

PILLAR	PILLAR ELEMENT
Performance Review & Evaluation	<ul style="list-style-type: none">○ Performance Review & Evaluation○ Calibrating Performance Assessment

SAMPLE ACCOMPLISHED
OPCR AND IPCR
(Teaching & Non-teaching)

		<p>3. To utilize the relevant findings of at least 1 research study conducted in the division in facilitating the completion, implementation and approval of 2 or more data-driven and evidence-based innovations to improve school performance within the school year (SY)</p> <p>Main MOY Accomplishment report(s) on innovative program(s) that improved school performance within the SY</p>	<p>Sept. 2021 – July 2022</p>	<p>5%</p>	<p>Quality and Timeliness</p>	<p>2 or more data-driven and evidence-based innovations were completed, approved and utilized the relevant findings of at least 1 research study conducted in the division which improved school performance within the school year (SY)</p>	<p>1 data-driven and evidence-based innovation was completed, approved and utilized the relevant findings of at least 1 research study conducted in the division which improved school performance within the school year (SY)</p>	<p>1 data-driven and evidence-based innovation was not completed but conducted and approved that utilized the relevant findings of at least 1 research study conducted in the division which improved school performance within the school year (SY)</p>	<p>1 data-driven and evidence-based innovation was not completed or approved that utilized the relevant findings of at least 1 research study conducted in the division which improved school performance within the school year (SY)</p>	<p>No data-driven and evidence-based innovation was completed, approved that utilized the relevant findings of at least 1 research study conducted in the division which improved school performance within the school year (SY)</p>	<p>Utilized the relevant findings of this study: 1. Improving the achievement of Grade 6 Pupils Through Science Extra Challenge (Scale-X-Challenge) 2. Differentiated instruction: A research basis</p>	<p>3</p>	<p>3.5</p>	<p>.175</p>
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	<p>Supporting MOVs:</p> <ul style="list-style-type: none"> approved innovative programs) teaching and learning materials or resources developed another research study (if applicable) trainings conducted on pedagogy copy of research material used as reference Any other acceptable document 											

Presented the ff MOVs:

- teaching and learning materials or resources developed
- trainings conducted on pedagogy (LAC, INSET, webinars)
- copy of research material used as reference (Differentiated Instruction ...)
- Any other acceptable document (Lesson Plan showing the integration of differentiated instruction)

No acceptable MOV was presented.

No main MOV presented but at least 1 supporting MOV is presented

Main MOV is supported by at 1 supporting MOV

Main MOV is supported by at 2 supporting MOVs

Main MOV is supported by at least 3 supporting MOVs

Efficiency

Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators	Actual Results	Rating	Average	Score	
Provision of Quality Basic Education		<p>6. To manage school facilities and equipment by 100% adherence to policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the school year (SY)</p> <p>Main MOV: Receiving copy of Updated Reports on the Physical Count of Inventory of Property, Plant and Equipment.</p> <p>Supporting MOVs: Any document that highlights managing school facilities and equipment.</p> <ul style="list-style-type: none"> ▪ Report on the complete and Updated summary of property card and stock card ▪ ICS for the school year ▪ Operational IRUP and WMR ▪ Updated delivery Report of Lits and equipment. ▪ Report on property equipment ▪ Report on property/equipment disposal signed by proper authority. ▪ Consumption Report 	Sept. 2021 – July 2022	2.5%	5	0-1 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses to adherence to 100% policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY	<p>No audit observation memorandum and notice of disallowance and suspension.</p>	5	5	.125
					4	2-3 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses to 100% adherence to policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY				
					3	4-5 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses to 100% adherence to policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY				
					2	6-7 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses to 100% adherence to policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY				
					1	More than 7 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses to 100% adherence to policies guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY				
		Efficiency				<p>Documents are the:</p> <ul style="list-style-type: none"> ▪ Report on the complete and Updated summary of property ICS for the school year ▪ Updated delivery Report of LMs and equipment. ▪ Report on property/equipment disposal signed by proper authority. ▪ Consumption Report 				

		<p>7. To manage 100% of school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders to ensure continuous delivery of instruction throughout the school year (SY)</p> <p>Main MOV: School Disaster Risk Reduction and Management (SDRRM) plan focused on the continuous delivery of instruction in times of disaster/calamities.</p>	Sept 2021 – July 2022	2.5%	Quality and Timeliness	Delivered continuous instruction through management of 100% school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders throughout the SY	Delivered continuous instruction through management of 99% school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders throughout the SY	Delivered continuous instruction through management of 80-89% school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders throughout the SY	Delivered continuous instruction through management of 75-79% school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders throughout the SY	Delivered continuous instruction through management of below 75% school safety activities for disaster preparedness, mitigation and resiliency by sustaining engagement with relevant agencies/stakeholders throughout the SY	100% implementation of SDRRM.	5	5	.125
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Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators					Actual Results	Rating	Average	Score
					5	4	3	2	1				
Provision of Quality Basic Education	Efficiency	<p>Supporting MOVs: Any document that highlights managing school safety for disaster preparedness, mitigation, and resiliency</p> <ol style="list-style-type: none"> Orientation of DRRM system Any form of communication to agencies/stakeholders requesting for support for the continuous delivery of instruction. NSED documentation and completion activity report. Evacuation Plan that Supports learners and personal safety in times of disaster. DRRM Info board in all instructional rooms Status of submission of Incident report (RADAR) Report of Division DRRM focal person on status of shows activities for sustained delivery of continuous instruction 			Efficiency	Main MOV and 6 – 7 supporting MOVs were presented	Continuous instruction is shown by main MOV and 5 supporting documents. Main MOV and 5 supporting MOVs were presented	Continuous instruction is shown by main MOV and 3- 4 supporting documents. Main MOV and 3-4 supporting MOVs were presented	Continuous instruction is shown by main MOV and 2 supporting documents. Main MOV and 2 supporting MOVs were presented	Main MOV and 1 supporting MOV was presented	5	5	
						Provided or facilitated Technical Assistance to 7 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 6 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 4-5 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 1-3 teacher in need of help on content standards and pedagogies across learning areas to improve their teaching practice within the school year.	NO acceptable evidence was shown			
3. FOCUSING ON TEACHING AND LEARNING		<ol style="list-style-type: none"> To provide or facilitate technical assistance to 100% of teachers in need of help on teaching standards and pedagogies within and across learning areas to improve their teaching practice within the school year. <p>Main MOV Performance Management Coaching Form</p> <p>Supporting MOVs Any document that highlights the provision of technical assistance to teachers in need of help on teaching standards and pedagogies</p> <ol style="list-style-type: none"> Synthesized IPD Results report on the implementation of TA Plan Observation Notes and COT highlighting the content and pedagogy. Coaching and Mentoring Narrative Report 	Sept 2021 – July 2022	10%	Quality and Timeliness	Provided or facilitated Technical Assistance to 7 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 6 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 4-5 teachers in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year.	Provided or facilitated Technical Assistance to 1-3 teacher in need of help on content standards and pedagogies across learning areas to improve their teaching practice within the school year.	7 out of 7 teachers were provided technical assistance	5	5	.500
					Efficiency	Presented main MOV with 4 supporting documents	Presented main MOV with 3 supporting documents	Presented main MOV with 2 supporting documents	Presented main MOV with 1 supporting documents	Presented the following documents: -PMCF - TA Plan - COT - Monitoring Checklist of WHLP	5		

Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators						Actual Results	Rating	Average	Score
					5	4	3	2	1					
Provision of Quality Basic Education		<p>9. To use validated feedback obtained from learners, parents, and other stakeholders in conducting 5 or more training and development activities to help all teachers improve their performance within the school year (SY)</p> <p>Supporting MOVs Any document that highlights the use of validated feedback obtained from the learners, parents and other stakeholders.</p> <ol style="list-style-type: none"> Copy of Feedback Tool/ Feedback Mechanism utilized with learners, parents and other stakeholders. Document showing feedback generated from learners, parents and other stakeholders Consolidated results of validated feedback School Plan on addressing generated feedbacks Results of interventions applied to help teachers improve performance. 	Sept 2021 – July 2022	(10%)	Quality and Timeliness	5 or more training and development activities were conducted to help all teachers in improving their performance as per result of validated feedback obtained from learners/ parents/ stakeholders within the school year (SY)	4 training and development activities were conducted to help all teachers in improving their performance as per result of validated feedback obtained from learners/ stakeholders within the SY	3 training and development activities were conducted to help all teachers in improving their performance as per result of validated feedback obtained from learners/ parents/ stakeholders within the SY	2 training and development activities were conducted to help teachers in improving their performance as per result of validated feedback obtained from learners/ parents/ stakeholders within the SY	1 training and development activity is conducted to help teachers improve their performance as per result of validated feedback within the SY	10	4	4	.400
					Efficiency	Presented 5 supporting MOVs	Presented 4 supporting MOVs	Presented 3 supporting MOVs	2 supporting MOVs presented	1 supporting MOV was presented	<p>The following MOVs were presented:</p> <ul style="list-style-type: none"> Klassroom Dialogues School Plan Consolidated results of validated feedback Teachers' evaluation Client Satisfaction Survey 	4	4	.400
		<p>10. To utilize learning outcomes in developing data-based interventions to achieve 85% and above proficiency of total learner populace by the end of the 4th quarter.</p> <p>Main MOV Data-based Intervention Program</p>	Sept 2021 – July 2022		Quality and Timeliness	At least 60% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quarter as a result of utilizing learning outcomes in developing data-based interventions	50 - 59% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quarter as a result of utilizing learning outcomes in developing data-based interventions	40 - 49% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quarter as a result of utilizing learning outcomes in developing data-based interventions	30 - 39% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quarter as a result of utilizing learning outcomes in developing data-based interventions	Less than 30% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quarter as a result of utilizing learning outcomes in developing data-based interventions	90 learners achieved 85% or more learning proficiency.	4	4	.400

Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators					Rating	Average	Score		
					5	4	3	2	1					
Provision of Quality Basic Education		<p>Supporting MOVs Any document that highlights the utilization of learning outcomes in developing data-based interventions.</p> <ol style="list-style-type: none"> Baseline data used in developing the intervention program. Intervention plan in maintaining learner achievement and key performance indicator. Monitoring and Evaluation report on the conducted intervention and adjustment plan. Developed and implemented data-based intervention program utilizing the assessment results. Relative data showing improved learners' outcomes. 		(10%)		Presented main MOV and 5 supporting MOVs	Presented main MOV and 4 supporting MOVs	Presented main MOV and 3 supporting MOVs	Presented main MOV and 2 supporting MOVs	No MOV is presented	4	4	4	
	4. DEVELOPING SELF AND OTHERS	<p>11. Participate in at least four (4) professional networks to upgrade knowledge and skills and to enhance practice within the school year.</p> <p>Means of Verification Documents that highlight participation in professional networks to upgrade knowledge and skills.</p> <ol style="list-style-type: none"> Certificate of participation in a webinar, retooling, 	Sept 2021 – July 2022	(5%)	Quality and Timeliness	Participated in 5 or more professional networks to upgrade knowledge and skills and to enhance practice within the school year.	Participated in 4 professional networks to upgrade knowledge and skills and to enhance practice within the school year.	Participated in 3 professional networks to upgrade knowledge and skills and to enhance practice within the school year.	Participated in 2 professional networks to upgrade knowledge and skills and to enhance practice within the school year.	No participation to any professional network.	5	4.5	225	
					Efficiency									

Documents presented are the following:

- SF 2
- SF 5
- SF 8
- DMEPA Report
- School Report Card

Attended/ Participated 5 webinars or online courses.

		upskilling, and other training/ seminar/ workshop. 2. Proof of implementation. 3. Certificate of recognition/ speakership in a webinar, retooling, upskilling, and other training/ seminar/ workshop. 4. Membership in any professional organization 5. Any proof of participation in a 6. benchmarking activity.			Efficiency	Presented all MOVS showing participation to professional networks	4 MOVs showing participation to professional networks were presented	3 MOVs showing participation to professional networks were presented	2 MOVs showing participation to professional networks were presented	Only 1 MOV presented to show participation to professional network.	Presented the following documents: Certificate of participation Proof of implementation via SLACs. Certificate of recognition/ speakership Membership in any professional organization Any proof of participation in a Benchmarking	4		
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Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators					Actual Results	Rating	Average	Score
					5	4	3	2	1				
Provision of Quality Basic Education	Quality and Timeliness	<p>12. Implement at least 12 or more professional initiatives within the school year to enhance strengths and address performance gaps among personnel within the school year (SY)</p> <p>MAIN MOVE: Approved SLAC Session Approved INSET Professional Meetings Supporting Documents: 1. Approved SLAC Report/ Narrative Reports (SLAC) 2. Reflections of teachers 3. Other documents proving the conduct of SLAC 4. Approved INSET Report 5. Minutes of Professional Meetings 6. Other documents proving the conduct of the professional meeting</p>	Sept 2021 – July 2022	(10%)	Implemented 12 or more professional initiatives within the school year (SY) to enhance strengths and address performance gaps among personnel	Implemented at least 10 -11 professional initiatives within the school year (SY) to enhance strengths and address performance gaps among personnel	Implemented at least 8-9 professional initiatives within the school year (SY) to enhance strengths and address performance gaps among personnel	Implemented at least 6-7 professional initiatives within the school year (SY) to enhance strengths and address performance gaps among personnel	Implemented 5 and below professional initiatives within the (SY) to enhance strengths and address performance gaps among personnel	Conducted 12 professional initiatives - 10 SLCA - 1 INSET - 1 GAD (Pls See Objective 3 MOVs)	5	5	450
					Professional initiatives are supported with all support means of verifications.	Professional initiatives are supported with main MOVs and 4-5 support means of verifications.	Professional initiatives are supported with main MOVs and 2-3 support means of verifications.	Professional initiatives are supported with main MOVs and 1 support means of verifications	Presented main MOVs with no relevant support document	Presented the following: SLAC Plan Narrative Reports (SLAC) Reflections of teachers Attendance Sheet Pictures INSET Plan/Report Minutes of Professional Meetings Pictures and Attendance sheet of Professional Meetings	5		
	Efficiency	<p>13. Provide 8 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within the school year (SY)</p>	Sept 2021 – July 2022	(5%)	Provided 8 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar	Provided 6-7 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within the school year (SY)	Provided 4-5 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within the school year (SY)	Provided 1-3 teacher with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar	No teacher was provided with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within	Designated all the 8 teachers with Special Assignments and Coordinators	5	4.5	0.225
	Quality and Timeliness				Provided 8 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar	Provided 6-7 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within the school year (SY)	Provided 4-5 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within the school year (SY)	Provided 1-3 teacher with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar	No teacher was provided with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, committee chair and similar positions within	Designated all the 8 teachers with Special Assignments and Coordinators	Designated all the 8 teachers with Special Assignments and Coordinators		

<p>MAIN MOVs Designations</p> <ul style="list-style-type: none"> • Supporting MOVs: • Action Plan • Minutes of Meetings • Accomplishment report • Portfolios or other proof of performing the task 					

Provided the following:

- Official Designations
- Action Plan
- Accomplishment report
- Portfolios or other proof of performing the task

Presented main MOV with 0 support document

Main MOV and 1 support MOV were presented

Main MOV and 2 support MOVs were presented

Main MOV and 3 support MOVs were presented

Main MOV and 4 support MOVs were presented

Efficiency

4

Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators					Rating	Average	Score		
					5	4	3	2	1					
Provision of Quality Basic Education	5. BUILDING CONNECTIONS	<p>14. To implement 4 or more Programs, Projects and Activities (PPAs) that exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect within the school year (SY)</p> <p>Means of Verification</p> <ol style="list-style-type: none"> Approved GAD Program Proposal GAD Implementation Plan and Activity Completion Report/ Accomplishment Report. Functional School Child Protection Policy School Child Protection Committee. Other documents showing inclusive practices 	Sept 2021 – July 2022	(5%)	Quality and Timeliness	Implemented 5 or more PPAs that exhibited inclusive practices to foster awareness, acceptance and respect within the SY	Implemented 4 PPA's that exhibited inclusive practices to foster awareness, acceptance and respect within the SY	Implemented 3 PPA's that exhibited inclusive practices to foster awareness, acceptance and respect within the SY	Implemented 2 PPA's that exhibited inclusive practices to foster awareness, acceptance and respect within the SY	Implemented 1 PPA that exhibited any inclusive practice to foster awareness, acceptance and respect within the SY	Did not implement any PPA that exhibited any inclusive practice to foster awareness, acceptance and respect within the SY	5	5	.250
					Efficiency	Implementation is supported by all MOVs	Implementation is supported by 4 MOVs	Implementation is supported by 3 MOVs	Implementation is supported by 1-2 MOVs	No significant MOV presented	Actual Results			

	15. Initiate at least five (5) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	Sept 2021 – July 2022	(5%)	Quality and Timeliness	Initiated at least five (5) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	Initiated four (4) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	Initiated three (3) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	Initiated two (2) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	Initiated one (1) partnership with the community, such as parents, alumni, authorities, industries and other stakeholders to strengthen support for learner development, as well as school and community improvement within the school year (SY)	5	5	.250
					All support MOVs were presented	3-4 support MOVs were presented	2 support MOVs were presented	1 support MOV were presented	No support MOV was presented			
					Efficiency	Presented the following: - MOAMOU Report on generated support. - Documents (Certificate of Appearance, DPDS, Deed of Donations & Acceptance) - Minutes of meetings - Other proofs: pictures	Implemented 8 activities: - Module Distribution and Retrieval - Limited face-to-face Brigades Eskwelto - Disinfection Activity - Donation Drive - Feeding Program - Clean up drive	5				

Major Final Outputs	Key Result Areas (KRAs)	Objectives	Timeline	Weight Per KRA	Performance Indicators					Actual Results	Rating	Average	Score
					5	4	3	2	1				
Provision of Quality Basic Education	PLUS FACTOR	16. To perform various related works/activities that contribute to the improved organizational performance of the school, the schools' division and higher DepEd governance levels within the school year (SY)	Sept 2021 – July 2022	(5%)	Quality and Timeliness	Performed in at least 2 related works / activities that contributed to the improved organizational performance of the schools' division and higher DepEd governance levels within the SY	Performed in at least 1 related work / activity that contributed to the improved organizational performance of the schools' division within the SY	Performed in at least 1 related work / activity that contributed to the improved organizational performance of the district or cluster of schools within the SY	Performed in at least 1 related work / activity that contributed to the improved organizational performance of the school within the SY	No acceptable evidence was shown	3	3	.15
						Served as member of the Quality Assurance Team in Esp.							

		Any proof that the school head: <ul style="list-style-type: none"> Served as facilitator/ speaker Authored/Contributed to a book or journal Participated in the development/Validation of any SDQ tool / learning resource materials. Performed a special assignment designated by the division 	Efficiency	4 or more MOVs presented	3 MOVs presented	2 MOVs presented	Only 1 MOV presented	No acceptable evidence was shown	Presented: Certificate/ Certification as a member of the development/Validation team	3	4.53
OVERALL RATING FOR ACCOMPLISHMENT										4.53	
ADJECTIVAL RATING										Outstanding	


JAMES R. AMMASI
 School Principal I
 Ratee


ARNEL S. BANDIOLA
 Assistant Schools Division Superintendent
 Rater


JOANN A. CORPUZ, EdD, CESO V
 Schools Division Superintendent
 Approving Authority

Adjectival Rating Scale	
4.500 - 5.000	Outstanding
3.500 - 4.499	Very Satisfactory
2.500 - 3.499	Satisfactory
1.500 - 2.499	Unsatisfactory
1.00 - 1.499	Poor

PART II: COMPETENCIES

CORE BEHAVIORAL COMPETENCIES

Self-Management

- 4 Sets personal goals and direction, needs and development.
- 4 Undertakes personal goals and values congruent to that of the organization.
- 4 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.
- 4 Sets high quality, challenging realistic goals for self and others.

Professionalism and Ethics

- 5 Demonstrates the values and behaviour enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
- 5 Practices ethical and professional behaviour and conduct taking into account the impact of his/her actions and decisions.
- 4 Maintains professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.
- 5 Makes personal sacrifices to meet the organization's needs/
- 5 Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.

Result Focus

- 4 Achieves results with optimal use of time and resources most of the time
- 4 Avoids rework, mistakes and wastage through effective work by methods by placing organizational needs before personal needs.
- 4 Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality time of work in terms of usefulness/acceptability and completeness with no supervision required.
- 5 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.

- 4 Makes specific changes in the system or in own 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.

Teamwork

- 5 Willingly does his/her share of responsibility.
- 5 Promotes collaboration and remove barriers to teamwork and goal accomplishment across the organization.
- 4 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 goals and objectives.

Service Orientation

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

Innovation

- 5 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).
- 4 Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.

- 4 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.
- 4 Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.

LEADERSHIP COMPETENCIES

Leading People

- 5 Uses basic persuasion and techniques in a discussion or presentation e.g. staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids.
- 5 Persuades, convinces or influences, in order to have a specific impact or effect.
- 5 "Sets a good example", is a credible and respected leader; and demonstrates desired behaviour.
- 4 Forwards personal, professional and work unit needs and interests in an issue.
- 4 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.

- 4 States performance exceptions clearly and checks understanding and commitment.
- 4 Performs all the stages of result-based performance management system supported by evidence and required documents/forms.

People Development

- 4 Improve the skills and effectiveness of individuals through employing a range of development strategies.
- 4 Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.
- 4 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 for other experiences for the purpose 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

People Performance Management

- 4 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).
- 4 Sets performance standards and measures progress of employees based on office and department agents.
- 4 Provides feedback and technical assistance such as coaching for performance improvement and action planning.

OVERALL COMPETENCY RATING

CORE BEHAVIORAL COMPETENCIES

4.330

LEADERSHIP COMPETENCIES

4.270

PLUS FACTOR

OVERALL RATING




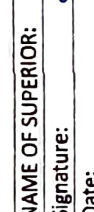
4.45

PART III. SUMMARY OF RATINGS FOR DISCUSSIONS

Final Performance Results	RATING	Adjectival Rating
Accomplishments of KRAs and Objectives	4.53	Outstanding

Rater-Ratee Agreement

The signatures below confirm that the employee and his/ her superior have agreed on content of this appraisal form and the performance rating.

NAME OF EMPLOYEE: JAMES R. AMMASI 	NAME OF SUPERIOR: ARNEL S. BANDIOLA 
Signature: 	Signature: 
Date: 11.16.2023	Date: 11.16.2023

PART IV: DEVELOPMENT PLANS

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resources Needed
A. Functional Competencies Proper and timely utilization of school resources Instructional supervision through classroom observation Enhanced and upgraded teaching competencies of teachers	Improve the reading level of the identified slow readers Improve the instructional competence of the teachers	-Conduct of regular reading program -Intensive remedial reading -Provision of technical assistance to teachers for the improvement of teaching-learning outcomes. -Close monitoring and supervision of classes.	Year- round Year- round	Reading Materials School Supplies MOOE Fund School Fund
B. Core Behavioral Competencies Professionalism and Ethics, Teamwork	Self-image particularly on sets high quality, challenging realistic goals for self and others.	-Attend trainings, seminars, workshops -Coaching and mentoring	Year- round	MOOE Fund School Fund

 Rater JAMES R. AMMASI School Principal I	 Rater ARNEL S. BANDIOLA Assistant Schools Division Superintendent	 Approving Authority JOANN A. CORPUZ, EDD, CESO V Schools Division Superintendent
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