



Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OFFICE OF BATAAN

May 05, 2025

**DIVISION ADVISORY**  
**NO. 104, s.2025**

To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors  
Public Schools District Supervisors  
Public Elementary, Junior, and Senior High School Heads  
All Others Concerned

In relation to the Implementation of Performance Management and Evaluation System (DM-OUHROD-2025-0922), titled **"Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)"**, this Office provides the Frequently Asked Questions to find clarification on the memo to ensure uniform implementation.

Attached is a copy of the Memorandum DM\_OUHROD-2025-1039, for further information and guidance.

  
**CAROLINA S. VIOLETA, EdD, CESO V**  
✓ Schools Division Superintendent

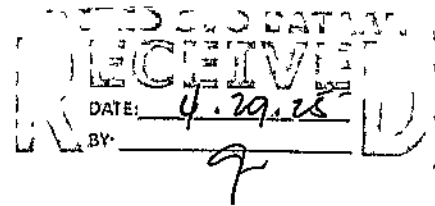
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Republika ng Pilipinas  
**Department of Education**

**OFFICE OF THE UNDERSECRETARY**  
**HUMAN RESOURCE AND ORGANIZATIONAL DEVELOPMENT**

SDO-BATAAN ISO 9001:2015  
DOTS-2025-130346



**MEMORANDUM**  
**DM-OUHROD-2025-1039**

**FOR : UNDERSECRETARIES**  
**ASSISTANT SECRETARIES**  
**SERVICE AND BUREAU DIRECTORS**  
**REGIONAL DIRECTORS**  
**SCHOOLS DIVISION SUPERINTENDENTS**  
**SCHOOL HEADS**  
**ALL OTHERS CONCERNED**

**FROM : WILFREDO E. CASRAL**  
Undersecretary  
Human Resource and Organizational Development

**SUBJECT : FREQUENTLY ASKED QUESTIONS ON THE IMPLEMENTATION OF**  
**PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (DM-**  
**OUHROD-2025-0922)**

**DATE : 24 April 2025**

In light of the recent issuance of DM-OUHROD-2025-0922 titled, "Additional Guidance on the Implementation of Performance Management and Evaluation System (PMES)," this Office provides the Frequently Asked Questions to give clarification on the Memorandum for uniform implementation.

For reference, see the following details:

1. **Enclosure 1** - Frequently Asked Questions (FAQs) on DM-OUHROD-2025-0922
2. **Reference Materials** (<https://tinyurl.com/DepEdRPMSLibrary>)
  - a. DM-OUHROD-2024-0586 titled "Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards, including the Revised Office Performance Commitment and Review Form"
  - b. DM-OUHROD-2025-0922 titled "Additional Guidance on the Implementation of Performance Management and Evaluation System"

For other questions not covered in FAQs, please email **BHROD-Human Resource and Development Division** at [helpdesk.pmes@deped.gov.ph](mailto:helpdesk.pmes@deped.gov.ph).

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## Enclosure 1

Frequently Asked Questions (FAQs) on DM-OUHROD-2025-0922

### **ADDITIONAL GUIDANCE ON THE IMPLEMENTATION OF PERFORMANCE MANAGEMENT AND EVALUATION SYSTEM (PMES)**

#### **General Questions**

**1. Who are the intended recipients of this Memorandum?**

**A:** This Memorandum (DM) shall apply to all DepEd office-based officials and personnel in the Central Office (CO), Regional Offices (ROs), and Schools Division Offices (SDOs), as well as school-based officials and personnel in SDOs and schools, respectively.

**2. What is the purpose of the issuance of additional guidance on the implementation of PMES for all DepEd Offices and Schools?**

**A:** This Memorandum aims to:

- a. Provide guidance and instructions for all DepEd school-based personnel including all heads of functional offices in CO, ROs and SDOs; and
- b. Ensure the continuous implementation of PMES for all other DepEd school-based personnel (*i.e., school heads and non-teaching personnel at the school level*) in School Year (SY) 2024-2025.

**3. What changes are made in the process of PMES Phase III and IV for CY 2024 and SY 2024-2025 onwards?**

**A:** The following are the changes made for CY 2024 and SY 2024-2025 onwards:

- a. School Key Result Areas (KRAs) anchored on the functional areas in schools as indicated in the School Organization Structure and Staffing Standards (SOSSS);
- b. Instructions particularly on the computation on the competency assessment under Part II: Competencies of the Interim Office Performance Commitment and Review Form (OPCRF); and
- c. Interim Ratee-Rater-Approving Authority Matrix for all School-Based Personnel (*i.e., school heads, department heads, master teachers, teachers, and school-based non-teaching personnel*).

**4. What changes are made in the PMES form for CY 2025 and SY 2025-2026 onwards?**

**A:** Replacement of the term "MATATAG Pillars" to "*Current Administration Agenda*" under Part I-A of the *Interim OPCRf-ver. Feb2025*. This modification

reflects in a separate sheet of the said interim as previously outlined in Annex A of DM-OUHROD-2024-0586<sup>1</sup>.

5. **Are Heads of Functional Offices in CO, RO, and SDOs included in the sample accomplished Interim OPCRf outlined in DM-OUHROD-2025-0922?**

**A:** Currently, there is no sample accomplished Interim OPCRf provided for Heads of Functional Offices in the CO, RO, and SDOs in DM-OUHROD-2025-0922. The available sample is exclusively for school heads. However, the CO is in the process of aligning KRAs, performance objectives, and indicators with the 5-point reform agenda. This ongoing effort is expected to address the performance alignment needs for Heads of Functional Offices in the future.

### **School KRAs**

6. **What serves as the basis for identifying School KRAs in the OPCRf?**

**A:** The KRAs of schools (Part I-A: Commitment to Organizational Outcomes) are based on the functional areas in schools outlined in the SOSSS, which reflect the core operational domains of school leadership and management.

These school KRAs are broader in scope and reflect the overall performance, goals, and outcomes of the school or office. KRAs are directly tied to measuring the specific contributions of an office or school towards the department's goals.

7. **How can the Philippine Professional Standards for School Heads (PPSSH) be integrated into the performance management of School Heads?**

**A:** The PPSSH indicators within its domains and strands will be used as a basis to assess the core, functional, and leadership competencies of school heads under Part II: Competencies of the Interim OPCRf, which shall be reflected upon the revision of DepEd Order (DO) No. 2, s. 2015 and the integration of the PPSSH assessment rubrics in their OPCRfs. This framework supports the professional learning and development of school heads by focusing on individual leadership and managerial skills, as specified under DO No. 24, s. 2020<sup>2</sup>.

8. **What is the guidance for School Heads during the transition period, especially for those who completed their OPCRf for SY 2024–2025 before the issuance of the additional guidelines?**

**A:** The transitory period guidance regarding the implementation of school KRAs is provided as follows:

- For SY 2024–2025, school heads shall be given flexibility to either adopt the school KRAs detailed in Annex A of DM-OUHROD-2025-0922 or temporarily use PPSSH domains as KRAs to facilitate timely

<sup>1</sup> Interim Guidelines on the Office Performance Planning and Assessment for FY 2024 Onwards

<sup>2</sup> National Adoption and Implementation of the Philippine Professional Standards for School Heads

submission of OPCRF and ensure the appropriate utilization of performance metrics.

- Beginning SY 2025-2026, school KRAs as outlined in DM-OUHROD-2025-0922, shall be used.

### **DepEd Organizational Outcomes**

#### **9. What are the references in attributing the KRAs to organizational outcomes?**

**A:** The following are the references for attributing the KRAs to organizational outcomes:

<b>Legal References</b>	<b>Programs/Pillars</b>	<b>Specific Period</b>
General Appropriations Act (GAA) Programs/Sub-programs <ul style="list-style-type: none"> <li>DepEd PREXC Indicators - Accountability Matrix</li> </ul>	<ol style="list-style-type: none"> <li>1. Education Policy Development</li> <li>2. Basic Education Inputs</li> <li>3. Inclusive Education</li> <li>4. Support to Schools and Learners; and</li> <li>5. Education Human Resource Development</li> </ol>	CY 2024 and SY 2024-2025 onwards
Basic Education Development Plan (BEDP) Pillars based on DO No. 24 s. 2022 titled, "Adoption of the Basic Education Development Plan 2030" and DO No. 29 s. 2022 titled, "Adoption of the Basic Education Monitoring and Evaluation Framework"	Pillar 1: Access Pillar 2: Equity Pillar 3: Quality Pillar 4: Resiliency and Well-Being Enabling Mechanisms: Governance	Year 2022-2030
Current Administration Agenda (i.e., Five-Point Reform Agenda)	<ol style="list-style-type: none"> <li>1. High-Performing Teachers</li> <li>2. Improved Learning Environment that Safeguards Students' Physical and Mental Well-Being</li> <li>3. Enhanced Governance Structure to ensure Efficient and Supportive Education System</li> </ol>	CY 2025 and SY 2025-2026 onwards

	4. Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally-Enabled Schools	
	5. Empowered Graduates Fit for Employment, Entrepreneurship, or Higher Education	

### **Performance Objectives and Indicators**

#### **10. How to set the objectives?**

**A:** Item 7 of Annex B of DM-OUHROD-2024-0586 provides for detailed information. Moreover, all heads of functional offices across governance levels may use the following references as a guide in crafting performance objectives and indicators, ensuring their alignment with the strand, office, division, and school priorities:

1. DepEd Program Expenditure Classification (PREXC)-Accountability Matrix;
2. BED2-GAA targets; and
3. Table 1. Agency Performance Measurement Matrix of DO No. 29, s. 2022<sup>3</sup>

#### **11. Are performance indicators listed in PREXC and Table 1 (Agency Performance Measurement Matrix of DO No. 29, s. 2022) required to be reflected in the OPCRf for CY 2024 and SY 2024-2025?**

**A:** All heads of functional offices at CO, RO, SDO, and school levels, including CLCs, are granted with flexibility to use the performance indicators specified in the cited references to streamline the timely submission of the Interim OPCRf for CY 2024 and SY 2024-2025, while ensuring the effective utilization of performance metrics.

On the other hand, for CY 2025 and SY 2025-2026, non-negotiable performance indicators outlined in PREXC, BED2-GAA targets, and the Agency Performance Measurement Matrix shall be used. These indicators will be aligned with the annual strategic priorities of each strand, office, bureau, division, and schools including CLCs to achieve the overall organizational outcomes of the department.

<sup>3</sup> Adoption of the Basic Education Monitoring and Evaluation Framework

**Competency Assessment under Part II of the Interim OPCRf-ver.Feb 2025**

**12. How will DepEd evaluate the competencies of school heads and supervisors as defined in DO No. 24, s. 2020 and DO No. 25, s. 2020<sup>4</sup>, respectively?**

**A:** Since the PMES Forms for school heads and supervisors are underway, Part II of the Interim OPCRf shall be used by the school heads and supervisors for the current and upcoming school years unless otherwise superseded.

Further announcements and guidelines shall be issued for this purpose.

**PMES Forms or Tools**

**13. What are the appropriate PMES forms or tools to be used for teachers promoted as Principal I or designated as Teachers-In-Charge (TIC) or Officer-In-Charge (OIC), particularly those who have already met the required minimum rating period of 90 days?**

**A:** Per Item 56 of DO No. 02, s. 2015, titled "*Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education*", any officials and personnel who have already met the required minimum rating period of 90 days shall submit the performance commitment and rating report. This includes school heads who have been promoted to Principal I or designated as TIC or OIC. These individuals are required to submit both the OPCRf and IPCRF (Individual Performance Commitment and Review Form).

However, the suspension of RPMS activities through the issuance of DM-OSEC-2024-01 titled, "*Guidance on the Implementation of DepEd Results-Based Performance Management System Relative to Executive Order No. 61 (s. 2024)*" dated July 22, 2024, and its subsequent lifting through DM No. 17, s. 2025<sup>5</sup>, issued last February 7, 2025, has superseded this requirement.

During the transitory period for SY 2024–2025, affected school heads who have already met the minimum rating period of 90 days as TIC/OIC shall be required to submit the **Interim OPCRf** in lieu of both the OPCRf and IPCRF.

**Submission of Accomplished PMES Forms**

**14. When is the deadline for submission of OPCRf and IPCRF?**

**A:** For CO, refer to **OM-OUHROD-2025-0115** titled, "Submission of Performance Ratings (OPCRf/IPCRf) and Statement of Assets, Liabilities, and Net Worth (SALN) for Fiscal Year (FY) 2024."

RO, SDO and Schools shall set an internal guideline as to the deadline of submission.

<sup>4</sup> National Adoption and Implementation of the Philippine Professional Standards for Supervisors

<sup>5</sup> Interim Guidelines for the Department of Education Performance Management and Evaluation System for Teachers in the School Year 2024-2025

15. What is the guidance for Heads of Functional Offices in CO, RO and SDOs who have already submitted their signed OPCRf for CY 2024 to their respective Personnel Division/Unit?

A: For those who have submitted their signed OPCRf before the date of the issuance of DM-OUHROD-2025-0922, their OPCRf shall be accepted by the Personnel Division/Unit at each governance level, provided that Part II of the Interim OPCRf reflects the correct computation and assessment of competencies (i.e., use of five-point rating scale instead of zero or one in rating each behavioral indicator per competency) using the Interim OPCRf ver.Feb2025.

Meanwhile, for those who have not yet submitted their signed OPCRf after the date of the issuance of the said DM, the Interim OPCRf ver.Feb2025 shall be adopted.

16. What will be the guidance for teachers during the transition period, especially those who have submitted their IPCRF for SY 2024-2025 using the ratee-rater-approving authority matrix outlined in DM No. 17, s. 2025?

A: For SY 2024-2025, teachers shall be given flexibility to either adopt the updated Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel (i.e., school heads, department/master teachers, teachers and school-based non-teaching personnel) in DM-OUHROD-0922 or temporarily refer to Figure 9 of DM No. 17, s. 2025.

Starting SY 2025-2026 onwards, the strict implementation for Interim Ratee-Rater-Approving Authority Matrix for All School-Based Personnel will take effect.

#### **Ratee-Rater-Approving Authority Matrix**

17. What is the legal basis on the Interim Ratee-Rater-Approving Authority Matrix for Heads of Functional Offices in CO, RO, and SDOs?

A: Refer to Table 9 of DM-OUHROD-2024-0586.

18. What is the legal basis on the Ratee-Rater-Approving Matrix for office-based staffs (i.e., CO, RO and SDOs)?

A: Refer to Annex A of DO 2, s. 2015 for office-based staffs in CO, RO and SDOs.

19. What are the major changes in the ratee-rater-approving authority matrix for teachers between Figure 9 of DM No. 17, s. 2025 and Enclosure 1 of DM-OUHROD-2025-0922?

A: 1. Change of rater and approving authority for Alternative Learning System (ALS) teachers, to wit:



Then			Now		
Ratee	Rater	Approving Authority	Ratee	Rater	Approving Authority
ALS Implementers (community learning centers-based)	Education Program Specialist for ALS/In-charge for ALS	Chief of Curriculum Implementation Division (CID)	ALS Teacher (community learning centers)	Functional Division Chief for CID	Assistant Schools Division Superintendent

2. The approving authority of the Department Head or Master Teacher is now the Assistant Schools Division Superintendent regardless of the school size; and
3. Inclusion of the notation under the Interim Matrix which states that in case there is no applicable rater or approving authority in schools, the rater and the approving authority shall be adjusted accordingly so that the next higher official shall perform such function.