



Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON

**OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)**

NAME OF EMPLOYEE: **FRANCIS CESAR B. BRINGAS**  
 POSITION: Regional Director  
 OFFICE/DIVISION: DepEd Region IV-A CALABARZON  
 RATING PERIOD: January to December 2022

NAME OF RATER: **Usec Revsee A. Escobedo**  
 POSITION: **Undersecretary for Field Operations**  
 DATE OF REVIEW: January 19, 2022

TO BE FILLED IN DURING PLANNING					TO BE FILLED DURING EVALUATION									
MFOs	KRAs	OBJECTIVES	TIMELINE	WEIGHT	PERFORMANCE INDICATORS			ACTUAL RESULTS	RATING				SCORE*	
					Quality	Efficiency	Timeliness		Q	E	T	AVE		
BASIC EDUCATION SERVICES	Curriculum Management	Lead the development and implementation of curriculum contextualization	January - December	6%	Outstanding (5)	Doable budget of work in all learning areas covering the four quarters	Covered all Learning Areas	The contextualized curriculum are available by the start of the second quarter						
					Very Satisfactory (4)	Doable budget of work in all learning areas covering the three quarters	Covered all Learning Areas but still one is for finalization.	The contextualized curriculum are ready at the end of September						
					Satisfactory (3)	Doable budget of work in all learning areas covering the two quarter	Covered all Learning Areas but still two is for finalization.	The contextualized curriculum are ready by the end of November						
					Unsatisfactory (2)	Doable budget of work in all learning areas covering less than one quarters	Covered all Learning Areas but still three is for finalization.	The contextualized curriculum are ready at the end of the second quarter						
					Poor (1)	Doable budget of work in all learning areas covering the one quarters	Covered all Learning Areas but more than three is for finalization.	The contextualized curriculum are ready at the end of the third quarter						
BASIC EDUCATION SERVICES	Curriculum Management	Manage and monitor the development and contextualization of the Alternative Learning System (ALS) Learning Resources (LRs)	January - December	5%	Outstanding (5)	22/22 of SDOs were monitored the development of contextualized ALS learning resources	All ALS learning resources covered	SDOs were monitored the development of contextualized ALS LR's every quarter						
					Very Satisfactory (4)	21/22 of SDOs were monitored the development of contextualized ALS learning resources	One (1) ALS learning resources was not covered	Monitor and Evaluate the development of contextualized ALS LR's with one (1) quarters not monitored						
					Satisfactory (3)	20/22 of SDOs were monitored the development of contextualized ALS learning resources	Two (2) ALS learning resources was not covered	Monitor and Evaluate the development of contextualized ALS LR's with two (2) quarters not monitored						
					Unsatisfactory (2)	19/22 of SDOs were monitored the development of contextualized ALS learning resources	Three (3) ALS learning resources was not covered	Monitor and Evaluate the development of contextualized ALS LR's with three (3) quarters not monitored						
					Poor (1)	18 or less than 18 SDOs were monitored the development of contextualized ALS learning resources	More than three (3) ALS learning resources were not covered	Monitor and Evaluate the development of contextualized ALS LR's with no quarters monitored						
IN SERVICES		Ensure proper implementation and review of policies on curriculum implementation			Outstanding (5)	22/22 of the SDOs implemented and reviewed policies on curriculum management	All policies in curriculum were implemented and reviewed	Implemented and reviewed the policies on curriculum every semester						
					Very Satisfactory (4)	21/22 of the SDOs implemented and reviewed policies on curriculum management	90% policies in curriculum were implemented and reviewed	Implemented and reviewed the policies on curriculum with one (1) semester not able to implemented and reviewed						



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BASIC EDUCATION	Curriculum Management	Implementation (CI), Learning Delivery (LD) and Learning Resources Management (LRM)	January - December	5%	Satisfactory (3)	20/22 of the SDOs implemented and reviewed policies on curriculum management	80% policies in curriculum were implemented and reviewed	Implemented and reviewed the policies on curriculum with two (2) semester not able to implemented and reviewed						
					Unsatisfactory (2)	19/22 of the SDOs implemented and reviewed policies on curriculum management	70% policies in curriculum were implemented and reviewed	Implemented and reviewed the policies on curriculum with no semester not able to implemented and reviewed						
					Poor (1)	18/22 or below of the SDOs implemented and reviewed policies on curriculum management	Less than 70% policies in curriculum were implemented and reviewed	Implemented and reviewed the policies on curriculum with three (3) semester not able to implemented and reviewed						
BASIC EDUCATION SERVICES	Curriculum Management	Manage the development of contextualized learning assessments	January - December	5%	Outstanding (5)	22/22 managed the development of contextualized learning assessments	Managed 100% of the developed contextualized LAs	Managed the developed contextualized LAs 1 month before the semester						
					Very Satisfactory (4)	21/22 managed the development of contextualized learning assessments	Managed 90% of the developed contextualized LAs	Managed the developed contextualized LAs three (2) weeks before the semester						
					Satisfactory (3)	20/22 managed the development of contextualized learning assessments	Managed 80% of the developed contextualized LAs	Managed the developed contextualized LAs two (2) weeks before the semester						
					Unsatisfactory (2)	19/22 managed the development of contextualized learning assessments	Managed 70% of the developed contextualized LAs	Managed the developed contextualized LAs one (1) weeks before the semester						
					Poor (1)	18/22 or less managed the development of contextualized learning assessments	Managed less than 70% of the developed contextualized LAs	Managed the developed contextualized LAs with one (1) semester not managed						
BASIC EDUCATION SERVICES	Strategic Leadership and Management	Effectively translate the Basic Education Development Plan (BEDP) and framework to Operational Plan that is suited to context and	January - December	6%	Outstanding (5)	100% of the Regional Policy Framework was translated from BEDP	Regional Policy Framework 100% translated from BEDP	Translated the BEDP and framework to operational plans 1 month before the first quarter						
					Very Satisfactory (4)	90% of the Regional Policy Framework was translated from BEDP	Regional Policy Framework 95% translated from BEDP	Translated the NBEP and framework to operational plans three (3) weeks before the first quarter						
					Satisfactory (3)	80% of the Regional Policy Framework was translated from BEDP	Regional Policy Framework 90% translated from BEDP	Translated the NBEP and framework to operational plans two (2) weeks before the first quarter						
					Unsatisfactory (2)	70% of the Regional Policy Framework was translated from BEDP	Regional Policy Framework 85% translated from BEDP	Translated the NBEP and framework to operational plans one (1) week before the first quarter						



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1		situation of the Region			<b>Poor (1)</b>	Less than 70% of the Regional Policy Framework was translated from BEDP	Regional Policy Framework 80% translated from BEDP	Translated the NBEP and framework to operational plans beyond the first quarter						
<b>BASIC EDUCATION SERVICES</b>	Strategic Leadership and Management	Ensure that RO and SDOs are managed and led effectively, efficiently, and collaboratively.	January - December	5%	<b>Outstanding (5)</b>	100% of RO and SDOs were able to utilized funds with 97% Obligation rate and 97% Disbursement Rate quarterly	97% average obligation rate and disbursement rate per quarter in RO and SDOs	RO and SDOs utilized funds with 97% Obligation Rate and 97% Disbursement Rate 2 weeks before the end of the quarter						
					<b>Very Satisfactory (4)</b>	95% of RO and 20 SDOs were able to utilized funds with 97% Obligation rate and 97% Disbursement Rate quarterly	93% average obligation rate and disbursement rate per quarter in RO and SDOs	RO and SDOs utilized funds with 97% Obligation Rate and 97% Disbursement Rate 1 week before the end of the quarter						
					<b>Satisfactory (3)</b>	90% of RO and 18 SDOs were able to utilized funds with 97% Obligation rate and 97% Disbursement Rate quarterly	89% average obligation rate and disbursement rate per quarter in RO and SDOs	RO and SDOs utilized funds with 97% Obligation Rate and 97% Disbursement Rate 5 days before the end of the quarter						
					<b>Unsatisfactory (2)</b>	85% of RO and 16 SDOs were able to utilized funds with 97% Obligation rate and 97% Disbursement Rate quarterly	85% average obligation rate and disbursement rate per quarter in RO and SDOs	RO and SDOs utilized funds with 97% Obligation Rate and 97% Disbursement Rate 3 days before the end of the quarter						
					<b>Poor (1)</b>	80% of RO and 14 and below SDOs were able to utilized funds with 97% Obligation rate and 97% Disbursement Rate quarterly	81% average obligation rate and disbursement rate per quarter in RO and SDOs	RO and SDOs utilized funds with 97% Obligation Rate and 97% Disbursement Rate on the day of quarter ends.						
<b>OPERATIONAL SERVICES</b>	Strategic Leadership and Management	Manage the timely submission of complete, reliable required budget and financial accountability, reports compliant with	January - December	5%	<b>Outstanding (5)</b>	100% of RO and 22 SDO submitted the required monthly and quarterly financial reports	RO and 22 SDO submitted completely the required monthly and quarterly financial reports	Submitted the report within the quarter						
					<b>Very Satisfactory (4)</b>	95% of RO and 21 SDO submitted the required monthly and quarterly financial reports	RO and 22 SDO submitted 95% completeness of the required monthly and quarterly financial reports	Submitted the report 2 days after the quarter ending						
					<b>Satisfactory (3)</b>	90% of RO and 20 SDOs submitted the required monthly and quarterly financial reports	RO and 22 SDO submitted 90% completeness of the required monthly and quarterly financial reports	Submitted the report 3 days after the quarter ending						





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BASIC EDU		financial management standards			<b>Unsatisfactory (2)</b>	85% of RO and 19 SDO submitted the required monthly and quarterly financial reports	RO and 22 SDO submitted 85% completeness of the required monthly and quarterly financial reports	Submitted the report 4 days after the quarter ending						
					<b>Poor (1)</b>	80% of RO and 18 and below SDOs submitted the required monthly and quarterly financial reports	RO and 22 SDO submitted 80% completeness of the required monthly and quarterly financial reports	Submitted the report 5 days and beyond the quarter ending						
BASIC EDUCATION SERVICES	Strategic Leadership and Management	Establish a mechanism for effective implementation of P/P/As in the region	January - December	6%	<b>Outstanding (5)</b>	22 SDOs TA needs were addressed	90%-100% of the SDO's TA needs were addressed by the RO	TA needs were addressed within January to June						
					<b>Very Satisfactory (4)</b>	21 SDOs TA needs were addressed	80%-89% of the SDO's TA needs were addressed by the RO	TA needs were addressed a month after June						
					<b>Satisfactory (3)</b>	20 SDOs TA needs were addressed	60%-69% of the SDO's TA needs were addressed by the RO	TA needs were addressed two months after June						
					<b>Unsatisfactory (2)</b>	19 SDOs TA needs were addressed	70%-79% of the SDO's TA needs were addressed by the RO	TA needs were addressed three months after June						
					<b>Poor (1)</b>	18 and below SDOs TA needs were addressed	69% and below of the SDO's TA needs were addressed by the RO	TA needs were addressed four months and beyond of June						
BASIC EDUCATION SERVICES	Quality Assurance	Effectively acted and ensured that all SDOs met the desired targets on KPIs based on Quality Objectives of the Regional Office	January - December	5%	<b>Outstanding (5)</b>	22 SDOs met the desired targets on KPIs	SDOs met 100% of the desired targets on KPIs	KPIs were disseminated upon receipt of the result from the CO						
					<b>Very Satisfactory (4)</b>	21 SDOs met the desired targets on KPIs	SDOs met 95% of the desired targets on KPIs	KPIs were disseminated 1 day upon receipt of the result from the CO						
					<b>Satisfactory (3)</b>	20 SDOs met the desired targets on KPIs	SDOs met 90% of the desired targets on KPIs	KPIs were disseminated 2 days upon receipt of the result from the CO						
					<b>Unsatisfactory (2)</b>	19 SDOs met the desired targets on KPIs	SDOs met 85% of the desired targets on KPIs	KPIs were disseminated 3 days upon receipt of the result from the CO						
					<b>Poor (1)</b>	18 and below SDOs met the desired targets on KPIs	SDOs met 80% and below of the desired targets on KPIs	KPIs were disseminated 4 days and beyond upon receipt of the result from the CO						
ICES					<b>Outstanding (5)</b>	22 SDOs responded to learners and stakeholders needs	SDO submitted 100% of the validated forward estimates	SDOs submitted the forward estimate report 2 weeks before the end of February						



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BASIC EDUCATION SERVICES	Quality Assurance	Willingly responded to the demands of learners and stakeholders and satisfied at least 90% of internal and external customers needs and expectations	January - December	3%	Very Satisfactory (4)	21 SDOs responded to learners and stakeholders needs	SDO submitted 95% of the validated forward estimates	SDOs submitted the forward estimate report 1 week before the end of February						
					Satisfactory (3)	20 SDOs responded to learners and stakeholders needs	SDO submitted 90% of the validated forward estimates	SDOs submitted the forward estimate report at the last day of February						
					Unsatisfactory (2)	19 SDOs responded to learners and stakeholders needs	SDO submitted 85% of the validated forward estimates	SDOs submitted the forward estimate report 3 days and beyond after the end of February						
					Poor (1)	18 and below SDOs responded to learners and stakeholders needs	SDO submitted 80% and beyond of the validated forward estimates	SDOs submitted the forward estimate report 2 days after the end of February						
BASIC EDUCATION SERVICES	Quality Assurance	Institutionalize a Regional Quality Assurance, Monitoring, Evaluation (QAME) and Assessment Framework	January - December	3%	Outstanding (5)	22 SDOs have institutionalized the regional QAME and assessment framework	100% institutionalization of the regional QAME and Assessment Framework	Implemented the Institutionalization of the Regional QAME and assessment framework before the 1 week before the end of the 1st Quarter						
					Very Satisfactory (4)	21 SDOs have institutionalized the regional QAME and assessment framework	90% institutionalization of the regional QAME and Assessment Framework	Implemented the Institutionalization of the Regional QAME and assessment framework at the end of the 1st Quarter						
					Satisfactory (3)	20 SDOs have institutionalized the regional QAME and assessment framework	80% institutionalization of the regional QAME and Assessment Framework	Implemented the Institutionalization of the Regional QAME and assessment framework before the 1 week after the 1st Quarter						
					Unsatisfactory (2)	19 SDOs have institutionalized the regional QAME and assessment framework	70% institutionalization of the regional QAME and Assessment Framework	Implemented the Institutionalization of the Regional QAME and assessment framework before the 2 weeks after the 1st Quarter						
					Poor (1)	18 and below SDOs have institutionalized the regional QAME and assessment framework	60% institutionalization of the regional QAME and Assessment Framework	Implemented the Institutionalization of the Regional QAME and assessment framework before the 3 weeks and beyond after the 1st Quarter						
SERVICES					Outstanding (5)	8 FDs in RO and 22 SDOs utilized the results of the QAME	100% of the utilized results are compliant with the performance standards and QAME and Assessment framework	Utilized the result of the QAME immediately after it was disseminated						
					Very Satisfactory (4)	7 FDs in RO and 21 SDOs utilized the results of the QAME	90% of the utilized results are compliant with the performance standards and QAME and Assessment framework	Utilized the result of the QAME a day after it was disseminated						



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<b>BASIC EDUCATION</b>	Quality Assurance	Utilize the results of QAME to improve functional divisions and SDOs performance	January - December	3%	<b>Satisfactory (3)</b>	6 FDs in RO and 20 SDOs utilized the results of the QAME	80% of the utilized results are compliant with the performance standards and QAME and Assessment framework	Utilized the result of the QAME two days after it was disseminated						
					<b>Unsatisfactory (2)</b>	5 FDs in RO and 19 SDOs utilized the results of the QAME	70% of the utilized results are compliant with the performance standards and QAME and Assessment framework	Utilized the result of the QAME three days after it was disseminated						
					<b>Poor (1)</b>	4 FDs and below in RO and 18 SDOs and below utilized the results of the QAME	60% of the utilized results are compliant with the performance standards and QAME and Assessment framework	Utilized the result of the QAME one week and beyond after it was disseminated						
<b>EDUCATION SERVICES</b>	Quality Assurance	Approve the establishment and regulate the operations of public and private schools	January - December	3%	<b>Outstanding (5)</b>	100% of the applications of Public and private schools are complete compliant with the regulatory requirements pursuant to DepEd issuances are approved	100% of the establishments applicationsthat are complete compliant with the requirements pursuant to DepEd issuances are approved and given special orders (SO)	Applications received with complete compliant requirements were issued with SO 10 working days upon receipt at the Regional Office						
					<b>Very Satisfactory (4)</b>	more than 90% of the applications of Public and private schools are complete compliant with the regulatory requirements pursuant to DepEd issuances are approved	More than 90% of the establishments applicationsthat are complete compliant with the requirements pursuant to DepEd issuances are approved and given special orders (SO)	Applications received with complete compliant requirements were issued with SO 15 working days upon receipt at the Regional Office						
					<b>Satisfactory (3)</b>	More than 80% of the applications of Public and private schools are complete compliant with the regulatory requirements pursuant to DepEd issuances are approved	More than 80% of the establishments applicationsthat are complete compliant with the requirements pursuant to DepEd issuances are approved and given special orders (SO)	Applications received with complete compliant requirements were issued with SO 15 working days upon receipt at the Regional Office						



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BASIC					Unsatisfactory (2)	More than 70% of the applications of Public and private schools are complete compliant with the regulatory requirements pursuant to DepEd issuances are approved	More than 70 % of the establishments applications that are complete compliant with the requirements pursuant to DepEd issuances are approved and given special orders (SO)	Applications received with complete compliant requirements were issued with SO 20 working days upon receipt at the Regional Office						
					Poor (1)	More than 60% of the applications of Public and private schools are complete compliant with the regulatory requirements pursuant to DepEd issuances are approved	More than 60 % of the establishments applications that are complete compliant with the requirements pursuant to DepEd issuances are approved and given special orders (SO)	Applications received with complete compliant requirements were issued with SO 30 working days upon receipt at the Regional Office						
BASIC EDUCATION SERVICES	Quality Assurance	Ensure the proper implementation of P/P/As for continuous improvement and sustainability		3%	Outstanding (5)	The implemented PAPs successfully achieves its stated goals and produced the desired results	All PAPs are successfully implemented, monitored and evaluated	Results and analysis of the monitoring and evaluation of PAPs implementation are forwarded on time						
					Very Satisfactory (4)	The implemented PAPs significantly achieves its stated goals and produced the desired results	more than 90% of PAPs are successfully implemented, monitored and evaluated	Results and analysis of the monitoring and evaluation of PAPs implementation are forwarded 2 weeks						
					Satisfactory (3)	The implemented PAPs moderately achieves its stated goals and produced the desired results	more than 80% of PAPs are successfully implemented, monitored and evaluated	Results and analysis of the monitoring and evaluation of PAPs implementation are forwarded a month late						
					Unsatisfactory (2)	The implemented PAPs slightly achieves its stated goals and produced the desired results	more than 70% of PAPs are successfully implemented, monitored and evaluated	Results and analysis of the monitoring and evaluation of PAPs implementation are forwarded 2 months late						
					Poor (1)	The implemented PAPs do not achieve its stated goals and produced the desired results	more than 60% of PAPs are successfully implemented, monitored and evaluated	Results and analysis of the monitoring and evaluation of PAPs are forwarded a quarter late						





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<b>BASIC EDUCATION SERVICES</b>	Partnership Building	Implement and reviewed curenly implemented RO policies/ standards for partnership building	January - December	3%	<b>Outstanding (5)</b>	Reviewed 8 RO policies/standards for partnership that are currently implemented in terms of its consistency and alignment with DepEd standards of implementation	The policy review produced perfectly acceptable recommendations for improved policy implementation	The policy review was done as scheduled						
					<b>Very Satisfactory (4)</b>	Reviewed 7 RO policies/standards for partnership that are currently implemented in terms of its consistency and alignment with DepEd standards of implementation	The policy review produced acceptable recommendations for improved policy implementation	The policy review was done 2 weeks late						
					<b>Satisfactory (3)</b>	Reviewed 6 RO policies/standards for partnership that are currently implemented in terms of its consistency and alignment with DepEd standards of implementation	The policy review produced moderately acceptable recommendations for improved policy implementation	The policy review was done a months late						
					<b>Unsatisfactory (2)</b>	Reviewed 5 RO policies/standards for partnership that are currently implemented in terms of its consistency and alignment with DepEd standards of implementation	The policy review produced slightly acceptable recommendations for improved policy implementation	The policy review was done a quarter late						
					<b>Poor (1)</b>	Reviewed 4 RO policies/standards for partnership that are currently implemented in terms of its consistency and alignment with DepEd standards of implementation	The policy review produced unacceptable recommendations for improved policy implementation	The policy review was not done						





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BASIC EDUCATION SERVICES	Partnership Building	Establish M & E mechanism for sustainability of partnerships	January - December	5%	Outstanding (5)	The M&E mechanism established contains implementing systems that are very useful in sustaining partnerships	The M&E mechanism very accurately and adequately convey information that would aid in the decision making for sustainability of partnerships	The establishment of M&E mechanism was done ahead of schedule						
					Very Satisfactory (4)	The M&E mechanism established contains implementing systems that are useful in sustaining partnerships	The M&E mechanism accurately and adequately convey information that would aid in the decision making for sustainability of partnerships	The establishment of M&E mechanism was done as scheduled						
					Satisfactory (3)	The M&E mechanism established contains implementing systems that are somewhat useful in sustaining partnerships	The M&E mechanism somewhat accurately and adequately convey information that would aid in the decision making for sustainability of partnerships	The establishment of M&E mechanism was done a month late behind the schedule						
					Unsatisfactory (2)	The M&E mechanism established contains implementing systems that are slightly useful in sustaining partnerships	The M&E mechanism very barely and inadequately convey information that would aid in the decision making for sustainability of partnerships	The establishment of M&E mechanism was done two months late behind the schedule						
					Poor (1)	The M&E mechanism established contains implementing systems that are not useful in sustaining partnerships	The M&E mechanism is inaccurate and lack information that would aid in the decision making for sustainability of partnerships	The establishment of M&E mechanism was done a quarter late behind the schedule						
EDUCATION SERVICES	Partnership Building	Create opportunities for partnerships and linkages in relevant areas	January - December	5%	Outstanding (5)	Forged 8 partnerships and linkages in relevant areas to strengthen its capability to offer basic education	Create opportunities for partnerships and linkages all relevant areas	The MOU/MOA for the partnerships were signed ahead of schedule						
					Very Satisfactory (4)	Forged 7 partnerships and linkages in relevant areas to strengthen its capability to offer basic education	Create opportunities for partnerships and linkages 95% in relevant areas	The MOU/MOA for the partnerships were signed as as scheduled						
					Satisfactory (3)	Forged 6 partnerships and linkages in relevant areas to strengthen its capability to offer basic education	Create opportunities for partnerships and linkages 90% in relevant areas	The MOU/MOA for the partnerships were signed a month behind schedule						



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 POSITION: **Undersecretary for Field Operations**  
 DATE OF REVIEW: January 19, 2022

TO BE FILLED IN DURING PLANNING					TO BE FILLED DURING EVALUATION									
MFOs	KRAs	OBJECTIVES	TIMELINE	WEIGHT	PERFORMANCE INDICATORS			ACTUAL RESULTS	RATING				SCORE*	
					Quality	Efficiency	Timeliness		Q	E	T	AVE		
BASIC EDU					Unsatisfactory (2)	Forged 5 partnerships and linkages in relevant areas to strengthen its capability to offer basic education	Create opportunities for partnerships and linkages 85% in relevant areas	The MOU/MOA for the partnerships were signed a two months behind schedule						
					Poor (1)	Forged 4 partnerships and linkages in relevant areas to strengthen its capability to offer basic education	Create opportunities for partnerships and linkages 80% in relevant areas	The MOU/MOA for the partnerships were signed as a quarter behind the schedule						
BASIC EDUCATION SERVICES	People Development	Ensure that recruitment, selection and placement is implemented effectively and efficiently	January - December	5%	Outstanding (5)	100% Recruitment, selection and placement are effectively implemented	95% of existing positions in RO are filled up	Implemented before the set deadline						
					Very Satisfactory (4)	95% Recruitment, selection and placement are effectively implemented	90% of existing positions in RO are filled up	Implemented 1 week after the set deadline						
					Satisfactory (3)	90% Recruitment, selection and placement are effectively implemented	85% of existing positions in RO are filled up	Implemented 2 weeks after the set deadline						
					Unsatisfactory (2)	85% Recruitment, selection and placement are effectively implemented	80% of existing positions in RO are filled up	Implemented 3 weeks after the set deadline						
					Poor (1)	80% Recruitment, selection and placement are effectively implemented	75% of existing positions in RO are filled up	Implemented 4 weeks after the set deadline						



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**OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)**

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 POSITION: Regional Director  
 OFFICE/DIVISION: DepEd Region IV-A CALABARZON  
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					Quality	Efficiency	Timeliness		Q	E	T	AVE		
BASIC EDUCATION SERVICES	People Development	Instutionalize a comprehensive employee welfare program on wellness, rewards and incentives, and gender and development, etc.	January - December	5%	Outstanding (5)	HR development plan was implemented to all the employees	100% of the HR development plan was implemented	HR development plan was implemented as scheduled						
					Very Satisfactory (4)	HR development plan was implemented to 95% of the employees	95% of the HR development plan was implemented	HR development plan was implemented 1 week after the scheduled date						
					Satisfactory (3)	HR development plan was implemented to 90% of the employees	90% of the HR development plan was implemented	HR development plan was implemented 2 weeks after the scheduled date						
					Unsatisfactory (2)	HR development plan was implemented to 85% of the employees	85% of the HR development plan was implemented	HR development plan was implemented 3 weeks after the scheduled date						
					Poor (1)	HR development plan was implemented to 80% and below the employees	80% and below of the HR development plan was implemented	HR development plan was implemented 4 weeks or beyond after the scheduled date						
BASIC EDUCATION SERVICES	People Development	Provide continous professional learning and development for RO and SDO personnel	January - December	5%	Outstanding (5)	100% or 170/170 RO personnel were provided L and D activities	100% of the L and D activities were delivered or conducted	L and D activites were conductd on time						
					Very Satisfactory (4)	90% RO personnel were provided L and D activities	One L and D activity for RO personnel was not delivered or conducted	3 days delayed in the conduct of L and D activity within the the set time frame						
					Satisfactory (3)	80% RO personnel were provided L and D activities	Two L and D activities for RO personnel were not delivered or conducted	1 week delayed in the conduct of L and D activity within the the set time frame						
					Unsatisfactory (2)	70% RO personnel were provided L and D activities	Three L and D activities for RO personnel were not delivered or conducted	2 weeks delayed in the conduct of L and D activity within the the set time frame						
					Poor (1)	60% RO personnel were provided L and D activities	Four or more L and D activities for RO personnel were not delivered or conducted	3 weeks delayed in the conduct of L and D activity within the the set time frame						
ES					Outstanding (5)	100% updated operatons manual	100% established and maintained the operatons manual	Updated the Operations Manual 1 week before the deadline						



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					Quality	Efficiency	Timeliness		Q	E	T	AVE		
BASIC EDUCATION SERVICE	Office Administration and Performance Management	1. Established and maintained systems and processes geared towards administrative effectiveness and efficiency	January - December	3%	Very Satisfactory (4)	95% updated operators manual	95% established and maintained the operators manual	Updated the Operations Manual 6 days before the deadline						
					Satisfactory (3)	90% updated operators manual	90% established and maintained the operators manual	Updated the Operations Manual 5 days before the deadline						
					Unsatisfactory (2)	85% updated operators manual	85% established and maintained the operators manual	Updated the Operations Manual 4 days before the deadline						
					Poor (1)	80% and below updated operators manual	85% and below the established and maintained the operators manual	Updated the Operations Manual 3 days and beyond before the deadline						
BASIC EDUCATION SERVICES	Office Administration and Performance Management	2. Promoted a culture of excellence, innovation, and collaboration	January - December	3%	Outstanding (5)	Two (2) recognition initiatives were conducted	All FDs and SDOs were given two (2) recognitions	Two (2) recognition initiatives were conducted within the Fiscal Year						
					Very Satisfactory (4)	One (1) recognition initiatives were conducted	8/9 RO FDs and 21/22 SDOs were given two (2) recognitions	Two (1) recognition initiatives were conducted within the Fiscal Year						
					Satisfactory (3)	No recognition initiatives were conducted	7/9 RO FDs and 20/22 SDOs were given two (2) recognitions	Two (2) recognition initiatives were conducted after the required Fiscal Year						
					Unsatisfactory (2)	No recognition initiatives were conducted but with plan to conduct	6/9 RO FDs and 20/22 SDOs were given two (2) recognitions	One (1) recognition initiatives were conducted after the required Fiscal Year						
					Poor (1)	No plan and no recognition to conduct recognition initiatives	5/9 RO FDs and 19/22 SDOs and below were given two (2) recognitions	No recognition initiatives were conducted within the Fiscal Year						
SERVICES		3. Conducted periodic monitoring and evaluation of			Outstanding (5)	100% of the midterm and year-end OPCRf/IPCRf were reviewed.	100% of RO FDs' and SDOs' staff were subjected to Midterm and year-end review of their OPCRf and IPCRF.	OPCRf/IPCRf of staff were reviewed 1 week before the set deadline						
					Very Satisfactory (4)	95% of the midterm and year-end OPCRf/IPCRf were reviewed.	95% of RO FDs' and SDOs' staff were subjected to Midterm and year-end review of their OPCRf and IPCRF.	OPCRf/IPCRf of staff were reviewed 6 days before the set deadline						





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					Quality	Efficiency	Timeliness		Q	E	T	AVE		
BASIC EDUCATION	Office Administration and Performance Management	office/staff performance for the provision of relevant learning and development programs	January - December	3%	Satisfactory (3)	90% of the midterm and year-end OPCRf/IPCRf were reviewed.	90% of RO FDs' and SDOs' staff were subjected to Midterm and year-end review of their OPCRf and IPCRF.	OPCRf/IPCRf of staff were reviewed 5 days before the set deadline						
					Unsatisfactory (2)	85% of the midterm and year-end OPCRf/IPCRf were reviewed.	85% of RO FDs' and SDOs' staff were subjected to Midterm and year-end review of their OPCRf and IPCRF.	OPCRf/IPCRf of staff were reviewed 4 days before the set deadline						
					Poor (1)	80% and below of the midterm and year-end OPCRf/IPCRf were reviewed.	80% and below of RO FDs' and SDOs' staff were subjected to Midterm and year-end review of their OPCRf and IPCRF.	OPCRf/IPCRf of staff were reviewed 2 days and beyond the set deadline						
				100%								OVERALL RATING FOR ACCOMPLISHMENT	0.000	
<b>Adjectival Rating Scale</b> 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														
				<u>FRANCIS CESAR B. BRINGAS</u> Regional Director <b>Ratee</b>					<u>REVSEE A. ESCOBEDO</u> Undersecretary <b>Rater</b>					<u>LEONOR MAGTOLIS BRIONES</u> Secretary <b>Approving Authority</b>



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**PART III: SUMMARY OF RATINGS FOR DISCUSSION**

Final Performance Results	Rating
Accomplishment of KRAs and Objectives	

**Employee-Superior**

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

Feedback:



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FRANCIS CESAR B.  
 RATEE

REVSEE A. ESCOBEDO  
 RATER

LEONOR MAGTOLIS BRIONES  
 APPROVING AUTHORITY







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**COMPETENCIES**

**CORE BEHAVIORAL COMPETENCIES**

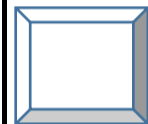
**Self-Management**

1. Sets personal goals and direction, needs and development.
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
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals
4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals
5. Sets high quality, challenging, realistic goals for self and others.



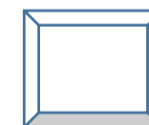
**Teamwork**

1. Willingly does his/her 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. Drives consensus and team ownership of decisions
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.



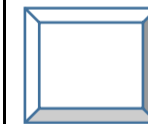
**Professionalism and Ethics**

1. Demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA
2. Practice 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 of attendance and punctuality, good grooming and communication.
4. Makes personal sacrifices to meet the organization's needs.
5. Act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.



**Service Orientation**

1. Can explain and articulate organizational directions, issues and problems.
2. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns.
3. Initiates activities that promotes advocacy for men and women empowerment.
4. Participates in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.
5. Develops and adopts service improvement program through simplified procedures that will further enhance service delivery.



**Result Focus**

1. Achieves results with optimal use of time and resources
2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.

**Innovation**

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).



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		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 <del>completeness with no supervision required</del> 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.												
						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 co-workers to develop original ideas or solutions.  4. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.  5. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.								

**5 – Role model; 4 – Consistently demonstrate; 3- Most of the time demonstrates; 2- Sometimes demonstrate; 1- Rarely demonstrate**



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**LEADERSHIP COMPETENCIES**

**Leading People**

- Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids
- Persuades, convinces or influences others, in order to have a specific impact or effect.
- "Sets a good example", is a credible and respected leader; and demonstrates desired behavior.
- Forwards personal, professional and work unit needs and interests in an issue.
- 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

**People Performance Management**

- 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);
- Sets performance standards and measures progress of employees based on office and department targets.
- Provides feedback and technical assistance such as coaching for performance improvement and action planning.
- States performance expectations clearly and checks understanding and commitment.
- Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

**People Development**

- Improves the skills and effectiveness of individuals through employing a range of development strategies.
- Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
- Conceptualizes and implements learning interventions to meet identified training needs.
- 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
- Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.

**OVERALL COMPETENCY RATINGS**

**CORE BEHAVIORAL COMPETENCIES**





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		<b>LEADERSHIP COMPETENCIES</b>	<input type="text"/>										
		<b>OVERALL RATING</b>	<input type="text"/>										

5 - Role model; 4 - Consistently demonstrate; 3- Most of the time demonstrates; 2- Sometimes demonstrate; 1- Rarely demonstrate