



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 25 2024

RECORDS SECTION - SD, PANABO CITY
BY 

Enclosed: As stated.

SGOD/ABA/HRTD/LSS 



Schools Division of Panabo City
City Hall Compound, Panabo City
Tel. No. (084) 823-1469
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CHAMPION
Panabo ONE
DepEd Panabo:
Empowering Champions in Education
through Journeying, Blending and Fostering commitment in
providing quality education, MATATAG for all.

Hand file

24-29174



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.

DEPARTMENT OF EDUCATION
RECORDS SECTION
RELEASED

ALLAN G. FARNAZO
Director IV

By the Authority of the Regional Director

Enclosed: As Stated.

ROH7/jlb

BY: *[Signature]*
Date: *Apr. 08, 2024*
29174

REBONFAMIL R. BAGUIO
Director III *08 Apr 2024*



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Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY
 HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT

MEMORANDUM
DM-OUHROD-2024-0586

DEPARTMENT OF EDUCATION ROXS
 RECORDS SECTION
RECEIVED
 Date: 3-1-24 Time: 8:01

TO : Undersecretaries
 Assistant Secretaries
 Bureau and Service Directors
 Regional Directors
 Schools Division Superintendents
 Public Elementary and Secondary School Heads
 All Others Concerned

FROM : 
WILFREDO E. 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

1. 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).

2. 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.

3. 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



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).

~~6.~~ 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 OPCR. 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.**

TABLE 15. ORGANIZATIONAL EFFECTIVENESS (O.E.) PART 1: Organizational Effectiveness and Client Satisfaction. Please indicate if each item is the result achieved by the effort and the performance level based on the weight requirements.

Operational Effectiveness Area	Objective	Measure (Quality/Quantity)	Target	Weight Allocation	RATING SCALE					Rate of Verification (Score)	Actual Score/Assessment	RATING (Scale)	AVERAGE RATED
					5	4	3	2	1				
					Target description: 5 (100% achievement)	Target description: 4 (80% achievement)	Target description: 3 (60% achievement)	Target description: 2 (40% achievement)	Target description: 1 (20% achievement)				
Financial Stewardship	Granting and providing management of services, monitoring of budget and other data objectives to ensure value of resources and/or organizational objectives	Quality	95%	75%	55%	35%	15%	5%	0%				
		Quantity	95%	75%	55%	35%	15%	5%	0%				
Process Improvement	Granting and providing management of services, monitoring of budget and other data objectives to ensure value of resources and/or organizational objectives	Quality	95%	75%	55%	35%	15%	5%	0%				
		Quantity	95%	75%	55%	35%	15%	5%	0%				
Client Satisfaction	Granting and providing management of services, monitoring of budget and other data objectives to ensure value of resources and/or organizational objectives	Quality	95%	75%	55%	35%	15%	5%	0%				
		Quantity	95%	75%	55%	35%	15%	5%	0%				

TABLE 15

TABLE 15

Part 1 of Total Score

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

Competencies	Behavioral Indicators	Remarks/ Observations	RATING	Average
Leading People	<ol style="list-style-type: none"> 1. Uses basic persuasion techniques in a discussion or presentation e.g., self motivation, appeals to reason, evokes emotions, uses data and examples, visual aids 2. Persuades, convinces or influences others, in order to have a specific impact or effect. 3. Sets a good example; is a credible and respected leader; and demonstrates desired behavior. 4. Forwards personal, professional and work unit needs and interests in an issue. 5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of Doped's goals. In order to create an effective work environment. 			
People Performance Management	<ol style="list-style-type: none"> 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, retention). 2. Sets performance standards and measures progress of employees based on office and department targets. 3. Provides feedback and technical assistance such as coaching for performance improvement and action planning. 4. Sets performance expectations clearly and checks understanding and commitment. 5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms. 			
People Development	<ol style="list-style-type: none"> 1. Improves the skills and effectiveness of individuals through employing a range of development strategies. 2. Facilitates workers effectiveness through coaching and mentoring/developing people within a work environment that promotes mutual trust and respect. 3. Conceptualizes and implements learning interventions to meet identified training needs. 4. Does high-level coaching or training by creating appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development. 5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals. 			

Part I.A. Total Score (Weighted Average)

PART I.B. CORE BEHAVIORAL COMPETENCIES (2.5%)
 Part I.B. Core Behavioral Competencies shall capture competencies required from all Doped personnel in all job groups within the organization, upholding the Doped'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	Behavioral Indicators	Remarks/ Observations	RATING	AVERAGE
Self-Management	<ol style="list-style-type: none"> 1. Sets personal goals and direction, needs and development. 2. Understands personal actions and behavior that are clear and purposeful and takes into account personal goals and values congruent to that of the organization 3. Displays emotional maturity and enthusiasm for and is challenged by higher goals 4. Prioritizes work tasks and schedules (through Gantt charts, checklist, etc.) to achieve goals 5. Sets high quality, challenging, realistic goals for self and others. 			
Professionalism and Ethics	<ol style="list-style-type: none"> 1. Demonstrates fine values and behavior enshrined in the Honor and Conduct and Ethical Standards for Public Officials and Employees (RA 6713). 2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. 3. Maintains a professional image, being trustworthy, regularity or attendance and punctuality, good grooming and communication. 4. Makes personal sacrifices to meet the organization's needs. 5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness. 			

Results Focus	<ol style="list-style-type: none"> 1. Achieves results with optimal use of time and resources most of the time. 2. Avoids rework, mistakes and mistakes through effective work methods by placing organizational needs before personal needs. 3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness, acceptability and completeness with no supervisor required. 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal. 		
Teamwork	<ol style="list-style-type: none"> 1. Willingly does higher share of responsibility. 2. Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization. 3. Applies negotiation principles in arriving at win-win agreements. 4. Directs consensus and team ownership of decisions. 5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives. 		
Service Orientation	<ol style="list-style-type: none"> 1. Can explain and articulate organizational direction, issues and problems. 2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. 3. Initiates activities that promote advocacy for men and women empowerment. 4. Participates in updating office vision, mission, mandates and strategies based on DERED strategies and directions. 5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery. 		
Innovation	<ol style="list-style-type: none"> 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires coworkers to develop original ideas or solutions. 4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization. 5. Uses rigorous methods to complete responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources. 		

Part II-B Total Score (Weighted Average)

RATER

RATER

PART III: SUMMARY OF RATINGS

Final Performance Components	Weight Allocation	Obtained Score	Overall Score	RPMS Rating	
				Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%			
	B. Innovating and Intervening Accomplishments	20%			
	C. Organizational Effectiveness	15%			
PART II	A. Leadership Competencies	2.5%			
	B. Core Behavioural Competencies	2.5%			

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

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:
Signature:
Date:

PART M: IMPROVEMENT AND DEVELOPMENT PLANS

Part M-A: Office Improvement Plan

Use Analysis (SMO)	Improvement Area	General Objective	Action Plan	Recommended Improvement Intervention	Timeline	Resource Needs

Feedback:

Part M-B: Individual Development Plan

Integrates	Improvement Areas	Learning Objectives (based on the developmental framework)	Action Plan	Recommended Developmental Intervention	Timeline	Resource Needs

Feedback:

RATEE

RATER

APPROVING AUTHORITY