month from the targeted period of conduct	Completed activities with a delay of one (1) quarter from the targeted period of conduct	Completed activities with a delay of one (1) semester from the targeted period of conduct			5,000		

Teaching and Learning Delivery (Education Assessment and Research)	Support to Schools and Learners Program	Pillar 1: Access Pillar 2: Equity Pillar 3: Quality	TAke steps to accelerate delivery of basic education facilities and services	Increased the number of learners reading at grade level	Within the rating period	2%	15%	Percentage of increase in the number of learners reading at grade level	Quality	Improved students' reading proficiency with all the following quality indicators and a programmed or effective and innovative plan a. Teachers receive strong support, including training and resources b. Progress is regularly monitored, with timely updates and strategy adjustments c. Stakeholders are actively and regularly engaged	Improved students' reading proficiency with documented non-compliance to any one (1) of the critical elements in items a, b, c, and d	Improved students' reading proficiency with documented non-compliance to any two (2) of the critical elements in items a, b, c, and d	Improved students' reading proficiency with documented non-compliance to any three (3) of the critical elements in items a, b, c, and d	Improved students' reading proficiency with documented non-compliance to all of the critical elements in items a, b, c, and d	Reading Assessment Report (BOSY & EOSY) plus MOVs of the quality indicators such as Action Plan, Support to Teachers Reading Progress Report/ Monitoring Progress Report and Stakeholders' Contributions		5,000	5,000	8,100
									Efficiency	Improvement of 15% or more	Improvement between 13% and 14%	Improvement between 9% and 12%	Improvement between 5% and 8%	Less than 5% improvement in average reading proficiency			5,000		
									Timeliness	Not applicable							5,000		
Teaching and Learning Delivery (Education Assessment and Research)	Education Policy Development Program	Pillar 5: Enabling Mechanisms	Enhanced governance structure to ensure efficient and supportive education system.	Collaborated with school personnel in the conduct of research and utilization of findings in facilitating data-driven and evidence-based innovation to improve school performance.	Within the rating period	2%	1	Number of conducted action research	Quality	Completed a research paper and implemented its findings/ innovations in school.	Completed a research paper, but its findings/ innovations were not implemented in the school.	Completed the research proposal (Chapters 1-3)	Research proposal approved, including the title and research problems/questions.	Submitted a research proposal.	Action Research Proposal Evaluation Form/Certificate of Completion - ARER		3,000	5,000	8,100
									Efficiency	Research findings and innovations fully improved school performance.		Research findings and innovations partially improved school performance.		Research findings and innovations had no impact on school performance.			5,000		
									Timeliness	The research was completed on schedule or ahead of the planned timeline.		The research was completed a semester after scheduled/ planned timeline.		The research was completed a year after scheduled/ planned timeline			3,000		
Teaching and Learning Delivery (Instructional Support Facilities Management)	Support to Schools and Learners Program	Pillar 5: Enabling Mechanisms	Enhanced governance structure to ensure efficient and supportive education system.	Managed school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal	Within the rating period	2%	100%	Reports submitted	Quality	All 5 indicators were present 1. Utilization Report of facilities and equipment 2. Acquisition Slip 3. Inventory Custodian Slip 4. Storage Report 5. Disposal Report	Any of the 4 indicators were present.	Any of the 3 indicators were present	Any of the 2 indicators were present.	Any of the indicator was present.	1. Utilization Report of facilities and equipment 2. Acquisition Slip 3. Inventory Custodian Slip 4. Storage Report 5. Disposal Report		5,000	5,000	8,100
									Efficiency	All school facilities and equipment were managed efficiently, fully (100%) adhering to policies, guidelines, and issuances.	Most facilities and equipment were managed efficiently, with minor (76%-99%) deviations from policies or guidelines.	Some facilities and equipment were managed efficiently with partial (51%-75%) adherence to policies or guidelines.	Few facilities and equipment were managed efficiently with limited (25%-50%) adherence to policies or guidelines	Facilities and equipment were poorly managed, with little (25%) or no adherence to policies, guidelines, or issuances			5,000		
									Timeliness	Management of facilities and equipment was completed ahead of or within the prescribed timelines.		Management of facilities and equipment was completed a semester after the prescribed timelines.		Management of facilities and equipment was completed a year after the prescribed timelines			3,000		

Learner Formation and Development (Management of clinic and health services)	Support to Schools and Learners Program	Pillar 2 Equity Pillar 3 Quality Pillar 4 Resiliency and Well-Being	Improved learning environment that safeguards students' physical and mental well-being	Managed a learner-friendly, inclusive and healthy learning environment	Within the rating period	2%	100%	School health services reports submitted	Quality	100% of learners provided a healthy, inclusive, and learner-friendly environment, all MOVs documented.	90-99% of learners provided a healthy, inclusive, and learner-friendly environment, most MOVs documented	80-89% of learners provided a healthy, inclusive, and learner-friendly environment, some MOVs documented.	70-79% of learners provided a healthy, inclusive, and learner-friendly environment, few MOVs documented.	Less than 40% of learners provided a healthy, inclusive, and learner-friendly environment, MOVs minimally documented.	1 Sample Learner's Health Card 2. Screening, examination, eye check-up, nutritional status reports. 3. Dental Report 4. Logbook of patient's treated or referred to medical personnel		5,000	5,000	8,100
									Efficiency	Health and learning environment initiatives fully implemented for all learners, with efficient use of resources	Initiatives implemented for most learners, with minor inefficiencies	Initiatives implemented for some learners, with acceptable resource use	Initiatives implemented for few learners, with noticeable inefficiencies	Initiatives poorly implemented.			5,000		
									Timeliness	Health and learning environment initiatives completed on time.	Health and learning environment initiatives completed a month after scheduled timeline.	Health and learning environment initiatives completed a semester after scheduled timeline.	Health and learning environment initiatives completed a year after scheduled timeline.	Health and learning environment initiatives was not conducted			3,000		
Learner Formation and Development (Learner Support Management)	Support to Schools and Learners Program	Pillar 1 Access Pillar 2 Equity Pillar 4 Resiliency and Well-Being	Improved learning environment that safeguards students' physical and mental well-being	Achieved the targeted number of learners benefited from School Feeding Program	Within the rating period	2%	100	Number of learners benefited from School Based Feeding Program	Quality	100% of the identified learners (1,000/1,000) are SBFP beneficiaries, demonstrating exceptional equity in providing support to all eligible students, ensuring comprehensive coverage and impact.	95-99% of the identified learners are SBFP beneficiaries, showing strong efforts in targeting and providing for the majority of eligible students, with only minor gaps in coverage.	90-94% of the identified learners are SBFP beneficiaries, meeting basic expectations, though there are noticeable gaps in coverage or areas where targeting or support could be improved.	85-89% of the identified learners are SBFP beneficiaries, indicating that efforts to reach all eligible students were incomplete, requiring improvements in targeting, outreach, or execution.	85% or fewer of the identified learners are SBFP beneficiaries, showing significant gaps in coverage and efforts that failed to reach the full target of eligible students.	1. List of SBFP Beneficiaries 2. Summary Report & Photos 3. Nutritional Status of SBFP Recipients (Baseline, Endline Data) 4. MFP		3,000	5,000	8,100
									Efficiency	The SBFP was highly efficient, with 100% of the identified learners benefiting, utilizing resources optimally and ensuring smooth, streamlined implementation without delays or waste.	The SBFP showed good efficiency with 95-99% of the identified learners benefiting, though there were minor inefficiencies or delays that could have been given room for better resource utilization.	The SBFP showed moderate efficiency with 90-94% of the identified learners benefiting, but noticeable inefficiencies or delays in resource use or distribution affected overall performance.	The SBFP was inefficient, with 85-89% of the identified learners benefiting, and there were significant delays or mismanagement of resources, which hindered effective implementation.	The SBFP was highly inefficient, with 85% or fewer of the identified learners benefiting significant resource mismanagement, and delays that severely affected the program's success.			3,000		
									Timeliness	100% of the identified learners were SBFP beneficiaries on time, with all activities executed according to the planned schedule, ensuring timely support for all students.	95-99% of the identified learners were SBFP beneficiaries within the planned timeframe, with only minor delays or scheduling adjustments, but the program still met its objectives on time.	90-94% of the identified learners were SBFP beneficiaries, but there were some delays or issues in meeting the target within the set timeline, impacting the overall timeliness.	85-89% of the identified learners were SBFP beneficiaries, with noticeable delays or scheduling issues that hindered the program from being fully completed on time.	85% or fewer of the identified learners were SBFP beneficiaries, with significant delays or failures to meet the target within the expected timeframe, causing major setbacks.			3,000		

Learner Formation and Development (Disaster Risk Reduction and Management)	Support to Schools and Learners Program	Pillar 1 Access Pillar 2 Equity Pillar 4 Resiliency and Well-Being	Improved learning environment that safeguards students' physical and mental well-being	Managed school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction	Within the rating period	2%	5	Number of DRRM Programs, Projects and Activities Implemented	Quality	All 5 DRRM PPAs were implemented 1. NSED 2. School-Based DRRM Training and Capacity Building 3. Hazard Identification and Risk Assessment Updating 4. School DRRM Information and	4 DRRM PPAs were implemented	3 DRRM PPAs were implemented	2 DRRM PPAs were implemented	1 DRRM PPA was implemented	DRRM 1. Contingency Plan 2. DRRM Funds Utilization Report 3. Monthly DRRM Report 4. NSED Quarterly Report 5. Compilation of DRRS		5,000	5,000	8,100
									Efficiency	100% of the planned DRRM PPAs were implemented 96–100% of allocated DRRM funds utilized as planned, no audit	93%-95% of the planned DRRM PPAs were implemented 93–94% utilization, minor variances	90%-72% of the planned DRRM PPAs were implemented 72–84% utilization, moderate inefficiencies but	42%-83% of the planned DRRM PPAs were implemented 50–83% utilization, noticeable inefficiencies or	32% and below of the planned DRRM PPAs were implemented 42% and below utilization or significant	1. DRRM Action Plan 2. WFP 3. Accomplishment Report for each PPA 4. Monitoring and Evaluation Report for each PPA		5,000		
									Timeliness	PPAs were implemented on time 100% of PPAs conducted within planned schedule,	Implementation of PPAs was delayed for 1 month 90–95% conducted as scheduled, minor	Implementation of PPAs was delayed for 2 months 73–89% conducted as scheduled, occasional	Implementation of PPAs was delayed for 3 months 50–74% conducted as scheduled, frequent	Implementation of PPAs was delayed for 1 quarter 49% and Below conducted as			5,000		
Learner Formation and Development (Child Protection Program Implementation)	Support to Schools and Learners Program	Pillar 1 Access Pillar 3 Quality	Improved learning environment that safeguards students' physical and mental well-being	Ensured compliance to existing laws and policies on children's welfare, rights, and protection	Within the rating period	2%	100%	Implementation of child protection policy	Quality	100% PPAs in compliance with existing laws and policies on children's welfare, rights, and protection	90%-93% PPAs in compliance with existing laws and policies on children's welfare, rights, and protection	80%-89% PPAs in compliance with existing laws and policies on children's welfare, rights, and protection	70%-79% PPAs in compliance with existing laws and policies on children's welfare, rights, and protection	69% and below PPAs in compliance with existing laws and policies on children's welfare, rights, and protection	Child Protection Reports Incident Reports Sexual Incident Report Bullying Report Child Protection Committee		5,000	5,000	8,100
									Efficiency	All PPAs fully compliant, implemented efficiently with no delays or issues	All PPAs compliant, minor efficiency gaps but no policy violations	Most PPAs compliant, some delays or process inefficiencies noted	Several PPAs partially compliant, frequent inefficiencies observed.	Many PPAs non-compliant, insufficient implementation affecting child protection			5,000		
									Timeliness	Compliance monitoring report submitted within the prescribed time	Compliance monitoring report submitted 1 week after the deadline	Compliance monitoring report submitted 1 month after the deadline	Compliance monitoring report submitted 1 semester after the deadline	Compliance monitoring report submitted 1 year after the deadline			5,000		
Learner Formation and Development (External Partnership for Programs and Events)	Support to Schools and Learners Program	Pillar 1 Access Pillar 2 Equity Pillar 3 Quality Pillar 5 Enabling Mechani	Enhanced governance structure to ensure efficient and supportive education system	Strengthened relationships with parents and other stakeholders to maintain/ sustain an enabling and supportive environment for learners during	Within the rating period	2%	2	Number of established partnership for various programs and events during Brigada Eskwela	Quality	Established 2 partnerships during Brigada Eskwela with complete documentation 1. MOA/MOU 2. Deed of Donation 3. Narrative Report	Established 2 partnerships during Brigada Eskwela with incomplete documentation	Established 1 partnership during Brigada Eskwela with complete documentation	Established 1 partnership during Brigada Eskwela with incomplete documentation	No partnership was established			5,000		
									Efficiency	The partnership was fully aligned with the programs and events implemented during Brigada Eskwela		The partnership was partially aligned with the programs and events implemented during Brigada Eskwela.		The partnership was not aligned with any of the programs and events implemented during Brigada Eskwela	List of Brigada Eskwela Partners with: 1. MOA/MOU 2. Deed of Donations 3. Narrative Report		5,000	5,000	8,100

		ems							Timeliness	The partnerships were formalized ahead of the schedule and implemented within the Brigada Eskwela period		The partnerships were formalized and implemented within the Brigada Eskwela period		The partnerships were formalized during the Brigada Eskwela period but were implemented at a later time				$ 200		
School Operations and Management (Asset Management)	Basic Education Inputs Program	Pillar 5: Enabling Mechanisms	Improved learning environment that safeguards students' physical and mental well-being	Managed school facilities in compliance with policies, guidelines, and issuances on acquisition, recording, and utilization.	Within the rating period	2%	1	Updated record of school assets	Quality	All school facilities were managed in full compliance with policies and guidelines.	Most school facilities were managed in compliance with policies and guidelines	Some school facilities were managed in compliance with policies and guidelines	Few school facilities were managed in compliance with policies and guidelines	School facilities were not managed and not in compliance with policies and guidelines.	NSBI Crucial Resources Report			$ 200	$ 200	0.100
									Efficiency	NSBI and Crucial Resources Reports are complete, accurate, and updated.	NSBI and Crucial Resources Reports are complete with minor lapses.	NSBI and Crucial Resources Reports are partially complete.	NSBI and Crucial Resources Reports show significant gaps	NSBI and Crucial Resources Reports are missing or inaccurate.				$ 200		
									Timeliness	Reports were submitted and validated on time.	Reports were submitted and validated a month after timeline.	Reports were submitted and validated a semester after timeline.	Reports were submitted but not validated.	Reports were not submitted.				$ 200		
School Operations and Management (Financial Management)	Basic Education Inputs Program	Pillar 1: Access Pillar 2: Equity Pillar 3: Quality Pillar 5: Enabling Mechanisms	Enhanced governance structure to ensure efficient and supportive education system	Managed finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	Within the rating period	2%	100%	School monthly MOOE liquidated on time	Quality	Submitted all twelve (12) duly signed monthly Check Disbursement Reports in compliance with reporting requirements.	Submitted 9-11 duly signed monthly Check Disbursement Reports in compliance with reporting requirements	Submitted 6-8 duly signed monthly Check Disbursement Reports in compliance with reporting requirements.	Submitted 3-5 duly signed monthly Check Disbursement Reports in compliance with reporting requirements	Submitted two or fewer duly signed monthly Check Disbursement Reports in compliance with reporting requirements.	Liquidation Reports (Check Disbursement Report) Certification of Fund Utilization			$ 200	$ 200	0.100
									Efficiency	The liquidation report was prepared in full adherence to procurement policies, guidelines, and issuances, as reflected in the Certification of Fund Utilization		The liquidation report was prepared in partial adherence to procurement policies, guidelines, and issuances, as reflected in the Certification of Fund Utilization		The liquidation report failed to comply with procurement policies, guidelines, and issuances as indicated in the Certification of Fund Utilization				$ 200		
									Timeliness	Monthly liquidation reports were consistently submitted on or ahead of schedule	Monthly liquidation reports were submitted one week past the scheduled deadline	Monthly liquidation reports were submitted one month past the scheduled deadline	Monthly liquidation reports were submitted one quarter past the scheduled deadline	Monthly liquidation reports were submitted one semester past the scheduled deadline				$ 200		
	Support to		Enhanced						Quality	Fully sufficient support staff employed, all hiring documents complete	Sufficient support staff employed, minor issues with hiring documents	Adequate support staff employed, some missing or incomplete hiring documents	Insufficient support staff employed, several incomplete hiring documents	Support staff severely lacking, hiring documents mostly missing	Contract of			$ 200		

School Operations and Management (General Services Management)	Schools and Learners Program	Enabling Mechanisms	governance structure to ensure efficient and supportive education system	Ensured delivery of general support services	within the rating period	2%	4	Number of general services delivered	Efficiency	General services delivered without disruption	General services delivered mostly uninterrupted.	General services delivered with occasional interruptions	General services delivered with frequent interruptions	General services not delivered.	services (Security Guards Admin Aide/ Job Orders/ Janitorial Services)		5,000	5,000	8,100
									Timeliness	Services always delivered on time, without any delays	Services mostly delivered on time, several delays	Services occasionally delayed	Services frequently delayed	Services consistently delayed or not delivered on time.			5,000		
School Operations and Management (Human Resource Management and Development)	Education Human Resource Development Program	Enabling Mechanisms - Governance and Management	High Performing Teachers	Achieved the targeted number of teachers trained through LAC Sessions, and other learning and professional development interventions	within the rating period	2%	12	Number of teachers trained through LAC Sessions and other learning and professional development interventions	Quality	Provided LAC Sessions and other learning and professional development interventions to teachers 1. Approved School Learning Action Cell (LAC) Plan 2. K to 12 Training 3. Gender and Development Training 4. Senior Citizen Training 5. Other Trainings 100% of sessions aligned with identified competency needs; 70%-80% of teachers demonstrate measurable improvement (post-facilitation observation/checklist)	Provided LAC Sessions with other learning and professional development interventions to teachers with missing information in any one (1) of the elements in items a, b, c, and d 100% of sessions aligned with identified competency needs; 70%-80% of teachers demonstrate measurable improvement (post-facilitation observation/checklist)	Provided LAC Sessions and other learning and professional development interventions to teachers with missing information in any two (2) of the elements in items a, b, c, and d 100% of sessions aligned with identified competency needs; 60%-74% of teachers demonstrate measurable improvement (post-facilitation observation/checklist)	Provided INSET and other learning and professional development interventions to teachers with missing information in any three (3) of the elements in items a, b, c, and d. 100% of sessions aligned with identified competency needs; 42%-59% of teachers demonstrate measurable improvement (post-facilitation observation/checklist)	Provided LAC Sessions and other learning and professional development interventions to teachers with missing information in all of the elements in items a, b, c, and d 100% of sessions aligned with identified competency needs; 25% and below of teachers demonstrate minimal improvement (post-facilitation observation/checklist)	1. Professional Development Program Proposal (Training/Seminar /Workshop/Orientation, others) 2. 5-month LAC Plan 3. Program Design/Matrix 4. Competency Assessment (Pre and Post Test) 5. Accomplishment/ Completion Report 6. Notice of Meeting/Memorandum 7.Attendance Sheet 8.Photo Documentation		5,000	5,000	8,100
									Efficiency	Achieved 100% of teachers trained through LAC Sessions and other learning and professional development interventions	Achieved 80-99% of teachers trained through LAC Sessions and other learning and professional development interventions	Achieved 75-83% of teachers trained through LAC Sessions and other learning and professional development interventions	Achieved 63-74% of teachers trained through LAC Sessions and other learning and professional development interventions	Achieved below 63% of of teachers trained through LAC Sessions and other learning and professional development interventions			5,000		
									Timeliness	Completed ahead the targeted period of data capture	Completed within the targeted period of data capture	Completed with a delay of one (1) month from the targeted period of data capture	Complete with a delay of one (1) quarter from the targeted period of data capture	Completed with a delay of one (1) semester from the targeted period of data capture			5,000		
School Operations and Management (Human Resource Management and Development)	Education Human Resource Development Program	Enabling Mechanisms - Governance and Management	High Performing Teachers	Implemented the performance management system with a team to support the career advancement of teachers	Within the rating period	2%	All	Number of teachers evaluated and rated	Quality	100% teachers were successfully evaluated and rated through the Performance Management and Evaluation System	90%-99% teachers were successfully evaluated and rated through the Performance Management and Evaluation System	80%-89% teachers were successfully evaluated and rated through the Performance Management and Evaluation System	70%-79% teachers were successfully evaluated and rated through the Performance Management and Evaluation System	69% and below teachers were successfully evaluated and rated through the Performance Management and Evaluation System	1. Summary of Ratings of Teachers 2. Rating Sheets/ Classroom Observation Notes 3. Accomplished Performance Monitoring and Coaching Form (PMCF)		5,000	5,000	8,100
									Efficiency	100% teachers were evaluated with clear processes and optimal use of time and resources ensuring smooth and well-coordinated PMES implementation	Evaluations were completed with minor resource or coordination issues, but 90%-99% teachers were rated effectively	80%-89% teachers were rated, but the process showed moderate inefficiencies such as delays or redundant steps.	70%-79% teachers were evaluated, with notable inefficiencies in planning, documentation, or resource use	Fewer than 69% teachers were evaluated with significant inefficiencies that disrupted the process			5,000		
									Timeliness	All teacher evaluations were completed on or ahead of schedule, aligned with the PMES timeline	Evaluations were completed within 1 week of the deadline with minimal impact on reporting or planning.	Evaluations were done within 1 month after the target date, causing some delays in follow-up actions.	Evaluations were delayed by a semester, affecting timely feedback and planning	Evaluations were not completed on time or only partially done, disrupting the PMES cycle.			5,000		

School Operations and Management (ICT Management)	Basic Education Inputs Programs	Enabling Mechanisms - Governance and Management	Improved education quality through upgraded curriculum, modernized assessment, and digitally enabled schools	Managed Information and Communication (ICT) Systems and Infrastructure of the school effectively to support school operations.	Within the rating period	2%	1	Number of ICT tools/ equipment/ system maintained/ updated	Quality	ICT systems and infrastructure were managed at an exceptional level, ensuring high reliability, security, and seamless support to all school operations.	ICT systems and infrastructure were well managed, providing reliable and secure support to most school operations with minimal issues.	ICT systems and infrastructure were adequately managed and generally supported school operations, though some issues affected service quality	ICT systems and infrastructure were inconsistently managed, resulting in frequent issues and limited support to school operations.	ICT systems and infrastructure were poorly managed, significantly hindering school operations due to recurring system failures.	Report on ICT tools/ equipment/ system maintained/updated		5,000	5,000	6,100
									Efficiency	ICT systems and infrastructure were managed with optimal use of time and resources, ensuring well-timed support to school operations.	ICT systems and infrastructure were efficiently managed, with issues addressed using available resources and minimal downtime	ICT systems and infrastructure were managed adequately though resource use and response efficiency can be improved	ICT systems and infrastructure management showed inefficiencies, resulting in delays and increased system downtime	ICT systems and infrastructure were inefficiently managed, causing frequent disruptions to school operations			5,000		
									Timeliness	ICT systems managed ahead of schedule, fully supporting operations.	ICT systems managed on schedule, supporting operations effectively	ICT systems managed a week after expected timeline, supporting most operations	ICT systems managed with monthly delays, some disruption to operations.	ICT systems poorly managed, with more than a month delays, operations affected			5,000		
School Operations and Management (Infrastructure Management)	Support to Schools and Learners Program	Enabling Mechanisms - Governance and Management	Improved Learning Environment that Safeguards Students' Physical and Mental Well-Being	Ensured adequate, disaster resilient and safe buildings through regular monitoring and inspection of school infrastructure	Within the rating period	2%	100%	Percentage of School buildings that are adequate, disaster resilient and safe compliant to prescribed standards	Quality	100% of school buildings comply with prescribed standards for adequacy, safety and disaster resilience.	90%-99% of school buildings comply with prescribed standards for adequacy, safety, and disaster resilience.	80%-89% of school buildings comply with prescribed standards for adequacy, safety, and disaster resilience	70%-79% of school buildings comply with prescribed standards for adequacy, safety, and disaster resilience.	69% and below of school buildings comply with prescribed standards for adequacy, safety and disaster resilience	Monthly Preventive Maintenance Report, Updated Fire Safety Inspection		5,000	5,000	6,100
									Efficiency	100% of the activities in the preventive maintenance plan were implemented	75-99% of the activities in the preventive maintenance plan were implemented	51-74% of the activities in the preventive maintenance plan were implemented	25-50% of the activities in the preventive maintenance plan were implemented	25% and below of the activities in the preventive maintenance plan were implemented			5,000		
									Timeliness	All monitoring, inspection, reporting, and corrective actions were completed within or ahead of schedule.	Monitoring, inspection, and corrective actions were completed within the prescribed timeline with minimal delays.	Monitoring and inspection were completed, but some reports and corrective actions were delayed	Monitoring, inspection, and corrective actions were conducted late, affecting compliance with safety standards.	Monitoring, inspection, and corrective actions were not completed within the required timeframe			5,000		
				Communicated directions to teachers					Quality	Disseminated at least 10 pieces of information through the School Official Page, Website, or Group Chat.	Disseminated 8-9 pieces of information through the School Official Page, Website, or Group Chat.	Disseminated 6-7 pieces of information through the School Official Page, Website, or Group Chat	Disseminated 4-5 pieces of information through the School Official Page, Website, or Group Chat.	Disseminated 3 and below pieces of information through the School Official Page, Website, or Group Chat.			5,000		

School Operations and Management (Public Affairs Management)	Basic Education Inputs Program	Enabling Mechanisms - Governance and Management	Enhanced governance structure to ensure efficient and supportive education system	learners, parents and other stakeholders through positive use of communication platforms to facilitate information sharing, collaboration and support	Within the rating period	2%	10	Number of information disseminated through School Official Page/ Website/ Group Chat	Efficiency	The published information successfully reached the intended audience, including teachers, learners, parents, and other stakeholders		The published information reached partially the intended audience, including teachers, learners, parents, and other stakeholders		The published information did not reach the intended audience, including teachers, learners, parents, and other stakeholders	Information disseminated through School Official Page/ Website/ Group Chat		₱ 000	₱ 000	₱ 100
									Timeliness	Information was disseminated ahead of/ on time		Information dissemination was delayed.		Information was not disseminated			₱ 000		
School Operations and Management (Records Management)	Basic Education Inputs Program	Enabling Mechanisms - Governance and Management	Enhanced governance structure to ensure efficient and supportive education system	Managed school data and information using technology, including ICT, to ensure efficient and effective school operations	Within the rating period	3%	100%	Updated and finalized LIS	Quality	The Learner Information System (LIS) was completed and finalized	The Learner Information System (LIS) was completed but not yet finalized	The Learner Information System (LIS) was incomplete with few data missing	The Learner Information System (LIS) was incomplete, with some data missing	The Learner Information System (LIS) was incomplete with most data missing.	1. Learner Information System (LIS)		₱ 000	₱ 000	₱ 100
									Efficiency	All data (100%) in the Learner Information System (LIS) were accurate	76%-99% data in the Learner Information System (LIS) were accurate	51%-75% data in the Learner Information System (LIS) were accurate.	25%-50% data in the Learner Information System (LIS) were accurate	25% and below data in the Learner Information System (LIS) were accurate.			₱ 000		
									Timeliness	The Learner Information System (LIS) was finalized ahead of/ on time.	The Learner Information System (LIS) was finalized a week after due date.	The Learner Information System (LIS) was finalized a month after due date.	The Learner Information System (LIS) was finalized a semester after due date	The Learner Information System (LIS) was not finalized			₱ 000		
School Operations and Management (Procurement Management)	Basic Education Inputs Program	Enabling Mechanisms - Governance and Management	Enhanced Governance Structure to ensure Efficient and Supportive Education System	Ensured compliance to procurement laws and guidelines	Within the rating period	3%	1	Approved Annual Procurement Plan	Quality	100% procurement activities adhere to RA 9184 (Required documents on procurement process)					1. Approved APP 2. Supplemental APP 3. Minutes of BAC Meeting		₱ 000	₱ 000	₱ 100
									Efficiency	Procurement processes were implemented with full compliance to laws and guidelines, demonstrating optimal use of resources and zero findings	Procurement activities were efficiently conducted in compliance with laws and guidelines, with minimal issues promptly resolved	Procurement activities complied with required laws and guidelines, though efficiency in documentation and processes can be improved.	Procurement processes showed partial compliance, with inefficiencies in documentation and procedural implementation.	Procurement activities were largely non-compliant with procurement laws and guidelines, resulting in significant inefficiencies and findings					
									Timeliness	100% of procurement activities were processed based on the allowable timeliness and modes of procurement							₱ 000		
																Part I-A Total Score				

PART I-B: INNOVATIVE AND INCLUSIVE ACCOMPLISHMENTS (IPA)

Part I-B: Innovating and Improving Accomplishments shall capture the outcomes/outputs of the office that are enabling, supporting, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be transactional, transformative, and enhancements on the processes, services, and/or outputs

TO BE FILLED IN DURING PLANNING	TO BE FILLED DURING EVALUATION

Key Result Areas (KRAs)	Objectives	Timeline	Weight Allocation	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division that are enabling, supportive and/or contributory to the achievement of the organizational outcomes and KCAs (Part I & II))		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/ Accomplishments	RATING (S & T)	AVERAGE (QET)	WEIGHTED AVERAGE
				Value (numerical, statistical, basic)	Description (expected outcome/ output/deliverable)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
Teaching and Learning Delivery/Education Assessment and Resou	Established a School Reading Hub/Corner to provide supplemental reading materials and a dedicated reading space that promotes a culture of reading among learners	1st to 4th Quarter SY 2025-2026	5%	1	School Reading Hub established and operational with organized reading materials accessible to all learners	Quality	Reading Hub is fully established with: (a) organized, leveled reading materials across genres; (b)	Reading Hub established with 3 of 4 quality indicators present	Reading Hub established with 2 of 4 quality indicators present	Reading Hub established with only 1 quality indicator present	Reading Hub not established or operational	1. Reading Hub Documentation 2. Photos of Reading Hub 3. Inventory of Reading Materials 4. Learner Reading Progress Records 5. Reading Program Schedule		5.000	5.000	0.250
						Efficiency	Reading Hub was used by 100% of learners; all reading materials inventoried and accessible	Reading Hub used by 75%-99% of learners; most materials accessible; minor scheduling conditions	Reading Hub used by 50%-74% of learners; some materials disorganized; moderate scheduling	Reading Hub used by 25%-49% of learners; limited access to materials; significant scheduling issues	Reading Hub used by fewer than 25% of learners or not functional			5.000		
						Timeliness	Reading Hub established and fully operational by the start of the 1st quarter	Reading Hub established within the 1st quarter	Reading Hub established by the end of the 2nd quarter	Reading Hub established by the 3rd quarter	Reading Hub not established within the school year			5.000		
Teaching and Learning Delivery/Learning Delivery Management and	Designed and implemented a differentiated Phil-IRI-based reading intervention program (e.g., Drop Everything and Read - DEAR, peer tutoring, parental reading support) to accelerate reading proficiency of non-readers and struggling readers	1st to 4th Quarter SY 2025-2026	5%	15%	Percentage increase of the number of learners moving to higher reading levels from BOSY to EOSY assessment	Quality	Intervention is evidence-based, differentiated by reading level, consistently implemented, tracked [illegible]	Intervention consistently implemented with 12%-14% improvement in	Intervention partially implemented with 8%-11% improvement; 2 of 4 quality indicators met	Intervention minimally implemented with 5%-8% improvement; only 1 quality indicator met	Intervention not implemented or less than 5% improvement; no quality indicators met	1. Pre-Existing and Post Assessment Results 2. Intervention Program Design 3. Accomplishment Reports per Quarter 4. Attendance Records of Learner Participants 5. Photo Documentation		5.000	5.000	0.250
						Efficiency	All identified non-readers and struggling readers (100%) were covered by the intervention; all	80%-89% of target learners covered; most sessions conducted; minor documentation gaps	60%-79% of target learners covered; some sessions missed; moderate documentation gaps	40%-59% of target learners covered; many sessions not conducted; significant documentation gaps	Fewer than 40% of target learners covered; intervention poorly implemented; poor documentation			5.000		
						Timeliness	Intervention program launched within the 1st quarter; EOSY re-assessment completed before	Intervention launched by end of 1st quarter; all sessions completed on schedule	Intervention launched by 2nd quarter with minor delays in some sessions	Intervention launched during 3rd quarter; limited sessions completed	Intervention not launched within the school year or implemented too late to produce			5.000		
Teaching and Learning Delivery/Learning Delivery Management and	Implemented a school-based Numeracy Enhancement Program targeting learners with low proficiency in foundational math skills (number sense, operations, measurement) using contextualized, game-based, and hands-on learning strategies	1st to 4th Quarter SY 2025-2026	5%	20%	Percentage of identified learners demonstrating at least satisfactory mastery (75% and above) of targeted numeracy competencies after intervention	Quality	Program is competency-based, uses varied strategies (game-based, hands-on, peer-learning), all	Program meets 3 of 4 quality indicators; 15%-17% of target learners improved to satisfactory mastery	Program meets 2 of 4 quality indicators; 10%-14% of target learners improved	Program meets 1 quality indicator; 5%-9% of target learners improved	Program not implemented or fewer than 5% of target learners improved	1. Pre-Existing Competency Assessment Results 2. Numeracy Enhancement Program Design/Action Plan 3. Accomplishment Reports 4. Photo Documentation 5. Teacher [illegible]		5.000	5.000	0.250
						Efficiency	100% of identified low proficiency learners participated; all planned sessions conducted; resources	80%-89% of target learners participated; most sessions conducted with minor resource issues	60%-79% of target learners participated; some sessions not conducted; moderate resource shortfalls	40%-59% of target learners participated; frequent session gaps; significant resource shortfalls	Fewer than 40% of target learners participated; program poorly resourced and infrequently			5.000		
						Timeliness	Numeracy enhancement sessions started in the 1st quarter and completed before	Sessions started in 1st quarter and completed on schedule with minor delays in a few	Sessions started in 2nd quarter; program completed but with delays in documentation	Sessions started in 3rd quarter; partial program completed	Sessions not started or insufficient sessions conducted within the school year			5.000		
	Institutionalized a structured Home-School Partnership Program (e.g., "Kuhay [illegible]				Number of	Quality	Home-School Partnership Program institutionalized with: (a) structured quarterly parent	Program meets 3 of 4 quality indicators; 2 or more parent engagement activities conducted per	Program meets 2 of 4 quality indicators; at least 2 parent activities conducted for the year	Program meets 1 quality indicator; only 1 parent activity conducted for the year	Program not established; no structured parent engagement activities conducted	1. Program Documentation/Action Plan 2. Attendance Sheets of Parent		5.000		

School Leadership and Administration(Partnerships and Linkages)	Implement Program/s Parent Effectiveness Service/PES) to actively engage parents as partners in monitoring learner progress, improving attendance and monitoring learning at home	1st to 4th Quarter SY 2025-2026	5%	3	structured parent engagement activities conducted per quarter	Efficiency	75% or more of parents/guardians participated in at least one structured engagement activity	60%-74% of parents participated, most activities documented, feedback mostly acted upon	50%-59% of parents participated, some activities documented, limited feedback action	35%-49% of parents participated, limited documentation, feedback not systematically acted	Fewer than 35% of parents participated, poor documentation, no feedback mechanism in place	3. Photo Documentation 4. Narrative Reports per Activity 5. Parent Feedback Forms 6. Learner Attendance Monitoring		5.000	5.000	0.250
						Timeliness	At least 2 parent engagement activities conducted per quarter as scheduled, all reports submitted on	At least 1 parent activity per quarter, reports submitted with minor delays	Parent activities conducted each semester, reports submitted with acceptable delays	Parent activities conducted only once during the school year, reports delayed	Parent activities not conducted or only conducted during the last quarter, no timely documentation			5.000		
													Part I-B Total Score			1.000

PART I-C. ORGANIZATIONAL EFFECTIVENESS (15%)
Part I-C. Organizational Effectiveness shall capture accomplishments produced or attained on the aspects of Financial Stewardship, Process Improvement, and Client Satisfaction. It shall focus on the results achieved by the office that are aligned with the Performance-based Bonus (PBB) oversight requirements.

Organizational Effectiveness Area	Objective	Timeline	Weight Allocation	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOV)	Actual Results Accomplishments	RATING (5,4,3,2,1)	RATING (CBPP)	WEIGHTED RATINGS
					5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)					
Financial Stewardship	Utilized 100% of the budget allocation in accordance with the quarterly disbursement program with no overspt/deficit/disallowance from oversight agency/ies	Within the rating period	5%	Quality	Budget allocation disbursed within the reglementary period with no overspt/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 1-2 overspt/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 3-4 overspt/deficit/disallowance from oversight agency/ies	Budget allocation disbursed within the reglementary period with 5-6 overspt/deficit/disallowance from oversight agencyies	Budget allocation disbursed within the reglementary period with 7 or more overspt/deficit/disallowance from oversight agency/ies	1. Certification of No-Unliquidated Cash Advances 2. Certification of No Notice of Suspension and Disallowances 3. Monthly CDR		5.000	5.000	0.250
				Efficiency	Budget is utilized according to the BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 100% of the budget allocation is utilized within the FY)	Budget is utilized with 1-5% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 93-97% of the budget allocation is utilized within the FY)	Budget is utilized with 6-10% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 88-92% of the budget allocation is utilized within the FY)	Budget is utilized with 11-15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. 83-87% of the budget allocation is utilized within the FY)	Budget is utilized with more than 15% variance from BUR target, based on the official BUR report of the Finance Service/Section/Unit (i.e. Below 83% of the budget allocation is utilized within the FY)			5.000		
				Timeliness	Quarterly basis: Budget is utilized according to the quarterly disbursement program (i.e. 95% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 90-94% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 6-10% variance from the quarterly disbursement program (i.e. 85-89% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 11-15% variance from the quarterly disbursement program (i.e. 83-87% of the quarterly BUR target is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with more than 15% variance from the quarterly disbursement program (i.e. Below 83% of the quarterly BUR target is utilized by the end of each quarter)			5.000		
	Streamlined core processes and			Quality	Improvements/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 3 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 1 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	No change in no. of documentary requirements, total processing time, transaction cost, process steps, signatories			5.000		

Process Improvement	management of service provisioning of frontline and other office deliverables to ensure ease of transactions and/or digitalization/digitization	Within the rating period	5%	Efficiency	Streamlined and/or digitized all office core processes identified in the QMS planning documents	Streamlined and/or digitized 76-99% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 51-75% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 26-50% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 0-25% of the office core processes identified in the QMS planning documents	Citizens Charter		5 000	5 000	0.250
				Timeliness								5 000		
Client Satisfaction	Achieved 100% resolution and compliance rate to #8888 and CCB complaints within the prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement	Within the rating period	5%	Quality	95.0% - 100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	90.0% - 94.9% (Very Satisfactory) overall average on the results of the CSM	85.0% - 89.9% (Satisfactory) overall average on the results of the CSM	80.0% - 84.9% (Fair) overall average on the results of the CSM	Below 80.0% (Poor) overall average on the results of the CSM	1. Client Satisfaction Survey Report 2. Certificate of No Complaint		5 000	5 000	0.250
				Efficiency	100% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 50% resolution and compliance rate to #8888 and CCB complaints	At least 1% resolution and compliance rate to #8888 and CCB complaints	0% resolution and compliance rate to #8888 and CCB complaints			5 000		
				Timeliness	Complaints acted upon and closed within prescribed processing time (simple - 3 days; complex - 7 days; highly technical - 20 days)		Complaints are acted upon and closed with documented delays based on the prescribed processing time (simple - 3 days; complex - 7 days highly technical - 20 days)		No complaint acted upon and resolved			5 000		
													Part I-C Total Score	0.750

JUAN DELA CRUZ
Principal
RATEE

ANNA LIZA MERHAN CHAN
Assistant Schools Division Superintendent
RATER

RENEN [illegible] UGA DANZON EdD CESO V
Schools Division Superintendent
APPROVING AUTHORITY

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

		Action Plan			
Gap Analysis (SWOT)	Improvement Area	General Objective	Recommended Improvement Intervention	Timeline	Resources Needed
Strengths: Majority of teachers are dedicated and willing to implement interventions Weaknesses: Significant proportion of learners scored below the mastery threshold (75% MPS) in Mathematics and Science across grade levels Opportunities: LAC sessions and peer coaching can upskill teachers on differentiated instruction and higher-order thinking activities Threats: Socio-economic challenges and limited study time at home may hinder improvement of MPS	Improvement of Mean Percentage Score (MPS) in all learning areas, particularly Mathematics and Science	To improve the MPS of learners across all grade levels to at least 75% by the end of SY 2025-2026 through targeted instruction and enrichment activities	1. Conduct diagnostic and quarterly assessment analysis per learning area 2. Organize differentiated instruction workshops through LAC sessions focused on HOTS and formative assessment strategies 3. Implement school-based remediation and enrichment program (e.g., after-school tutoring, peer learning) 4. Engage parents in monitoring homework and study habits through Gabay Magulang sessions 5. Deploy Subject Learning Coordinators (SLCs) to monitor instructional quality per subject area	August 2025 – June 2026	MOOE (LAC materials, activity sheets, tutorial resources) Teacher time and expertise Support from SLCs and Master Teachers
Strengths: Learners show willingness to improve their reading levels; school has existing reading program and materials Weaknesses: Many learners still struggle with foundational reading skills including limited vocabulary, word recognition, and reading comprehension Opportunities: Parental involvement and community reading partnerships can support reading development at home; available PHIL-IRI tools Threats: Poor reading habits at home, limited	Reading Proficiency: Increase in the number of learners reading at grade level using PHIL-IRI	To increase by at least 15% the number of learners reading at grade level by end of SY 2025-2026 through a school-wide, systematic reading program	1. Administer PHIL-IRI at the beginning of the school year and use results to group learners by reading level 2. Establish School Reading Hub with leveled, localized reading materials accessible to all learners 3. Implement 'Drop Everything and Read (DEAR)' program school-wide for 30 minutes daily 4. Deploy trained reading teachers and peer tutors to work with non-readers and struggling readers 5. Conduct quarterly parent orientation on how to support reading at home 6. Administer PHIL-IRI post-assessment at year-end	August 2025 – June 2026	MOOE (reading materials, printing) Reading teachers and peer tutors Parent volunteers Philippine Informal Reading Inventory (PHIL-IRI) tools
Strengths: Learners with right support and contextualized strategies can improve their numeracy skills; school has supportive teachers Weaknesses: Many learners have poor mastery of foundational math concepts (basic operations, number sense) making it difficult to progress to higher-level skills Opportunities: Targeted remediation using manipulatives, games, and real-life contextualization may meaningfully improve numeracy skills	Numeracy Proficiency: Improvement in learners' foundational numeracy and Mathematics MPS	To improve numeracy proficiency of at least 20% of identified low-performing learners in Mathematics through a structured school-based numeracy enhancement program by end of SY 2025-2026	1. Identify learners with low numeracy proficiency using Q1 assessment results 2. Design and implement a Numeracy Enhancement Program using game-based, hands-on, and contextualized activities 3. Conduct bi-monthly LAC sessions for Mathematics teachers focused on numeracy strategies 4. Deploy Math coaches/master teachers to provide TA and model effective numeracy instruction 5. Use progress monitoring charts to track learner improvement per quarter 6. Involve parents in reinforcing basic numeracy skills	August 2025 – March 2026	MOOE (manipulatives, activity materials) Math teachers and Master Teachers School-based coaches

Strengths: Madrasah Education Program caters to the holistic needs of Muslim and non-Muslim learners under inclusive education; existing ALIVE classes Weaknesses: Limited number of qualified Asatidz to handle ALIVE classes; low enrollment due to limited awareness among Muslim families Opportunities: Coordination with local Islamic community leaders and DSWD can help improve enrollment and Asatidz supply; linkage with National Commission on Muslim Filipinos (NCMF) Threats: Limited number of Muslim learners enrolling in the program; limited budget for Asatidz honoraria; minimal training opportunities available	Strengthening Madrasah Education and Inclusive Education programs (ALIVE classes)	To strengthen the implementation of the Madrasah (ALIVE) program and inclusive education services to increase access and ensure the holistic development of Muslim and learners with special needs by end of SY 2025-2026	1. Coordinate with local NCMF and community leaders to recruit and deploy qualified Asatidz 2. Conduct advocacy campaign among Muslim families to increase Madrasah program enrollment 3. Partner with SPED specialists and district-level inclusive education coordinators for training and TA 4. Allocate MDOE resources for instructional materials aligned with ALIVE curriculum 5. Monitor and document ALIVE classes participation and learner outcomes quarterly 6. Collaborate with parents and Muslim community organizations to sustain program support	August 2025 – June 2026	MDOE (ALIVE materials) Local NCMF and community partners SPED specialists Honoraria for Asatidz (through LGU or NCMF)

Feedback:

Part IV-B: Individual Development Plan

		Action Plan			
Strengths	Improvement Needs	Learning Objective (based on the developmental intervention)	Recommended Developmental Intervention	Timeline	Resources Needed
Demonstrated ability to design and implement innovative school programs (e.g., Reading Hub, numeracy enhancement) that address learning gaps	Further development of technology-integrated innovations and digitally-enhanced instructional programs	To design and pilot at least one (1) technology-integrated school innovation (e.g., digital reading tracker, e-learning module for remediation) that directly improves learner outcomes by end of SY 2025-2026	1. Attend DepEd sponsored ICT integration training/webinar 2. Self-directed learning on DepEd Commons and Google Workspace for Education 3. Benchmark with other innovative school heads within or across the division 4. Coaching from ICT Coordinator and HRD office	August 2025 – April 2026	MDOE (training fees, materials) DepEd digital platforms (DepEd Commons, LMS) ICT Coordinator support
Strong collaborative spirit with teachers, non-teaching staff, and community; active facilitation of PLCs and LAC sessions	Strengthening interdepartmental collaboration between senior, junior, and elementary levels; building more inclusive school governance teams	To strengthen whole-school collaboration by institutionalizing cross-level subject area teams and a more inclusive school governance structure that actively involves all stakeholders in SY 2025-2026	1. Attend training/seminar on collaborative leadership and team dynamics 2. Restructure existing school committees to include representation from all grade levels 3. Facilitate quarterly whole-school faculty and staff reflection/planning sessions 4. Engage in peer learning exchange with colleague principals from other schools	August 2025 – June 2026	Time allocation for collaboration meetings Division/school-level training budget Faculty and staff cooperation

Experienced instructional leader with strong track record in curriculum management, people development, and school governance; recognized for data-driven decision-making	Strategic leadership for school transformation: strengthening transformational leadership skills for managing change, navigating complex school challenges, and building a stronger school culture	To enhance transformational leadership skills and strategic management capacities relevant to the PPSSH Domain 1 competency indicators through targeted professional development activities in SY 2025-2026	1. Apply for and attend DepEd-sponsored school leadership development program (e.g., ELPDP, NSPC) 2. Engage in coaching sessions with the Schools Division Superintendent or ASDS 3. Participate in national/regional school heads summit or learning symposia 4. Read and apply leadership frameworks (PPSSH, PPSG) through reflective journaling 5. Enroll in relevant graduate/post graduate courses if applicable	August 2025 – June 2026	DepEd scholarship/training grants HRD office support Personal study time School Heads Association network
Proficient in curriculum mapping, contextualization, and instructional supervision; familiar with MELCs and K-12 curriculum standards across all grade levels	Deepening proficiency in the new MATATAG Curriculum implementation, SHS curriculum management, and assessment design aligned with updated DepEd competency frameworks	To update and deepen knowledge and skills in implementing the MATATAG K-10 curriculum and Redesigned SHS curriculum, ensuring informed supervision and support to teachers in SY 2025-2026	1. Attend all DepEd-mandated MATATAG curriculum orientation and training sessions 2. Conduct regular curriculum review meetings with Subject Learning Coordinators and department heads 3. Subscribe to DepEd learning portals and curriculum updates 4. Collaborate with Regional/Division Curriculum	August 2025 – June 2026	DepEd training budget and curriculum materials Curriculum Implementation Division support Personal professional reading
Effective in managing learner welfare programs including DRRM, Child Protection, SBFP, and health services; strong in community linkages for learner support	Strengthening mental health and psychosocial support (MHPSS) services, special needs education integration, and learner well-being programs in alignment with updated DepEd guidance	To enhance capacity in managing comprehensive learner support systems, particularly Mental Health and Psychosocial Support (MHPSS) and inclusive education services, to better address the diverse needs of learners in SY 2025-2026	1. Attend DepEd training on MHPSS implementation in schools (DO 21, s. 2021) 2. Coordinate with school guidance counselor and district SPED coordinator for program alignment 3. Review and update school's Child Protection Policy implementation and learner welfare programs 4. Research on	August 2025 – April 2026	DepEd MHPSS training budget Guidance counselor School nurse Division SPED coordinator
Competent in financial management, procurement compliance, records management, and physical facilities administration; strong adherence to COA and DepEd guidelines	Enhancing proficiency in digitalized school management systems, updated GPPB procurement rules, and DepEd financial management reforms including new liquidation and reporting protocols	To improve technical competency in school financial management, digitalized administrative operations, and updated procurement procedures to ensure compliance and efficiency in SY 2025-2026	1. Attend DepEd and DBM-COA training on updated financial management and liquidation procedures 2. Participate in GPPB online training on RA 9184 updates and procurement guidelines 3. Consult with Division Finance Unit and Accounting	August 2025 – March 2026	MOOE (training fees) Division Finance Unit support COA and GPPB online resources ICT tools for digital records

Feedback:

JUAN DELA CRUZ Principal RATEE	ANNA LIZA MERHAN CHAN Assistant Schools Division Superintendent RATER	ROWENA CASUGA BANZON EdD, CESO V Schools Division Superintendent APPROVING AUTHORITY

PART II-A: LEADERSHIP COMPETENCIES (2.5%)
Part II-A. Leadership Competencies shall capture competencies expected of heads of functional offices who hold managerial and executive/supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Leading People	1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to interest and/or emotions, uses data and examples, visual aids	Consistently uses coach-ish presentations and consultative discussions to align staff toward school vision, effectively mobilizes teachers and non-teaching staff toward common goals through inclusive, participating leadership	5	5.000
	2. Persuades, convinces or influences others, in order to have a specific impact or effect.	Regularly participates and inspires teachers and stakeholders to embrace school improvement initiatives, effectively uses student actions data in influencing decisions	5	
	3. "Sets a good example", is a credible and respected leader, and demonstrates desired behavior.	Consistently exhibits professional and ethical behavior, maintains credibility and earns the respect of staff, learners, parents, and community through principled and transparent leadership	5	
	4. Forwards personal, professional and work unit needs and interests on an issue.	Actively advocates for school needs and teachers welfare in SUC-level discussions, balances organizational requirements with the professional interests of staff	5	
	5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.	Articulates a clear, inspiring vision for school improvement aligned with BEDP 2030 and the school's mission, builds shared ownership of school goals among all stakeholders	5	
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)	Continuously reviews and improves school systems (e.g., monitoring tools, observation protocols) to enhance teacher performance and learner outcomes	5	5.000
	2. Sets performance standards and measures progress of employees based on office and department targets.	Sets clear, measurable performance expectations based on SMEA targets, consistently monitors progress and provides feedback aligned with school and learning goals	5	
	3. Provides feedback and technical assistance such as coaching for performance improvement and action planning	Provides structured workshop, coaching, and M&A-based technical assistance to teachers, facilitates development planning for both high performers and those needing improvement	5	
	4. States performance expectations clearly and checks understanding and commitment.	Clearly communicates performance expectations at the start of every quarter, ensures mutual understanding and commitment through consistent feedback conferences	5	
	5. Performs all the stages of result-based performance management system supported by evidence and required documentations	Successfully implements all PPMD stages (planning, monitoring, evaluation, development planning), supported by complete documentation (including SMEA, observation notes, and rating sheets)	5	
People Development	1. Improves the skills and effectiveness of individuals through employing a range of development strategies.	Employs a range of professional development strategies including LAC sessions, mentoring, coaching, peer observation, and benchmarking to continuously improve teacher skills	5	5.000
	2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	Creates a trust-based professional learning community by celebrating and motivates teachers by recognizing achievements and providing developmental support aligned with PPST competencies	5	
	3. Conceptualizes and implements learning interventions to meet identified training needs.	Identifies and addresses training needs through LNA results, designs and facilitates targeted LAC sessions and school-based trainings aligned with curriculum priorities	5	
	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.	Arranges long-term professional growth opportunities including scholarship applications, graduate study support, and cross-school learning exchanges for deserving teachers	5	
	5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals	Actively cultivates a culture of continuous learning, encourages action research, reflective practice, and future-focused professional development aligned with individual career aspirations	5	
			Part II-A : Weighted Average (Average x 0.025)	**0.125**

PART II-B: CORE BEHAVIOURAL COMPETENCIES (2.5%)
Part II-B. Core Behavioral Competencies shall capture competencies required from all DepEd personnel in all job groups within the organization, upholding the DepEd's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Self-Management	1. Sets personal goals and direction, needs and development.	Sets clear professional and personal development goals at the start of each school year, maintains a personal leadership development plan aligned with school improvement priorities	5	5.000
	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	Demonstrates conviction, self-awareness, and purpose-driven behavior, aligns personal actions with the school's vision, mission, and DepEd's core values	5	
	3. Displays emotional maturity and enthusiasm for and is challenged by higher goals	Displays high emotional intelligence while dealing with challenging stress, challenges, and conflicts, maintains enthusiasm and positive outlook even in difficult situations	5	
	4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals	Uses structured work plans and monitoring tools (such as charts, calendars, checklists) to prioritize school activities and meet goals efficiently	5	
	5. Sets high quality, challenging, realistic goals for self and others	Consistently sets ambitious, data-driven targets for school improvement, challenges self and staff to pursue excellence beyond compliance	5	

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)	Consistently upholds RA 6713 norms, models integrity, transparency, and accountability in all official transactions and public dealings	5	5.000
	2 Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions	Demonstrates ethical leadership in procurement, financial management, and personnel actions; ensures all school decisions are above reproach	5	
	3 Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming and communication	Maintains a professional image at all times, exemplary in punctuality, attendance, communication, and appearance; earns the trust of the school community	5	
	4 Makes personal sacrifices to meet the organization's needs	Willingly assumes additional responsibilities and goes beyond the call of duty to support school programs and meet organizational needs	5	
	5 Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness	Acts with urgency and accountability in addressing learner needs, staff concerns, and organizational priorities; empowers partners and helps others perform better	5	
Results Focus	1 Achieves results with optimal use of time and resources most of the time	Consistently delivers school targets on time with optimal use of MOOE, personnel, and time resources; minimizes waste and delay	5	5.000
	2 Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs	Implements evidence-based approaches to avoid rework; prioritizes school needs and policy outcomes over personal convenience	5	
	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	Produces high-quality reports, plans, and school outputs consistently; adheres to standards and produces satisfactory outputs with minimal supervision	5	
	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 and	Continuously seeks feedback and uses school data to improve approaches; proactively addresses performance gaps to achieve better outcomes	5	
	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	Regularly implements process improvements in school operations (e.g., streamlined registration, digital records) to improve efficiency and service quality	5	
Teamwork	1 Willingly does his/her share of responsibility	Actively fulfills duties as school head and as a team member in division-level activities and committees; leads by example in shared responsibility	5	5.000
	2 Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization	Promotes a culture of collaboration among teachers, non-teaching staff, parents, and community partners; removes barriers to effective teamwork	5	
	3 Applies negotiation principles in arriving at win-win agreements	Successfully resolves school conflicts and negotiates win-win solutions among competing interests of staff, parents, and other parties	5	
	4 Drives consensus and team ownership of decisions	Drives consensus in school planning sessions; ensures all voices are heard and final decisions reflect collective ownership	5	
	5 Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives	Works constructively with DepEd officials, LGU representatives, NGOs, and other external partners to advance school improvement goals	5	
Service Orientation	1 Can explain and articulate organizational directions, issues and problems	Clearly articulates school vision, programs, and challenges to staff, parents, and community with clarity and conviction	5	5.000
	2 Takes personal responsibility for dealing with and/or correcting customer service issues and concerns	Takes direct accountability for resolving learner, parent, and community concerns promptly; does not pass problems to others unnecessarily	5	
	3 Initiates activities that promotes advocacy for men and women empowerment	Champions gender-responsive programs, Child Protection, and inclusivity-driven initiatives that empowers all members of the school community	5	
	4 Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions	Participates actively in updating the school vision, mission, and strategic goals to ensure alignment with DepEd directions and community needs	5	
	5 Develops and adopts service improvement program through simplified procedures that will further enhance service delivery	Continuously improves school service delivery through simplified procedures, digital tools, and customer-friendly policies aligned with the Citizen's Charter	5	
Innovation	1 Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operations efficiency)	Diagnoses root causes of school problems using data analysis; develops creative, cost-effective solutions that improve learning outcomes	5	5.000
	2 Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results	Works beyond conventional solutions; can creatively enhances school programs and processes to create greater impact with available resources	5	
	3 Promotes a creative climate and inspires co-workers to develop original ideas or solutions	Creates a school culture that celebrates creativity; encourages teachers to develop and share original instructional innovations	5	
	4 Translates creative thinking into tangible changes and solutions that improve the work unit and organization	Successfully translates innovative ideas into concrete school programs (e.g., School Reading Hub, Numeracy Enhancement Program) that result in measurable improvements	5	
	5 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources	Uses resourceful, cost-effective approaches to implement school improvement initiatives; maximizes partnerships and community resources to succeed with minimal budget	5	
			Part II-B Weighted Average (Average x 0.025)	0.125

JUAN DELA CRUZ Principal RATEE

ANNA LIZA MIRIAM CHAN Assistant Schools Division Superintendent RATER

ROMEL CARIGA BANZON EdD, CESO V Schools Division Superintendent APPROVING AUTHORITY

PART III: SUMMARY OF RATINGS

Final Performance Components		Weight Allocation	Obtained Score	Overall Score	PMES Rating	
					Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%	3.000	5.000	5	Outstanding
	B. Innovating and Intervening Accomplishments	20%	1.000			
	C. Organizational Effectiveness	15%	0.750			
PART II	A. Leadership Competencies	2.5% (0.125)	0.125			
	B. Core Behavioural Competencies	2.5% (0.125)	0.125			

Ratee-Rater Agreement

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

Name of Employee:
Signature:
Date:

Name of Superior: ANNA LIZA M. CHAN
Signature:
Date: