



Republika ng Pilipinas  
**Kagawaran ng Edukasyon**

REHIYON V

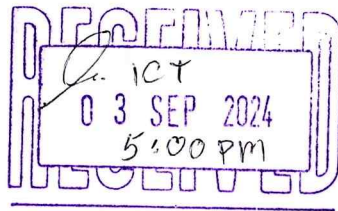
**TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD NAGA**

**ADVISORY No. 2**  
**September 3, 2024**

(In reference to Division Memorandum No. 277, s. 2023)  
**RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM**  
**FOR SCHOOL HEADS SY 2023-2024**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
CID Supervisors and SGOD Section Heads  
OSDS Unit Heads  
Heads of Public Schools  
All Others Concerned

1. In accordance with DepEd Order 2, s. 2015 "Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education", this Office hereby issues the instructions and schedule of Phase III-Final Performance Review and Evaluation of the RPMS Cycle for School Heads at Summit Hotel, on September 9-11, 2024.
2. The schedule of validation per school, validating team assignments as well as the final instructions for final performance review and evaluation of school heads for school year 2023-2024 are herein attached as enclosures.
3. Immediate dissemination of and compliance to this memorandum is hereby directed.



  
**SUSAN S. COLLANO CESO V**  
Schools Division Superintendent



DM 31, s. 2019 LH Rev. 01



☑ Roxas A ☑ Roxas Avenue, Brgy. Triangulo, Naga City, Camarines Sur  
☎ 0981 630 0070  
✉ naga.city@deped.gov.ph



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**INSTRUCTIONS FOR THE FINAL PERFORMANCE REVIEW AND EVALUATION  
OF SCHOOL HEADS' PERFORMANCE COMMITMENTS FOR SY 2023-2024**

**SUBMISSION OF DOCUMENTS**

1. A self-rated OPCRf and documents for verification of performance are expected to be submitted together with the documents to be evaluated on scheduled day of evaluation.
2. Documents are expected to be arranged with labels (index tabs) following a table of contents or checklist from Key Result Areas I to VI. All pertinent school documents must be submitted at one time by folder per objective.

**EVALUATION**

3. The School Head may be accompanied by members of the School Performance Management Team during the performance evaluation schedule. A maximum of 6 school team members (including the School Head) will be allowed to interact with the evaluators during the verification of documents. Ideally, one (1) member for each KRA must be assigned to facilitate the review.
4. The school team is requested to be in the venue at least thirty minutes before their scheduled evaluation because schedules may be adjusted during the day as it depends on the volume of documents submitted. They are expected to be in Smart Casual attire.
5. General Reminders on RPMS Phase III: Performance Review and Evaluation (in reference to DepEd Order No. 2, s. 2015 (Item No. 36, 37, and 38)

Item No. 36

The RPMS shall put premium on KRAs towards the realization of organizational vision, mission, strategic priorities and the OPIF log frame. Hence, rating for planned and/or intervening tasks shall always be supported by reports, documents, or any output as proofs of actual performance. In the absence of said bases or proofs, a particular task shall not be rated and shall be disregarded.

Item No. 37

Office and Individual Performance Assessment. xxx The final rating shall be based solely on the accomplishment of the specific objectives as measured by the Performance Indicators. The OPCRf shall be accomplished and completed by the rater-ratee to:

- i. reflect actual accomplishments and results;
- j. rate each of the objectives;
- k. compute for the score per objective;
- l. determine the overall rating for accomplishments;
- m. reach an agreement; and
- n. assess the competencies

Item No. 38

Initial self-rating shall be encouraged prior to the rater-ratee discussion

6. If additional MOVs are presented in lieu of what is indicated in the List of MOVs, the team should agree if the score will be adopted or not.
7. All rating sheets should be given to the documenter by the team. The documenter should immediately encode the rating in the templates to present the Final Rating.
8. Upon determining the overall rating for the actual accomplishments and results, the rater and the ratee shall reach an agreement by signing the OPCRf.
9. No documents must be left at the venue except a copy of the rating sheets and the rated OPCRf of the School Head for schools with signed rating sheets.

**SCHEDULE OF OFFICE PERFORMANCE REVIEW**

Time	September 9 Monday	September 10 Tuesday	September 11 Wednesday
7:30 – 8:00	Rosario V Maramba ES	Pacol ES	Sabang ES
8:00 - 8:30	Domingo G. Abcede ES	JB Meliton ES	Sta. Cruz ES
8:30 – 9:00	NCS I	Balatas ES	JRES
9:00 – 9:30	NCS II	Balatas NHS	Tinago CS
9:30 – 10:00	<b>COFFEE BREAK</b>		
10:00 – 10:30	Cararayan NHS	VGhes	San Rafael ESSC
10:30 – 11:00	Tinago NHS	CGES	San Isidro ES
11:00 – 11:30	Leon Mercado HS	VCES	San Isidro NHS
11:30 – 12:00	CSNHS	DRES	Don Manuel Abella CS
12:00 – 1:00	<b>LUNCH BREAK</b>		
1:00 – 1:30	Carolina NHS	DRHS	Tabuco ES
1:30 – 2:00	NCSHS	Teodora Moscoso ES	Carolina ES
2:00- 2:30	NCSAT	Triangulo ES	Morada Ramos ES
2:30 – 3:00	CPNHS	Mabolo ES	Panicuason ES
3:30 – 3:30	Calauag ES	Sta. Cruz HS	Yabu ES
3:30 – 4:00	Mac Mariano ES	Mabolo HS	Grand View ES

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## VALIDATING TEAM ASSIGNMENTS

Key Result Area	Objectives	Assigned Validator
<b>KRA 1. LEADING STRATEGICALLY (10%)</b>		
	1. Communicated the DepEd vision, mission and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities.	<b>PSDS Teresita Irma S. Dy-Cok</b>
	2. Developed and implemented with the planning team school plans aligned with institutional goals and policies	<b>PSDS Michael Del Rosario</b>
<b>KRA 2. MANAGING SCHOOL OPERATIONS AND RESOURCES (20%)</b>		
	3. Managed finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	<b>PSDS Ramil S. Pederio</b>
	4. Managed school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	<b>PSDS Benedik Waren R. Ubante</b>
	5. Managed staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	<b>PSDS Gina B. Bobis</b>
	6. Managed school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction.	<b>EPS Cesar T. Arriola/EPS Jarne Taumatorgo</b>
<b>KRA 3. FOCUSING ON TEACHING AND LEARNING (40%)</b>		
	7. Assisted teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners.	<b>PSDS Margerie B. Bathan</b>
	8. Provided technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice	<b>OIC PSDS Joretze S. Carandang</b>
	9. Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	<b>OIC PSDS Fernando M. Carandang</b>
	10. Provided technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	<b>PSDS Emelyn A. Brofas/EPS Rea SB. Samino</b>
	11. Managed a learner-friendly, inclusive and healthy learning environment	<b>PSDS Dante R. Santelices</b>
<b>KRA 4. DEVELOPING SELF AND OTHERS (15%)</b>		

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Key Result Area	Objectives	Assigned Validator
	12. Set personal and professional development goals based on self- assessment aligned with the Philippine Professional Standards for School Heads.	<b>EPS Elvin B. Monroy</b>
	13. Implemented the performance management system with a team to support the career advancement of school personnel and to improve office performance	<b>EPS Rudyard C. Balacano</b>
	14. Implemented professional development initiatives to enhance strengths and address performance gaps among school personnel	<b>EPS Corazon Fatima A. Silerio</b>
KRA 5. BUILDING CONNECTIONS (10%)		
	15. Managed school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	<b>EPS Josefina DLC Solis</b>
	16. Initiated partnerships with the community such as parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development, as well as school and community involvement.	<b>EPS Noel A. Balares</b>
PLUS FACTOR 5%		
	17. Performed various related works/activities beyond the KRA of the school head.	<b>EPS Herma E. Bobis</b>

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