

Republic of the Philippines

Department of Education

REGION XI SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

SGOD-2024-0207

To:

Assistant Schools Division Superintendent

Chief Education Supervisor (SGOD) Chief Education Supervisor (CID) Education Program Supervisors Public Schools District Supervisors

Public Elementary and Secondary Schools Heads

All Concerned Personnel

Subject:

INTERIM GUIDELINES FOR THE OFFICE PERFORMANCE

PLANNING AND ASSESSMENT FOR FY 2024 ONWARDS

Date:

April 25, 2024

Attached is Regional Memorandum HRDD 2024-103 re: Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards, details are found in the enclosures, contents of which are self-explanatory.

For information and guidance.

JINKY B. FIRMAN PhD, CESO VI Schools Division Superintendent

RELEASED

APR 2 5 2024

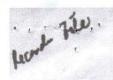
RECORDS SECTION SDD PANABO CITY

Enclosed: As stated. sgod/ABA/HRTD/LSS











Republic of the Philippines

Department of Education

DAVAO REGION

Office of the Regional Director

REGIONAL MEMORANDUM

HRDD-2024-103

To

Assistant Regional Director

Schools Division Superintendents

Subject:

INTERIM GUIDELINES FOR THE OFFICE PERFORMANCE

PLANNING AND ASSESSMENT FOR FY 2024 ONWARDS

Date :

April 4, 2024

Attached herewith is Memorandum DM-OUHROD-2024-0586 dated, March 27, 2024 on the Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards. With this, offices shall utilize the Office Performance Commitment and Review (OPCR) Form, Revised 2024. Relevant details are found in the enclosures.

Immediate dissemination and strict adherence of this Memorandum is directed.

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BY: August

Enclosed: As Stated.

ROH7/jlb

ALLAN G. FARNAZO Director IV

By the Authority of the Regional Director

REBONFAMIL R. BAGUIO

Director III 0 b Ark 2024



Republika ng Pilipinas

Department of Education

OFFICE OF THE UNDERSECRETARY HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM DM-OUHROD-2024-0586

: Undersecretaries

Assistant Secretaries

Bureau and Service Directors

Regional Directors

Schools Division Superintendents

Public Elementary and Secondary School Heads

All Others Concerned

FROM

WILFREDOIE. CABRAL

Regional Director

Officer-in-Charge, Office of the Undersecretary for Human Resource

and Organizational Development

SUBJECT

: INTERIM GUIDELINES FOR THE OFFICE PERFORMANCE

PLANNING AND ASSESSMENT FOR FY 2024 ONWARDS

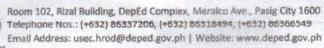
DATE

27 March 2024

- Pursuant to DepEd Order (DO) No. 2, s. 2015 or the Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education and to ensure that the offices diligently and consciously integrate the agency priorities and strategic directions in work plans as determined during the office planning and commitment, this Department releases the Interim Guidelines for the Office Performance Planning and Assessment for FY 2024 Onwards, including the revised Office Performance Commitment and Review Form (OPCRF).
- This Interim Guidelines shall ensure that office plans, commitments, and performance account for the achievement and contribution of the different delivery units in all governance levels to the Agency's Organizational Outcomes as committed in the General Appropriations Act (GAA), Basic Education Development Plan (BEDP), and MATATAG Agenda, among others.
- With this, offices shall utilize the Office Performance Commitment and Review (OPCR) Form, Revised 2024, as attached in Annex A, in reflecting the commitments and performance based on its office mandates, in ensuring the immediate integration of and alignment with the Agency's Organizational Outcomes, and in reflecting office's contributions in achieving the strategic priorities set under







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Effectivity	03.23.23	Page	1 of 3

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RECORDS SECTION

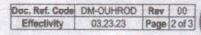


the MATATAG Agenda as well as their respective education development plans in the Region, Divisions, and schools as a direction in resolving basic education challenges.

- 4. The salient features of the revised OPCRF include the following:
 - a. Alignment of the office/school commitments with the overall Organizational Outcomes and Programs
 - b. Streamlining commitments and targets as follows:
 - i. Commitment to Organizational Outcomes office commitments and accomplishments based on the office functions and Key Result Areas (KRAs) with clear attribution to their direct contribution to the organizational outcomes/outputs indicated in the GAA Programs/Subprograms outputs/outcomes, BEDP Pillars, and MATATAG Agenda.
 - ii. Innovating and Intervening Accomplishments office outputs/outcomes enabling, supportive, and/or contributory to the achievement of the organizational commitments and office Key Result Areas (KRAs).
 - iii. **Organizational Effectiveness** office accomplishments in relation to the Performance-Based Bonus (PBB) oversight requirements.
 - iv. Leadership Competencies competencies expected of heads of functional offices who hold managerial and executive/supervisory positions.
 - v. Core Behavioral Competencies individual 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 and the civil service.
- 5. The revised OPCRF shall be used throughout the RPMS Cycle which covers the performance for one (1) whole year following a four-stage cycle, to wit: (i) Performance Planning and Commitment (Phase I); (ii) Performance Monitoring and Coaching (Phase II); (iii) Performance Review and Evaluation (Phase III); and (iv) Performance Rewarding and Development Planning (Phase IV).
- The revised OPCRF shall be used by the heads of offices and functional offices/divisions/units in the Central, Regional, and Schools Division Offices, and heads of schools in the elementary and secondary levels. In addition, Assistant Directors in the CO, Assistant Regional Directors, Assistant Schools Division Superintendents, and Assistant School Principals shall likewise use the revised OPCRF to capture their specific performance contributing to the office/school plans and accomplishments.
- 7. To provide guidance to offices, ratees, and raters in office performance planning, monitoring, and assessment, the comprehensive *Interim Guidelines* is attached as *Annex B*.
- 8. Annexes of this Memorandum shall be made available for accessing/viewing and downloading at this link: https://bit.ly/OPCRF2024Annexes

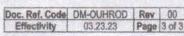






- 9. A series of national orientations shall be conducted to capacitate heads of offices and functional divisions in all governance levels on the interim guidelines and the accomplishment of the revised OPCRF. A separate Memorandum shall be issued on this,
- 10. For more information, please contact the Bureau of Human Resource and Organizational Development, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or telephone number (02) 8470-6630.
- 11. Immediate dissemination of and strict adherence to this Memorandum is directed.







OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) Revised 2024

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PART LA: CONSTITUTION TO DESCRIPTION TO DESCRIPTION

ATATAG Agenda priority							TO BE ACCO	MPLISHED DUR	HING PLANNING	9						TO BE FILLER	DURING E	VALUATIO	M
	Organizational Outco	ones Alignment		Operation	Boulina	Weight Allocation	Performans (Target Cutour Bareau/Center/Gers with the Cutouras/C this Digunitratio	on Tangets exChaput of the excitoration aligned haput makestors in red Cobscimus)	Performence Nearure (Quality			Rating Scale			Means of Verification	Actual Associphibition's	RATING	AVERAGE (OET)	WERS
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PARTI-C. ORGANICATIONAL RESCUTATIONAL (STACT)

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PART II-A: LEADERSHIP COMPETENCIES (3.5%)
Part II-A: Leadership Competencies shall capture competencies

Competendes	Behavioural indicators	Remarks/ Observations SATING	Average
Leading People	1. Uses basic persuasion techniques in e discussion of presentation e.g., staff mobilization, appeals to reason and/or emplors, uses tista and examples, visual aids		
	Pensiotes, convinces or influences others, in order to have a specific impact or effect,		
	3. "Sets a good snample", is a credible and respected leader, and demonstrates desired behavior.		
	4. Forwards personal, professional and work unit needs and interests in an issue,		
	Assumes a plooler rate in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of Deptid goals, in order to create an effective work environment.		
People Performance Management	 Makes specific charges in the parformance management system or in own work methods to improve performance (e.g. does something better, taster, at lower losel, more stitutionally; improves qualify, customer establishion, moralle, revenues). 		
	2. Sets performance standards and measures progress of employees based on office and department targets.		
	Provides feedback and technical assistance such as coaching for performence improvement and action planning.		
	4. States performence expectations clearly and checks understanting and commitment.		
	5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms.		
Psople Development	1. Improves the skills and effectiveness of inthiduals through employing a range of development strategies.		
	2. Facilitate workshoot effectiveness traugh coaching and motivating/developing people within a wark environment that promotes mutual total and respect.		
	3. Consegnatize and ancienceds learning transvertions to asset losselfed training needs.		
	4. Oxes brightern coaditing or braining by strainging appropriate and helpful assignments, formal braining, or other expensiones for the purpose of eupporting a person's learning and obsendopment.		
	5. Cultivates a teaming environment by shuching interactive experiences such as boding for future opportunities that are in support of extracting individual cerear guals.		
		Part II-A Total Score (Weighted Average)	9
PART II-B: CORE BEHAVIOURAL COMPETENC Part II-B. Core Behavioral Competencies shall o embody and live the values of the organization.	PART I.B. CORE BEHAVIOURAL COMPETENCIES (1.5%) Part II-B. Core Behavioral Competencies shall capture competencies required from all Deptid personnel in all job groups within the organization, upholding the Deptid's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 8713. They represent the way Individuals and three the values of the organization.	e Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the	the way individuals
Competenciae	Behavioural Indicators	Remarksi Obsavyations RATING	AVERAGE
	1. Bets personal goals and direction, needs and development.		
,	Understands personal actions and behavior that are clear and purposive and takes into account personal goals and values congruent to that of the organization		
Self-Managoment	3. Displays emolional malurity and enthusiases for and is challenged by higher goals		
	4. Priodizs work tasts and adhabates (through Gantt clients, dheoblists, etc.) to achieve goals		
	5. Sets high quality, challenging, recitatio goale for self and others.		
	 Demonstrate the values and behavior enstrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 		
	Practice ethical and professional behavior and conduct taking into account the impact of rishher actions and decisions.		
Professionalism and Ethics	 Marriados a professional image: being frustworthy, nigulatify of etherdance and punctuality, good governing and communication. 		
	4. Makes personal secrificas to mest the organization's needs.		
	 Act with a sense of urgancy and responsibility to meet the organization's needs, improve system and help others improve their effectiveness. 		

			moderone					Service Orientation					Teamwork					Results Focus		
Part II-B Total Score (Melghild Average)	5. Uses ingenitus restricts to encompleti responsibilities. Demonstrates resource/fulnes and the ability to excused with minimal resources.	4. Translation creatives floriding into tangeties and soft-flows that improve the victor unit and organization.	3. Promotes a creative climate and inspires co-existes to develop original clear or solutions.	2. Demonstrates an ability to think "beyond the box". Continuously focuses on expreving personal productivity to create higher value and results.	1. Examines the root cause of problems and suggests effective exhibits. Foster new ideas, processes, and suggests before ways to do things (cost and/or operational efficiency).	5. Develops and adopts service improvement program through simplified procedures that will further criticates service delivery.	4. Participates in updating office vision, mission, mandatics and strategies based on DEPED strategies and directions.	3. Inhaltes activities that promotes adviscosy for men and warnen empowerment.	2. Takes personal responsibility for dealing with anotice correcting customer service issues and concerns.	Can authan and articulate organizational directions, issues and problems.	5. Works controllvely and colleboratively with others and across organizations to accomplete organizational godes and objectives.	4. Difries consumate and learn ownership of depositions	Applies regoliation principles in amining at win-win agreements.	2. Promotes collaboration and removes barriers to hearwork and goal accompletiment across the organization.	1. Willingly does tabhar share of responsibility	 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, morela, without setting any specific goal. 	4. Expresses a clearire to do better and may express frustration at waste or helifocency. May focus on new or more precise ways of meeting goals set	3. Dailyas enzyr/ase oxigate most of the bine by conforming to stendard operating procedures operating, which to photupe very satisfactory quality of work in terms of predictions and completeness with no supervision required.	2. Avaids rework, mississe and wastinge through effective work methods by placing urganizational heads before personal reads.	1. Achieves results with cytilinal use of tens and resources mist of the tine.
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DepEd OPCRF (Revised 2024), page 3 of 4 PART III: SUMMARY OF RATINGS RPMS Rating **Final Performance Components** Weight Allocation Obtained Score Overall Score Numerical Rating | Adjectival Rating A. Commitment to Organizational Outcomes 60% B. Innovating and Intervening PARTI 20% Accomplishments C. Organizational Effectiveness 15% A. Leadership Competencies 2.5% PART II B. Core Behavioural Competencies 2.5% Ratee-Rater Agreement

	RPMS Rating Tabl	ting Table						
Range	Numerical Rating	Adjectival Rating						
4.500-5.000	5	Outstanding						
3,500-4,499	4	Very Satisfactory						
2.500-3.499	3	Satisfactory						
1.500-2.499	2	Unsatisfactory						
1.000-1.499	1	Poor						

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 En	ployee:	
Signature:		
Date:		

Name of Superior:	1
Signature;	
pate:	

Part IV-B: Individual Development Plan Owalld OPCRF (Revised 2024), page 4 of 4 Part IV-A: Office Improvement Plan Strangen HATEE koprovement Alaeda Improvement Area Learning Objective (Besed on the Sprotopowertal Intervention) PART IV: IMPROVEMENT AND DEVELOPMENT PLANS General Objective RATER Timetine AMBONING WILHOUSELY Resources Needed Resources Needed