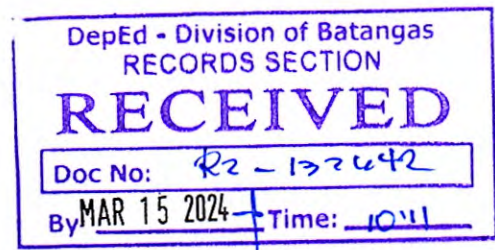




Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS



March 15, 2024

DIVISION MEMORANDUM
No. 139, s. 2024

**UTILIZATION OF CALIBRATED PPSSH-ALIGNED OFFICE PERFORMANCE
COMMITMENT FOR SCHOOL HEADS EFFECTIVE SY 2023-2024**

TO: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief – Schools Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Please be informed that effective SY 2023-2024, all public School Heads shall utilize the calibrated PPSSH-aligned Office Performance Commitment.
2. The calibrated PPSSH-aligned Office Performance Commitment for School Heads can be accessed and downloaded through <https://tinyurl.com/OPRCF-2024>.
3. Immediate dissemination and compliance of this memorandum is earnestly desired.


MARITES A. IBANEZ, CESO V,
Schools Division Superintendent

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

Name of Employee:		Name of Rater:	
Position:		Position:	
Division/Name of School:		Date of Review:	
Rating Period:			

KRA 1: Leading Strategically (24%)

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
1. Developed and implemented with the planning team school plans aligned with institutional goals and policies. (6%)	<p>Main MOV: Enhanced- School Improvement Plan (E-SIP), Annual Implementation Plan (AIP) or School Learning Recovery and Continuity Plan (SLRCP)</p> <p>Supporting MOV: <i>Any document</i> that highlights the development and implementation of school plans aligned with institutional goals and policies with the school planning team.</p> <ul style="list-style-type: none"> • Gap analysis with description of school's current situation with focus on the priority improvement areas (PIAs) • Root cause analysis that was used as the basis for the development of the school programs and projects. • Copy of school projects accomplishment report and impact studies if available. • Copy of program implementation review. Any strategy used to hear the learner's voice (A system, a mechanism or strategies). <p>(Proof or document showing strategies and mechanisms in gathering data relative to voices of the customers as basis for PPAs development and implementation).</p>	Quality	Developed 100% of the components of the E-SIP, AIP, or SLRCP with the planning team school plans aligned with institutional goals and policies as evidenced by the main MOV and ALL of the supporting MOVs	Developed 90-99% of the components of the E-SIP, AIP, or SLRCP with the planning team school plans aligned with institutional goals and policies as evidenced by the main MOV and 3 supporting MOVs.	Developed 80-89% of the components of the E-SIP, AIP, or SLRCP with the planning team school plans aligned with institutional goals and policies as evidenced by the main MOV and 2 supporting MOVs.	Developed 70-79% of the components of the E-SIP, AIP, or SLRCP with the planning team school plans aligned with institutional goals and policies as evidenced by the main MOV and 1 Supporting MOV	NO acceptable evidence was shown					#DIV/0!	#DIV/0!
		Efficiency	Implemented E- SIP, AIP, or SLRCP with ALL (4) Supporting MOVs.	Implemented E- SIP, AIP, or SLRCP with 3 Supporting MOVs.	Implemented E- SIP, AIP, or SLRCP with 2 Supporting MOVs.	Implemented E- SIP, AIP, or SLRCP with 1 Supporting MOV.	NO acceptable evidence was shown						
		Timeliness	E-SIP/AIP submitted and accepted ON OR BEFORE THE SPECIFIED DATE of submission.	E-SIP/AIP submitted and accepted 3 DAYS AFTER THE SPECIFIED DATE of submission.	E-SIP submitted and accepted A WEEK AFTER THE SPECIFIED DATE of submission.	E-SIP submitted and accepted 2 WEEKS AFTER THE SPECIFIED DATE of submission.	NO acceptable evidence was submitted.						

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
2. Utilized relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance. (6%)	Main MOV: Enhanced-School Improvement Plan (E-SIP), Annual Implementation Plan (AIP) or School Learning Recovery and Continuity Plan (SLRCP) Supporting MOV: <i>Document/s</i> that highlight/s data- driven and evidence-based innovations to improve school performance through utilization of relevant research findings from reliable sources <ul style="list-style-type: none"> ● Gap analysis with description of school's current situation with focus on the Priority Improvement Areas (PIAS)) ● Root cause analysis used as the basis for the development of school programs, projects and activities. ● Copy of school data driven, needs based PPAs showing improved school performance with actual outputs. ● Copy of research conducted/ relevant research where findings were utilized to address issues in the school. ● Data on the improvement in Key Performance Indicators. ● Data on the improved learners' performance through the result of Achievement Test ● Impact Study Report used in needs analysis, planning and evaluation of the school's PPAs. 	Quality Improved school performance by 90- 100% e as evidenced by the results of innovations/research conducted.	Improved school performance by 80-89% as evidenced by the results of innovations/ research conducted.	Improved school performance by 70-79% as evidenced by the results of innovations/research conducted.	Improved school performance by 69% and below as evidenced by the results of innovations/research conducted.	No improvement							
		Efficiency Utilized allocated budget as evidenced by the main MOV and 5 Supporting MOVs with 90-100% improvement in school performance.	Utilized allocated budget as evidenced by the main MOV and 3-4 Supporting MOVs with 80-89% improvement in school performance.	Utilized allocated budget as evidenced by the main MOV and 2 Supporting MOVs with 70-79% improvement in school performance.	Utilized the allocated budget as evidenced by the main MOV and 1 Supporting MOVs with 69% and below improvement in school performance.	NO acceptable evidence was shown							
		Timeliness Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted							
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OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
3. Utilized learner voice, such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement. (6%)	Main MOV: Enhanced-School Improvement Plan (E-SIP), Annual Implementation Plan (AIP) or School Learning Recovery and Continuity Plan (SLRCP) Supporting MOV: Any document that highlights utilization of learner voice to inform policy development and decision-making towards school improvement. <ul style="list-style-type: none"> • Gap analysis with the description of school's current situation, with the problems to be addressed and the Priority Improvement Areas (PIAs) • Completion Report on Root-cause analysis conducted through FGD/RTD in gathering the learners' voice. • Programs, projects and activities on learners' development utilizing learner voice as a baseline data. • Proof or document showing strategies and mechanisms to gather data relative to learners' voice as basis for PPAs development and implementation. 	Quality	100% OF THE COMPONENTS of the E- SIP, AIP, or SLRCP utilized the learner's voice to inform policy development and decision- making towards school improvement as evidenced by the main MOV and all (4) Supporting MOVs.	90-99% OF THE COMPONENTS of the E-SIP, AIP, or SLRCP utilized the learner's voice to inform policy development and decision-making towards school improvement as evidenced by the main MOV and 3 Supporting MOVs.	80-89% OF THE COMPONENTS of the E-SIP, AIP, or SLRCP utilized learner's voice to inform policy development and decision-making towards school improvement as evidenced by the main MOV and 2 Supporting MOVs.	70-79% OF THE COMPONENTS of the E-SIP, AIP, or SLRCP utilized the learner's voice to inform policy development and decision-making towards school improvement as evidenced by the main MOV and 1 Supporting MOV.	NO acceptable evidence was shown					##### #DIV/0!	
		Efficiency	100% learners' voices were utilized in the development of E-SIP and other school-related policies.	90-99% learners' voices were utilized in the development of E-SIP and other school-related policies.	80-89% learners' voices were utilized in the development of E-SIP and other school-related policies.	70-79% learners' voices were utilized in the development of E-SIP and other school-related policies.	NO acceptable evidence was shown.						
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted						

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
4. Utilized available monitoring and evaluation processes and tools to promote learner achievement. (8%)	Main MOV Accomplished School Monitoring, Evaluation, and Plan Adjustment (SMEPA) tool/report that promotes learner achievement.) Supporting MOVs: Any document that highlights utilization of available monitoring and evaluation processes and tools to promote learner achievement. 1. M&E report on student literacy levels in Filipino and English 2. M&E report on failure rates in all levels in the current school year 3. M&E report on promotion rates in all subjects in the current school year 4. Report on the total number of completers and graduates 5. Report on the total number of dropouts Other monitoring and evaluation processes and tools developed (e.g., daily student attendance monitoring tool, remediation report, etc. 6. M & E reports on implemented programs and projects that promote learner achievement.	Quality	DEVELOPED INNOVATIVE monitoring and evaluation processes and tools to promote learner achievement as evidenced by the main MOV and 6 supporting MOVs. (Innovative means featuring new methods, advanced and original)	MODIFIED AND IMPROVED available monitoring and evaluation processes and tools to promote learner achievement as evidenced by the main MOV and 4-5 supporting MOVs.	UTILIZED AVAILABLE monitoring and evaluation processes and tools to promote learner achievement as evidenced by the main MOV and 2-3 supporting MOVs.	UTILIZED AVAILABLE monitoring and evaluation processes and tools to promote learner achievement as INCONSISTENT LY as evidenced by the main MOV and 1 supporting MOV.	NO acceptable evidence was shown						
		Efficiency	Implemented school monitoring, evaluation, and adjustment plan with ALL (6) Supporting MOVs	Implemented school monitoring, evaluation, and adjustment plan with 4-5 Supporting MOVs	Implemented school monitoring, evaluation, and adjustment plan with 2-3 Supporting MOVs	Implemented school monitoring, evaluation, and adjustment plan with 1 Supporting MOV	NO acceptable evidence was shown					#####	#DIV/0!
		Timeliness	SMEPA plan with ALL (6) Supporting MOVs submitted and accepted ON OR BEFORE THE SPECIFIED DATE of submission.	SMEPA plan with 4-5 Supporting MOVs submitted and accepted 3 DAYS AFTER THE SPECIFIED DATE of submission.	SMEPA plan with 2-3 Supporting MOVs submitted and accepted A WEEK AFTER THE SPECIFIED DATE of submission.	SMEPA plan with 1 Supporting MOV submitted and accepted 2 WEEKS AFTER THE SPECIFIED DATE of submission.	NO acceptable evidence was submitted.						
		SUB-TOTAL											

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
6. Managed finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned to the school plan. (6%)	Main MOV Financial Management System/ Process that shows innovation in overall Financial Management. Supporting MOVs Any document that highlights management of finances adhering to policies and guidelines. 1. Liquidation report that showcases completeness, correctness and lawfulness, submitted on or before every 5 th of the month for the whole CY. 2. Approved PPMP, MCP, APP of the CY aligned to the institutional goals and policies as indicated in the E-SIP/AIP. 3. Complete Report on Regular Fund with stamped transmittal on the specified date of submission (For IUs only) 4. Canteen and other financial Reports audited by School Inspectorate Team (SIT).	Quality Managed finances through an INNOVATIVE* Financial Management System/ Process to ensure efficient and effective school operations as evidenced by the Main MOV and 4 supporting MOVs. (Innovative means featuring new methods advanced and original)	Managed finances through a STRATEGIC* Financial Management System/ Process to ensure efficient and effective school operations as evidenced by the Main MOV and 3 supporting MOVs. (Strategic means carefully designed or planned to serve a particular purpose or advantage)	Managed finances through a RELEVANT Financial Management System/ Process to ensure efficient and effective school operations as evidenced by the Main MOV and 2 supporting MOVs	Managed finances through a RELEVANT Financial Management System/ Process in the effective delivery of roles and functions as evidenced by the Main MOV and 1 supporting MOV.	NO evidence was shown					#####	#DIV/0!	
		Efficiency 100% liquidated with zero non-compliance/ AOM	100% liquidated with one non-compliance/AOM	100% liquidated with two non-compliances/ AOM	100% liquidated with three or more non-compliances/ AOM	Non-compliance to liquidation procedure							
		Timeliness Submitted the required documents ON OR BEFORE THE 5TH DAY OF THE MONTH	Submitted the required documents two days AFTER 5TH DAY OF THE MONTH	Submitted the document A WEEK AFTER THE 5TH DAY OF THE MONTH	Submitted the required documents 2 WEEKS AFTER the specified date of submission.	Non-submission of the required liquidation documents.							

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

KRA 3: Focusing on Teaching and Learning (24%)

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
<p>9. Assisted teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners. (6%)</p>	<p>Main MOV Technical Assistance (TA) Plan on the review, contextualization, and implementation of learning standards.</p> <p>Supporting MOVs Any document that highlights assistance to teachers in the review, contextualization, and implementation of learning standards</p> <ol style="list-style-type: none"> Evaluation Report of the implementation of programs as the basis of review to contextualize learning standards. Monitoring and evaluation report on the review, contextualization, and implementation of learning standards Accomplishment report on the review, contextualization, and implementation of learning standards Technical Assistance Implementation report highlighting the curriculum standards contextualization process flow. Coaching and Mentoring Narrative Report. Relative data highlighting improved learners' outcomes. 	Quality	EVALUATED THE IMPLEMENTATION of programs to review and contextualize learning standards to make the curriculum relevant to learners as evidenced by the Main MOV 3 supporting MOVs	MONITORED THE CONTINUOUS IMPLEMENTATION of programs to review and contextualize learning standards to make the curriculum relevant to learners as evidenced by Main MOV and 2 supporting MOVs.	COMPLETED THE IMPLEMENTATION of programs to review and contextualize learning standards to make the curriculum relevant to learners as evidenced by Main MOV and 1 supporting MOV.	PLANNED THE Implementation of programs to review and contextualize learning standards to make the curriculum relevant to learners as evidenced by the Main MOV.	NO acceptable evidence was shown						
		Efficiency	Assisted teachers with at least 3 completely reviewed/ contextualized learning materials to make the curriculum relevant for learners.	Assisted teachers with at least 2 completely reviewed/ contextualized learning materials to make the curriculum relevant for learners.	Assisted teachers with at least 1 completely reviewed/ contextualized learning materials to make the curriculum relevant for learners.	Started to assist teachers in reviewing/ Contextualizing learning materials to make the curriculum relevant for learners.	NO acceptable evidence was shown				#####	#DIV/0!	
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted.						

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
10. Provided technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.(6%)	Main MOV Technical Assistance Plan on lesson preparation and teaching-learning process Supporting MOVs Any document that highlights the provision of technical assistance to teachers on teaching standards and pedagogies 1. Needs-based assessment results as basis for the provision of technical assistance. 2. Monitoring and evaluation report on the continuous implementation of Technical Assistance Plan (TA). 3. Technical Assistance Adjustment Plan 4. COT highlighting the content and pedagogy. 5. Coaching and Mentoring Narrative Report. 6. Relative data highlighting improved learners' outcomes.	Quality	Provided Technical Assistance to teachers on content standards and pedagogies within and across learning areas to improve their teaching practice as evidenced by the main MOV and 3 supporting MOVs.	Provided Technical Assistance to teachers on content standards and pedagogies within and across learning areas to improve their teaching practice as evidenced by the main MOV and 2 supporting MOVs.	Provided Technical Assistance to teachers on content standards and pedagogies within and across learning areas to improve their teaching practice as evidenced by the main MOV and 1 other supporting MOVs.	Provided Technical Assistance to teachers on content standards and pedagogies within and across learning areas to improve their teaching practice as evidenced by the main MOV.	NO acceptable evidence was shown					#####	#DIV/0!
		Efficiency	Completed 100% of the required number of TA provisions.	Completed 90-99% of the required number of TA provisions.	Completed 80-89% of the required number of TA provisions.	Completed 70-79% of the required number of TA provisions.	NO acceptable evidence was shown						
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted.						

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score	
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave		
11. Used validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance. (6%)	<p>Main MOV Instructional Supervisory Plan highlighting the teachers needs based on the validated feedback from learners, parents, and other stakeholders.</p> <p>Supporting MOVs Any document that highlights the use of validated feedback obtained from the learners, parents and other stakeholders.</p> <p>1. Summarized validated feedback result from learners, parents and other stakeholders.</p> <p>2. Performance Monitoring and Coaching Form</p> <p>3. Consolidated results of validated feedback anecdotal record</p> <p>4. LAC Session Plan based on the teachers needs obtained from the validated feedback.</p> <p>5. Parents-Teachers Conference (PTC) Consolidated Narrative Report</p>	Quality	Used validated feedback obtained from the learners, parents, and other stakeholders to help teachers improve their performance as evidenced by the Main MOV and the 4 supporting MOVs	Used validated feedback obtained from the learners, parents, and other stakeholders to help teachers improve their performance as evidenced by the Main MOV and the 3 supporting MOVs	Used validated feedback obtained from the learners, parents, and other stakeholders to help teachers improve their performance as evidenced by the Main MOV and the 2 supporting MOVs	Used validated feedback obtained from the learners, parents, and other stakeholders to help teachers improve their performance as evidenced by the Main MOV and the 1 supporting MOVs	NO evidence was shown					#####	#DIV/0!	
		Efficiency	100% validated stakeholders' feedback was used to improve teacher's performance.	90-99% validated stakeholders' feedback was used to improve teacher's performance.	80-89% validated stakeholders' feedback was used to improve teacher's performance.	70-79% validated stakeholders' feedback was used to improve teacher's performance.	NO acceptable evidence was shown.							
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted.							

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score		
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave			
12. Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.(6%)	Main MOV Data-based Intervention Program Supporting MOVs Any document that highlights the utilization of learning outcomes in developing data- based interventions 1. Baseline data used in developing the intervention program. 2. Intervention plan in maintaining learner achievement and key performance indicators. 3. Monitoring and Evaluation report on the conducted intervention and adjustment plan. 4. Developed and implemented a data- based intervention program utilizing the assessment results. 5. Relative data showing improved learners' outcomes.	Quality	Developed data- based interventions sustained 75% learners' proficiency level.	Developed data- based interventions sustained 70% learners' proficiency level.	Developed data- based interventions sustained 65% learners' proficiency level.	Developed data- based interventions sustained 60% learners' proficiency level.	NO acceptable evidence was shown								
		Efficiency	Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators as evidenced by the Main MOV and 3 supporting MOVs.	Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators as evidenced by the Main MOV and 2 supporting MOVs.	Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators as evidenced by the Main MOV and 1 supporting MOV.	Utilized learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators as evidenced by the Main MOV.	NO acceptable evidence was shown				#####	#DIV/0!			
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted.								
		SUB-TOTAL													

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

KRA 4: Developing Self and Others (12%)

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
13. Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads. (6%)	Main MOV: Office Performance and Commitment Review Form-Development Plan (OPCRF-DP) Supporting MOV Any document aligned with and supporting the contents of the OPCR- DP such as <ul style="list-style-type: none"> • Certificate of enrolment/ registration form/class card in graduate/post- graduate school/online courses • Approved Professional Plan for Development with Commitment Contract • Proof of engagement in communication extension programs • Professional Development Goals List • Proof of attendance or participation in any NEAP Course highlighting the PD priorities for School Heads. • Completion of the SHDP/Principals Leadership Program. 	Quality UPDATED THE DEVELOPMENT PLAN and approved by the rater within the course of the RPMS cycle.	DISCUSSED PROGRESS ON THE DEVELOPMENT PLAN with the rater to check whether Development Needs were addressed.	ACCOMPLISH ED THE DEVELOPMENT PLAN from learning objectives up to resources needed to address Development Needs during Phase I of the RPMS cycle.	ACCOMPLISH ED THE STRENGTH AND DEVELOPMENT NEEDS portion of the Development Plan after self-assessment at the beginning of the school year /calendar year.	NO acceptable evidence was shown							
		Efficiency Prepared the OPCR DP consistent with the intended timeframe of the RPMS cycle as evidenced by 5 or more supporting MOVs.	Prepared the OPCR DP consistent with the intended timeframe of the RPMS cycle as evidenced by 4 supporting MOVs.	Prepared the OPCR DP consistent with the intended timeframe of the RPMS cycle as evidenced by 3 supporting MOVs.	Prepared the OPCR DP consistent with the intended timeframe of the RPMS cycle as evidenced by 1-2 supporting MOVs.	NO acceptable evidence was shown					#####	#DIV/0!	
		Timeliness Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted.							

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score		
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave			
14. Participated in professional networks to upgrade knowledge and skills and to enhance practice. (6%)	Main MOV Membership in a registered/legitimate Professional Organization. Supporting MOVs Documents that highlight participation in professional networks to upgrade knowledge and skills. 1. Certificate of completion in a NEAP-recognized Professional Development Program or other duly recognized courses/training. 2. Certificate of participation in retooling, upskilling, and other training/ seminar/ workshop with proof of implementation. 3. Certificate of recognition/ speakership in retooling, upskilling, and other training/ seminar/ workshop. 4. Any proof of participation in a benchmarking activity.	Quality Participated in international and national professional networks to upgrade knowledge and skills and to enhance practice.	Participated in regional professional networks to upgrade knowledge and skills and to enhance practice.	Participated in division professional networks to upgrade knowledge and skills and to enhance practice.	Participated in Sub- office/local professional networks to upgrade knowledge and skills and to enhance practice.	NO acceptable evidence was shown.									
		Efficiency Upgraded knowledge and skills as evidenced by the Main MOV and 4 supporting MOVs.	Upgraded knowledge and skills as evidenced by the Main MOV and 3 supporting MOVs.	Upgraded knowledge and skills as evidenced by the Main MOV and 2 supporting MOVs.	Upgraded knowledge and skills as evidenced by the Main MOV and 1 supporting MOV.	NO acceptable evidence was shown					#####	#DIV/0!			
		Timeliness Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted									
		SUB-TOTAL													

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

KRA 5: Building Connections (12%)

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
15. Built constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners. (6%)	1. Proof of implementation of any activity to foster an enabling and supportive environment for learners such as, but not limited to the ff. activities: <ul style="list-style-type: none"> • Brigada Eskwela (e.g., developed advocacy materials.) • Home visitation (e.g., home visitation form, etc.) • Others (please specify and provide annotations) 2. Proof of stakeholders meeting (e.g., School Planning Team (SPT) minutes of meetings with attendance sheet; proof of leadership in the learners'/parents' orientation, etc.) 3. Any form of communication to parents/stakeholders (e.g., notice of meeting) 4. Proof of program/project Partnership of LGU or Industry Partners that supports the learners' performance	Quality	SUSTAINED ENGAGEMENT with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners as evidenced by MOV no 1.	SECURED COLLABORATION with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners as evidenced by MOV no 2.	COMMUNICATED WITH AND OBTAINED RESPONSE from authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners as evidenced by MOV no 3.	COMMUNICATED WITH AUTHORITIES, COLLEAGUES, parents, and other stakeholders to foster an enabling and supportive environment for learners but received no response/reply as evidenced by MOV no 3.	NO acceptable evidence was shown						
		Efficiency	Fostered an enabling and supportive environment for learners as evidenced by all 4 MOVs	Fostered an enabling and supportive environment for learners as evidenced by at least 3 MOVs	Fostered an enabling and supportive environment for learners as evidenced by at least 2 MOVs	Fostered an enabling and supportive environment for learners as evidenced by at least 1 MOV	NO acceptable evidence was shown					#####	#DIV/0!
		Timeliness	Submitted ALL 4 acceptable MOVs ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 acceptable MOVs 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted 2 acceptable MOVs A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 1 acceptable MOV 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted						

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
16. Exhibited inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance, and respect. (6%)	1. Evaluation report of programs that promote inclusive practices. 2. Program Terminal Report/ accomplishment report of the implementation of programs that promote inclusive practices. 3. Monitoring and evaluation report on the implementation of programs that promote inclusive practices. 4. Action plan on the implementation of programs that promote inclusive practices. 5. GAD Implementation Plan and Activity Completion Report/ Accomplishment Report. 6. School Program that promotes Inclusivity 7. Accomplished Checklist of Child Friendly School System (CFSS) 8. Functional School Child Protection Policy / School Child Protection Committee. 9. School Program to prevent and address matters relative to Child abuse and Bullying	Quality	EVALUATED THE IMPLEMENTATION OF PROGRAMS that promote inclusive practices as evidenced by MOV no 1.	COMPLETED IMPLEMENTATION OF PROGRAMS that promote inclusive practices as evidenced by MOV no 2.	MONITORED PROGRESS OF THE IMPLEMENTATION of programs that promote inclusive practices as evidenced by MOV no 3.	PLANNED FOR THE IMPLEMENTATION OF PROGRAMS that promote inclusive practices as evidenced by MOV no 4.	NO acceptable evidence was shown					#####	#DIV/0!
		Efficiency	Exhibited inclusive practices in school through all acceptable MOVs.	Exhibited inclusive practices in school through 7-8 acceptable MOVs.	Exhibited inclusive practices in school through 4-6 acceptable MOVs.	Exhibited inclusive practices in school through 1-3 acceptable MOVs.	NO acceptable evidence was shown						
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted						
		SUB-TOTAL											

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

KRA 6: Plus Factor (4%)

OBJECTIVE	MEANS OF VERIFICATION	PERFORMANCE INDICATOR						Actual Results	Rating				Score
		QET	Outstanding (5)	Very Satisfactory (4)	Satisfactory (3)	Unsatisfactory (2)	Poor (1)		Q	E	T	Ave	
17. Performed various related works/activities that contribute to administration, supervision of school towards improved organizational performance)	Any proof that the school head: <ul style="list-style-type: none"> Served as facilitator/speaker. Served as a chairperson of a technical working group. Served as a member of a technical working group. Spearheaded the school selection committee in the evaluation of credentials when hiring or promoting teachers. Served as committee chairperson in programs related to curriculum implementation. Served as committee member in programs related to curriculum implementation. Authored/ contributed to a book or journal. Received a special award/citation/recognition for exemplary performance as Outstanding Employee/School Head. Participated in the development / validation of any SDO tool / learning resource materials. 	Quality	Performed at least 1 related work/activity that contributed to the administration and supervision beyond the district as evidenced by ANY of the indicated MOVs.	Performed at least 1 related work/activity that contributed to the administration and supervision within the district as evidenced by ANY of the indicated MOVs.	Performed at least 1 related work/activity that contributed to the administration and supervision within the school as evidenced by ANY of the indicated MOVs.	Performed at least 1 related work/activity that contributed to the administration and supervision within select department or grade level as evidenced by ANY of the indicated MOVs.	NO acceptable evidence was shown					#DIV/0!	
		Efficiency	Performed school-related tasks with submission of at least 4 acceptable MOVs.	Performed school-related tasks with submission of at least 3 acceptable MOVs.	Performed school-related tasks with submission of at least 2 acceptable MOVs.	Performed school-related tasks with submission of at least 1 acceptable MOVs.	NO acceptable evidence was shown				#####		
		Timeliness	Submitted ON OR BEFORE THE SPECIFIED DATE of submission	Submitted 3 DAYS AFTER THE SPECIFIED DATE of submission	Submitted A WEEK AFTER THE SPECIFIED DATE of submission	Submitted 2 WEEKS AFTER THE SPECIFIED DATE of submission	NO acceptable evidence was submitted						
		SUB-TOTAL											#DIV/0!
		TOTAL RATING										#DIV/0!	
		ADJECTIVAL RATING											

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

Major Final Output	Key Result Areas	Rating
Basic Education Services	KRA 1: Leading Strategically (24%)	#DIV/0!
	KRA 2: Managing School Operations and Resources (24%)	#DIV/0!
	KRA 3: Focusing on Teaching and Learning (24%)	#DIV/0!
	KRA 4: Developing Self and Others (12%)	#DIV/0!
	KRA 5: Building Connections (12%)	#DIV/0!
	KRA 6: Plus Factor (4%)	#DIV/0!
Numerical Rating		#DIV/0!
Adjectival Rating		0.00

RATEE:

0
0

RATER:

0

Asst. Schools Division Superintendent

APPROVED:

MARITES A. IBAÑEZ, CESO V
Schools Division Superintendent

Category	Description
Effectiveness/Quality	The extent to which actual performance compare with targeted performance
Efficiency	The extent to which time or resources is used for the intended task or purpose. Measures whether targets are accomplished with a minimum amount or quantity of waste, expense, or unnecessary effort. In management, efficiency relates to doing the things right
Timeliness	measures whether the deliverable was done on time based on the requirements or the rules and regulations, and/or clients/stakeholders. Time-related performance indicators evaluate such things as project completion deadlines, time management skills and other time-sensitive expectations.

ADJECTIVAL RATING EQUIVALENCES	
RANGE	ADJECTIVAL RATING
4.500-5.000	Outstanding
3.500-4.499	Very Satisfactory
2.500-3.499	Satisfactory
1.500-2.499	Unsatisfactory
below 1.499	Poor

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) for PRINCIPAL I-IV

Performance Management Team:

ARIS U. DIMAANO

Planning Officer III

EDUARDA U. ALON

Accountant III

MARIAN L. ARIAS

Education Program Supervisor I

LOU C. PANALIGAN

Administrative Officer V

ROSALINDA A. MENDOZA

Education Program Supervisor I /
NEU Chapter Representative

AURELIA A. AGUILA

Principal IV / PESPA President

DONATO M. MAGBOO

Principal IV / NASSP President

SHEIRBERT G. MERCADO

Teachers Association President

IRENE GRACE Q. GONZALES

Administrative Officer IV /
2nd level Representative

SARAH JANE B. MAGNAYE

Administrative Assistant III /
1st level Representative

RHINA O. ILAGAN, PhD.

OIC - Assistant Schools Division Superintendent
Co - Chairperson

GREGORIO T. MUECO, CESO VI

Assistant Schools Division Superintendent
Chairperson

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES		CORE SKILLS	
Self-Management		Teamwork	
Sets personal goals and direction, needs and development.	Willingly does his/her share of responsibility.	Oral Communication	
Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	Follows instruction accurately.	
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	Applies negotiation principles in arriving at win-win agreements.	Expresses self clearly, fluently and accurately.	
Prioritizes work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	Drives consensus and team ownership of decisions.	Uses appropriate medium for the message	
Sets high quality, challenging, realistic goals for self and others.	Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	Adjust communication styles to others.	
Professionalism and Ethics		Written Communication	
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	Can explain and articulate organizational directions, issues and problems.	Knows the different written business communication formats used in DepEd.	
Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.	Writes routine correspondence/communications, narrative and descriptive report based on readily available information data with minimal spelling or grammatical errors (e.g. memos, minutes, etc.)	
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	Initiates activities that promotes advocacy for men and women empowerment.	Secures information from required references (i.e., Directories, schedules, notices, instructions) for specific purposes.	
Makes personal sacrifices to meet organization's needs.	Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.	Self-edits words, numbers, phonetic notation and content, if necessary.	
Acts with a sense of urgency and responsibility to meet organization's needs, improve systems and help others improve their effectiveness.	Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	Demonstrates clarity, fluency, impact, conciseness and effectiveness in his/her written communications.	
Result Focus		Innovation	
Achieves results with optimal use of time and resources most of the time.	Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).	Computer/ICT Skills	
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	Prepares basic compositions (e.g., letters, reports, spreadsheets and graphics presentation using Word Processing and Excel).	
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.	Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	Identifies different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc.	
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.	Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	Prepares simple presentation using Powerpoint.	
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.	Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	Utilizes technologies to: access information to enhance professional productivity, assists in conducting research and communicate through local and global professional networks.	
		Recommends appropriate and updated technology to enhance productivity and professional practice.	
OVERALL COMPETENCY RATINGS			
		CORE BEHAVIORAL COMPETENC	0.00
		CORE SKILLS	0.00
		OVERALL RATINGS	0.00

PART III: SUMMARY OF RATINGS FOR DISCUSSION

Final Performance Results	Rating
Accomplishments of KRAs and Objectives	

Employee-Superior 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:	Name of Superior:
Signature:	Signature:
Date:	Date:

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed