



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

REGIONAL MEMORANDUM

No. 539, s. 2026

JUN 03 2026

OFFICE PERFORMANCE COMMITMENT FOR FY 2026

To: OIC – Assistant Regional Director
All Schools Division Superintendents
All Others Concerned

1. This Office, through the Policy, Planning, and Research Division, disseminates the Office Performance Commitment Form for Fiscal Year 2026 which can be accessed through the link below:

https://drive.google.com/drive/folders/1US0t_DEk3XNImovCUJC56dThPGg6H9OQ?usp=sharing

2. This initiative aims to ensure uniformity, accuracy, and ease in accomplishing the document by the Schools Division Offices.

3. The printed copy of the completed Office Performance Commitment Form shall be submitted to the Records Section of DepEd NIR Regional Office on or before June 30, 2026, 5:00 p.m.

4. For details, contact Joey Ian C. Singson, Education Program Supervisor of the Policy, Planning, and Research Division through email address joey.singson@deped.gov.ph.

5. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl: As stated
Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

PERFORMANCE

PPRD/JIS/Memo_OPCRf FY 2026.docx/May 26, 2026



Address: Batinguel, Dumaguete City, 6200
Telephone Nos:
Email Address: nir@deped.gov.ph
Website: <https://depednir.net>

Annex A



Department of Education

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)
Ver. Feb 2025

Name of Employee		Name of Rater	
Position/Designation	FOR SCHOOLS DIVISION SUPERINTENDENTS AND ASST. SCHOOLS DIVISION SUPERINTENDENTS	Position	
Review Period		Approving Authority	
Strand/Bureau/Center/Service/Region/Division		Date of Review	
Strand/Bureau/Center/Service/Region/Division	Statement of Purpose		
	The Schools Division Office (SDO) ensures the provision of equity in access and continuously improves the quality of basic education in the schools division through leading in the development and implementation of the Division Education Development Plans (DEDP) consistent with the national and regional educational policies, plans and standards, building partnerships and networking with stakeholders of education, and effectively and efficiently managing the financial, human, and physical resources of the schools division		

PART I.A. COMMITMENT TO ORGANIZATIONAL OUTCOMES (OPC)
Part I.A. Commitment to Organizational Outcomes shall capture office commitments, performance, and accomplishments based on office mandates and KRAs as reflected in the official issuance on the Compendium of Office Functions. This part shall capture the contributions of the office directly targeting the Organizational Outcomes indicated in the General Appropriation Act (GAA) Programs/Subprograms, Basic Education Development Plan (BEDP) Pillars, Current Administration Agenda, and other national level commitments that are aligned with and relevant to the office KRAs. Clear attribution shall be made to ensure such alignment.

Key Results (Based on Office Mandate and Functions) VERSION 3 Office Functions (bit.ly/OfficeFun	Organizational Outcome Attribution (Refer to the GAA Programs/Subprogram and BEDP Pillars)			Objectives (based on Office Functions) based on Version 3 Office Functions bit.ly/OfficeFunctions	Timeline	Weight Allocat ion	Performance Targets (Target Outcome/Output of the Bureau/Center/Service/Division aligned with the Outcome/Output Indicators in the Organizational Outcomes)		Performance Measure (Quality, Efficiency, Timeliness)	Rating Scale					Means of Verification (MOVs)	Actual Accomplishme nts	THE RATINGS FOR Q.E.T SHOULD ALSO BE BLANK	AVERAGE (Q.E.T)	WEIGHT ED AVERAGE
	GAA Programs/ Subprograms	BEDP Pillars	Current Administration Agenda				Description (expected outcome/ output/service)	Value (numerical statistical, trend)		WHAT IS THE EXPECTED OUTPUT WHEN THE OBJECTIVE IS MET (Monitoring results and findings, analysis, TA needs and TA provisions to schools, Plans and Accomplishment Reports)	5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)					
Organizational Outcomes Alignment				To ensure effective management and implementation of curriculum in the SDO in compliance to quality standards						STATE THE PERFORMANCE MEASURE THAT IS OUTSTANDING IN QUALITY (eg management and implementation of the curriculum in compliance with quality standards ensured with the 5 components: 1. M&E conducted 2. results analyzed 3. TA plans prepared based on needs, 4. TA provided and 5. impact of TA analyzed	STATE THE PERFORMANCE MEASURE THAT IS OUTSTANDING IN EFFICIENCY (eg 45 to-50 (90-100%) of schools monitored and provided with TA (granting that there are 50 schools in the SDO)	eg 40-45 (80-90) of schools monitored and provided TA	one week after	two weeks after	Consolidated SDO monitoring result, analysis; TA needs, TA provided Plans and Accomplishment Reports	LEAVE THIS BLANK FOR THE COMMITMENT . THIS WILL BE FILLED IN DURING THE MIDYEAR EVALUATION AND THE FINAL RATING PERIOD AT THE END OF THE YEAR.	#0V/0I	#0V/0I	#0V/0I
Curriculum Implementation	Basic Education Program Inclusive Education Program Support to Schools and Learners Program	Pillar 3 Quality Pillar 4 Resiliency and Well-Being	Enhanced Governance Structure to ensure Efficient and Supportive Education System	To ensure effective management and implementation of curriculum in the SDO in compliance to quality standards						STATE THE PERFORMANCE MEASURE THAT IS OUTSTANDING IN TIMELINESS (eg reports submitted within 2 days after the end of the quarter)	PLEASE FILL IN ALL THE RATING SCALE UNTIL THE LAST OBJECTIVE							#0V/0I	#0V/0I

TO BE ACCOMPLISHED DURING PLANNING

TO BE FILLED DURING EVALUATION

PART I-B: INNOVATING AND INTERVENING ACCOMPLISHMENTS (20%)
 Part I-B: Innovating and Intervening Accomplishments shall capture the outcomes/outputs of the office that are enabling, supportive, and/or contributory to the achievement of the organizational commitments and KRAs in Part I-A. Accomplishments can be innovations, interventions, and enhancements on the processes, services, and/or outputs.

TO BE FILLED IN DURING PLANNING										TO BE FILLED DURING EVALUATION											
Key Result Areas (KRA)	Objectives	Timeline	Weight Allocation	Performance Targets		Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	Actual Results/Accomplishments	RATING (Q.E.T)	AVERAGE (Q.E.T)	WEIGHTED AVERAGE					
				Value (numerical, statistical, trend)	Description (expected outcome/outcome)		5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)										
Curriculum Implementation	STATE THE BEST INNOVATIONS AND INTERVENING ACCOMPLISHMENTS FOR THIS KRA IN HERE CONTRIBUTORY TO THE 10 Priority PAs of IIR and of 5 REPRM AGENDA of the QBEDP (eg TO DIGITALIZE THE ASSESSMENT) AND OTHER CURRICULUM INNOVATIONS DELETE THE SPACE IF THERE IS ONLY ONE. ADD SPACE IF YOU WANT TO ADD FOR A SPECIFIC KRA					Quality															
		Quality																			
		Efficiency																			
		Timeliness																			
		Quality																			
		Efficiency																			
		Timeliness																			
		Quality																			
		Efficiency																			
		Timeliness																			
Support to school governance and operations						Quality															
						Efficiency															
						Timeliness															
						Quality															
						Efficiency															
SDO Management						Quality															
						Efficiency															
						Timeliness															
						Quality															
						Efficiency															
Office Administration and Performance Management						Quality															
						Efficiency															
						Timeliness															
						Quality															
						Efficiency															
for weight of allocation 0%																					
Part I-B Total Score																					

TO BE FILLED IN DURING PLANNING

Organizational Effectiveness Area	Objectives	Timeline	Weight Allocation	Performance Measure (Quality, Efficiency, Timeliness)	RATING SCALE					Means of Verification (MOVs)	O BE FILLED DURING EVALUATION	Actual Results/Achievements	RATING (Q.E.T)	AVERAGE (Q.E.T)	WEIGHTED AVERAGE
					5 (Outstanding)	4 (Very Satisfactory)	3 (Satisfactory)	2 (Unsatisfactory)	1 (Poor)						
Financial Stewardship just give the ratings for this component, NO NEED to change any of the content	Utilized 98% of the budget allocation in accordance with the quarterly disbursement program with no over/under/deficit/allowance from oversight agency/ies	Within the rating period	5%	Timeliness	Quarterly basis: Budget is utilized according to the quarterly disbursement program (i.e. 98% of the quarterly BUR target) is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target) is utilized by the end of each quarter)	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target) is utilized within the FY)	Quarterly basis: Budget is utilized with 5-10% variance from BUR target.	Quarterly basis: Budget is utilized with 11-15% variance from BUR target.	Quarterly basis: Budget is utilized with more than 15% variance from BUR target.	LEAVE THIS BLANK FOR THE COMMITMENT, THIS WILL BE FILLED IN DURING THE MID-YEAR EVALUATION AND THE FINAL RATING PERIOD AT THE END OF THE YEAR. THE RATINGS FOR Q.E.T. SHOULD ALSO BE	#DNV/01	#DNV/01	#DNV/01	#DNV/01
					Improvements/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target) is utilized within the FY)	Quarterly basis: Budget is utilized with 5-10% variance from BUR target.	Quarterly basis: Budget is utilized with 11-15% variance from BUR target.						
Process improvement	Streamlined core processes and management of service provisioning of frontline and other office deliverables to ensure ease of transactions and/or digitalization/digitization	Within the rating period	5%	Efficiency	Streamlined and/or digitized all office core processes identified in the QMS planning documents	Streamlined and/or digitized 76-99% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 51-75% of the office core processes	Streamlined and/or digitized 26-50% of the office core processes	Streamlined and/or digitized 0-25% of the office core processes	No change in no. of documents, many requirements, no. of requirements, total documents.		#DNV/01	#DNV/01	#DNV/01	
					Improvements/reduction on all of the service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps 5. no. of signatories	Improvements/reduction on 4 service standards 1. no. of documentary requirements 2. total processing time 3. transaction cost 4. client steps/agency action steps	Quarterly basis: Budget is utilized with 1-5% variance from the quarterly disbursement program (i.e. 93-97% of the quarterly BUR target) is utilized within the FY)	Quarterly basis: Budget is utilized with 5-10% variance from BUR target.	Quarterly basis: Budget is utilized with 11-15% variance from BUR target.						
Client Satisfaction	Achieved 100% resolution and compliance rate to #8888 and CCB complaints with the prescribed processing time (simple - 3 days, complex - 7 days, highly technical - 20 days) with at least Satisfactory overall average result on the Client Satisfaction Measurement	Within the rating period	5%	Quality	95.0% - 100% (Outstanding) overall average on the results of the Client Satisfaction Measurement (CSM)	90.9% - 94.9% (Very Satisfactory) overall average on the results of the CSM	80.0% - 89.9% (Satisfactory) overall	60.0% - 79.9% (Fair) overall	Below 60.0% (Poor) overall	At least 80% resolution and compliance rate to #8888 and CCB complaints		#DNV/01	#DNV/01	#DNV/01	
					Streamlined and/or digitized all office core processes identified in the QMS planning documents	Streamlined and/or digitized 76-99% of the office core processes identified in the QMS planning documents	Streamlined and/or digitized 51-75% of the office core processes	Streamlined and/or digitized 26-50% of the office core processes	Streamlined and/or digitized 0-25% of the office core processes						
				Timeliness	Complaints acted upon and closed within prescribed processing time (simple - 3 days, complex - 7 days, highly technical - 20 days)	Complaints acted upon and closed with documents	Complaints are acted upon and closed with documents	Complaints are acted upon and closed with documents	Complaints are acted upon and closed with documents			#DNV/01	#DNV/01	#DNV/01	
				Efficiency	100% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints	At least 80% resolution and compliance rate to #8888 and CCB complaints						

Part I-C Total Score #DNV/01

RATER

RATER

APPROVING AUTHORITY

PART II-A: LEADERSHIP COMPETENCIES (2.5%)

Part II-A: Leadership Competencies shall capture competencies expected of heads of functional offices who hold managerial and executive/supervisory positions. The Leadership Competencies expected to be demonstrated include Leading People, People Performance Management, and People Development.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE	
Leading People	<ol style="list-style-type: none"> 1. Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids 2. Persuades, convinces or influences others, in order to have a specific impact or effect. 3. "Sets a good example", is a credible and respected leader, and demonstrates desired behavior. 4. Forwards personal, professional and work unit needs and interests in an issue. 5. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment. 	<p>PLACE REMARKS AND OBSERVATIONS HERE IF APPLICABLE BUT YOU MAY LEAVE IT BLANK THEN, REFLECT YOUR RATING ON EACH OF THE ITEM. THE AVERAGE WILL JUST GENERATE</p>			
People Performance Management	<ol style="list-style-type: none"> 1. Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues); 2. Sets performance standards and measures progress of employees based on office and department targets. 3. Provides feedback and technical assistance such as coaching for performance improvement and action planning. 4. States performance expectations clearly and checks understanding and commitment. 5. Performs all the stages of result-based performance management system supported by evidence and required documents/forms. 				
People Development	<ol style="list-style-type: none"> 1. Improves the skills and effectiveness of individuals through employing a range of development strategies. 2. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect. 3. Conceptualizes and implements learning interventions to meet identified training needs. 4. Does 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 development. 5. Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals. 				
Part II-A Total Score: Weighted Average (Average x 0.025)					
#DIV/0!					

PART II-B: CORE BEHAVIOURAL COMPETENCIES (2.5%)

Part II-B: Core Behavioral Competencies shall capture competencies required from all DepEd personnel in all job groups within the organization, upholding the DepEd's core values and the Code of Conduct and Ethical Standards for Public Officials and Employees pursuant to RA 6713. They represent the way individuals embody and live the values of the organization.

Competencies	Behavioural Indicators	Remarks/ Observations	RATING	AVERAGE
Self-Management	<ol style="list-style-type: none"> 1. Sets personal goals and direction, needs and development. 2. Understands personal actions and behavior that are clear and 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. 	<p>PLACE REMARKS AND OBSERVATIONS HERE IF APPLICABLE BUT YOU MAY LEAVE IT BLANK THEN, REFLECT YOUR RATING ON EACH OF THE ITEM. THE AVERAGE WILL JUST GENERATE</p>		
				#DIV/0!

Professionalism and Ethics	<ol style="list-style-type: none"> 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. 		#DIV/0!
Results Focus	<ol style="list-style-type: none"> 1. Achieves results with optimal use of time and resources mist of the time. 2. Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs. 3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required. 4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set 5. Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal. 		#DIV/0!
Teamwork	<ol style="list-style-type: none"> 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. 		#DIV/0!
Service Orientation	<ol style="list-style-type: none"> 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. 		#DIV/0!
Innovation	<ol style="list-style-type: none"> 1. Examines the root cause of problems and suggests effective solutions. Foster new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency). 2. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results. 3. Promotes a creative climate and inspires 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. 		#DIV/0!
Part II-B Total Score: Weighted Average (Average x 0.025)			#DIV/0!

RATEE	RATER

APPROVING AUTHORITY

PART III: SUMMARY OF RATINGS

Final Performance Components	Weight Allocation	Obtained Score	Overall Score	RPMS Rating	
				Numerical Rating	Adjectival Rating
PART I	A. Commitment to Organizational Outcomes	60%	0.00		
	B. Innovating and Intervening Accomplishments	20%			
	C. Organizational Effectiveness	15%			
PART II	A. Leadership Competencies	2.5% (0.125)			
	B. Core Behavioural Competencies	2.5% (0.125)			

Ratee-Rater Agreement

The signatures below confirm that the employee and his/her superior have agreed to the contents of the performance as captured in this form.

Name of Employee:
Signature:
Date:

Name of Superior:
Signature:
Date:

PART IV: IMPROVEMENT AND DEVELOPMENT PLANS

Part IV-A: Office Improvement Plan

Gap Analysis (SWOT)	Improvement Area	Action Plan		
		General Objective	Recommended Improvement Intervention	Timeline
STATE THE IDENTIFIED GAPS (as may have been identified by M&E and SWOT during planning) AND REFLECT THE OTHER ACTIONS TO BE UNDERTAKEN AS ASKED IN THE HEADING.				

Feedback:

Part IV-B: Individual Development Plan

Strengths	Improvement Needs	Action Plan		
		Learning Objective (based on the developmental intervention)	Recommended Developmental Intervention	Timeline

Feedback:

RATEE	RATER
	APPROVING AUTHORITY