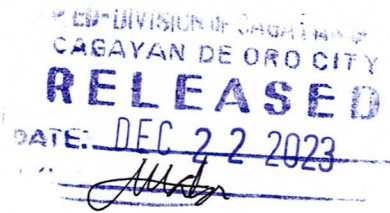




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

December 21, 2022

DIVISION MEMORANDUM

No. 706 s. 2023

**SUBMISSION OF 2023 DIVISION OFFICE OPCRf
SUPPORTING DOCUMENTS AND MOVs**

TO: Asst. Schools Division Superintendent
Chief Education Program Supervisor – CID
Chief Education Program Supervisor – SGOD
Concerned Office of the Schools Division Superintendent (OSDS) personnel
Concerned Curriculum Implementation Division (CID) personnel
Concerned Schools Governance & Operations Division (SGOD) personnel

1. Relative to the submission of the 2023 Division OPCRf to the Office of the Regional Director for evaluation and approval, all concerned division personnel and focal persons are requested to submit their respective reports as supporting documents or MOVs.
2. Attached is the copy of the 2023 OPCRf with objectives, performance indicators, list of MOVs and persons in-charge for your reference and guidance.
3. All MOVs shall be printed in **legal size** bond paper with office letterhead. The focal person(s) for each objective shall collect and compile all printed supporting documents and provide an executive summary. All reports shall be submitted in 2 copies and must be duly signed by the focal/program holders.
4. All 2023 OPCRf supporting documents shall be submitted to the M&E specialists on or before **December 27, 2022**.
5. Immediate dissemination and compliance to this memorandum is desired.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl: As indicated
Reference: DepEd Order No. 02 s.2015
To be indicated in the Perpetual Index
under the following subjects:



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
Email Address: cagayandeoro.city@deped.gov.ph



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent
OFFICE PERFORMANCE COMMITMENT REVIEW FORM (OPCRF)

ECHR/DM-OPCRF
December 16, 2022

Competence
Diligence
Integrity
Outstanding



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Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
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2023 OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

TO BE FILLED IN DURING PLANNING

2023 OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)								
TO BE FILLED IN DURING PLANNING								
Key Result Areas (KRAs)	Objectives	Key Performance Indicators				MOVs	FOCAL PERSON	
		QUALITY	EFFICIENCY	TIMELINESS				
1. Strategic Management and Operations	1.1 Ensured delivery of quality and accessible basic education through formulation of evidence-based and collaboratively planned programs and initiatives translated in the Division Education Development Plan (DEDP, SIP, AIP and APP.	5	100% of the schools were assisted in the development, validation, and implementation of DEDP, SIP, and AIP	100% of the 129 schools have approved DEDP, SIP, and AIP	100% of 129 schools have submitted their approved DEDP, SIP, and AIP before the start of the School Year.	1) APPROVED DEDP, 2) SAMPLE APPROVED SIP WITH AIP AND APP 3) EXECUTIVE SUMMARY REPORT	1) Planning and Research 2) M&E	
		4	88-99% of the schools were assisted in the development, validation, and utilization of DEDP, SIP, and AIP	88-99% of the 129 schools have approved SIP, AIP and APP	90-99% of 129 schools have submitted their approved DEDP, SIP, and AIP before the start of the School Year.			
		3	75-87% of the schools were assisted in the development, validation, and utilization of SIP, AIP and APP	75-87% of the 129 schools have approved SIP, AIP and APP	80-89% of 129 schools have submitted their approved SIP, AIP, APP before the start of the School Year.			
		2	63-74% of the schools were assisted in the development, validation, and utilization of SIP, AIP and APP	63-74% of the 129 schools have approved SIP, AIP and APP	70-79% of 129 schools have submitted their approved SIP, AIP, APP before the start of the School Year.			
		1	50-62% of the schools were assisted in the development, validation, and utilization of SIP, AIP and APP	50-62% of the 129 schools have approved SIP, AIP and APP	50-64% of 129 schools have submitted their approved SIP, AIP, APP before the start of the School Year.			
1.2 Intensified the monitoring and evaluation of the Division Education Development Plan (DEDP, School Improvement Plan (SIP), AIP, APP implementation.	1.2 Intensified the monitoring and evaluation of the Division Education Development Plan (DEDP, School Improvement Plan (SIP), AIP, APP implementation.	5	Monitored and evaluated the Comprehensive Strategic Plans in the DEDP and SIP of 100% of 129 schools through the conduct of Program Implementation Review (PIR)	Conducted 2 Division Program Implementation Reviews (PIR) and presented at the regional level		1) PIR REPORTS, 2) ACCOMPLISHMENT REPORTS 3) EXECUTIVE SUMMARY	1) M&E 2) Unit Heads 3) All Program Holders	
		4	Monitored and evaluated the Comprehensive Strategic Plans in the DEDP and SIP of 88-99% of 129 schools through the conduct of Program Implementation Review (PIR)	Conducted 1 Division Program Implementation Review (PIR) and presented at the regional level				
		3	Monitored and evaluated the Comprehensive Strategic Plans in the DEDP and SIP of 75-87% of 129 schools through the conduct of Program Implementation Review (PIR)	Conducted Division Program Implementation Review (PIR) in 2 semesters				
		2	Monitored and evaluated the Comprehensive Strategic Plans in the DEDP and SIP of 63-74% of schools through the conduct of Program Implementation Review (PIR)	Conducted Division Program Implementation Review (PIR) in 1 semester				
		1	Monitored and evaluated the Comprehensive Strategic Plans in the DEDP and SIP of 50-62% of schools through the conduct of Program Implementation Review (PIR)	Gathered data for PIR				
1.3 Improved educational practices through the conduct of research anchored on the basic education research agenda	5	Proposed, approved and utilized 30 funded/unfunded basic education research papers to improve the key thematic areas (teaching and learning, child protection, human resource development, governance, inclusive education)	Published 30 research papers through print and online publications anchored on the thematic areas.	Reviewed basic education research before the deadline	1. CDOBER Print and Online Journal; 2. Book of Abstracts; 3. Citation Indexes found in Google Scholar and Research Gate; 4. List of Proposed and Approved Basic Education Research; 5	1) Research Unit		

1.4 Monitored all schools and provided technical assistance on the self-assessment SBM level of practice.	4	Proposed, approved and utilized 25 funded/nonfunded basic education research papers to improve the key thematic areas (teaching and learning, child protection, human resource development, governance, inclusive education)	Published 25 research papers through print and online publications anchored on the thematic areas.	Reviewed basic education research on time	1) Division TA Plan anchored on the DFTAT framework 2) TA Needs report with action taken/ Accomplishment Report 1) M&E, 2) DFTAT 3) Program holders, 4) CTD personnel for provision of TA
	3	Proposed, approved and utilized 20 funded/nonfunded basic education research papers to improve the key thematic areas (teaching and learning, child protection, human resource development, governance, inclusive education)	Published 20 research papers through print and online publications anchored on the thematic areas.	Reviewed basic education research 1 day after the deadline	
	2	Proposed, approved and utilized 15 funded/nonfunded basic education research papers to improve the key thematic areas (teaching and learning, child protection, human resource development, governance, inclusive education)	Published 15 research papers through print and online publications anchored on the thematic areas.	Reviewed basic education research 2 days after the deadline	
	1	Proposed, approved and utilized 10 funded/nonfunded basic education research papers to improve the key thematic areas (teaching and learning, child protection, human resource development, governance, inclusive education)	Published 10 research papers through print and online publications anchored on the thematic areas.	Reviewed basic education research 3 days after the deadline	
	5	100% of 129 elementary and secondary schools monitored and given TA by the DO	100% of the identified TA needs were addressed.	TA is provided regularly in 4 quarters	
1.5 Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of	4	88.99% of 129 elementary and secondary schools assessed and given TA by the DO	88.99% of the identified TA needs were addressed.	TA is provided in 3 quarters	1) Division TA Plan anchored on the DFTAT framework 2) TA Needs report with action taken/ Accomplishment Report 1) M&E, 2) DFTAT 3) Program holders, 4) CTD personnel for provision of TA
	3	75.87% of 129 elementary and secondary schools assessed and given TA by the DO	75.87% of the identified TA needs were addressed.	TA provided in 2 quarters	
	2	63.74% of 129 elementary and secondary schools assessed and given TA by the DO	63.74% of the identified TA needs were addressed.	TA provided in 1 quarter	
	1	50.62% of 129 elementary and secondary schools assessed and given TA by the DO	50.62% of the identified TA needs were addressed.	TA not provided	
	5	100% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management.	100% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources.	100% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources within the period prescribed by various legal issuances. (month in 1 day)	
1) Division TA Plan anchored on the DFTAT framework 2) TA Needs report with action taken/ Accomplishment Report 1) M&E, 2) DFTAT 3) Program holders, 4) CTD personnel for provision of TA					1) Division TA Plan anchored on the DFTAT framework 2) TA Needs report with action taken/ Accomplishment Report 1) M&E, 2) DFTAT 3) Program holders, 4) CTD personnel for provision of TA

communication and other documents from the Division Office to the schools, other agencies and stakeholders.	4	88-89% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management.	88-89% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources.	88-89% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources within the period prescribed by various legal issuances. (with in 1 day)	1) Planning Unit 2) ITO
	3	75-82% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management.	75-82% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources.	75-82% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources within the period prescribed by various legal issuances. (with in 1 day)	
	2	63-74% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management.	63-74% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources.	63-74% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources within the period prescribed by various legal issuances. (with in 1 day)	
	1	50-62% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management.	50-62% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources.	50-62% Ensured timely receipt and forwarding of communication and other documents from schools, other agencies and stakeholders to the Office of the Division Superintendent and other intended recipients and the timely release of communication and other documents from the Division Office to the schools, other agencies and stakeholders in compliance to the rules and guidelines of Records Management utilizing allocated resources within the period prescribed by various legal issuances. (with in 1 day)	
	5	Submitted and validated 100% of 222 public schools and private schools/ implementing units	100% of 222 public schools and private schools/ implementing units validated by DO	Submitted and validated 100% of 222 public schools and private schools/ implementing units 5 days before the deadline	
1.6 Ensured timely and accurate submission of data through the different information systems, namely: LIS, BEIS, PMS, HRIS	4	Submitted and validated 88-89% of 222 public schools and private schools/ implementing units	88-89% of 222 public schools and private schools/ implementing units validated by DO	Submitted and validated 88-89% of 222 public schools and private schools/ implementing units on time	
	3	Submitted and validated 75-87% of 222 public schools and private schools/ implementing units	75-87% of 222 public schools and private schools/ implementing units validated by DO	Submitted and validated 75-87% of 222 public schools and private schools/ implementing units 3 days after the deadline	

1.7 Intensified the implementation of DRRM Programs and policies with the provision of TA.	2	Submitted and validated 63-74% of 222 public schools and private schools/ implementing units	63-74% of 222 public schools and private schools/ implementing units validated by DO	Submitted and validated 63-74% of 222 public schools and private schools/ implementing units 2 days after the deadline	Quarterly submission of accomplishment report with documentation and narrative report	1) Medical Unit
	1	Submitted and validated 50-62% of 222 public schools and private schools/ implementing units	50-62% of 222 public schools and private schools/ implementing units validated by DO	Submitted and validated 50-62% of 222 public schools and private schools/ implementing units 1 day after the deadline		
	5	100% of 129 schools have conducted the 5 activities and all the schools were given technical assistance and capacity enhancement.		100% of 129 schools have conducted the 5 activities and all the schools were given technical assistance and capacity enhancement within the		
	4	88-99% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement.		88-99% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement within the		
	3	75-87% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement.		75-87% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement within the		
	2	63-74% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement.		63-74% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement within the		
	1	50-62% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement.		50-62% of 129 schools have conducted the 5 activities and the schools were given technical assistance and capacity enhancement within the		
	5	100 % of 129 schools implemented the six (6) flagship programs such as NDEP, Mental health, Adolescent Reproductive Health, SBFP(Applicable to secondary schools with functional school canteens (D.O. #440), Medical-Dental/Musculoskeletal Services and MINS.	implemented and complied by 100% schools	All 129 schools implemented quarterly the 6 flagship programs		
	4	88-99% of 129 schools implemented the six (6) flagship programs.	implemented and complied by 88-89% schools	Out of 129 schools 88-99% implemented quarterly the 6 flagship programs		
	3	75-87% of 129 schools implemented the six (6) flagship programs	implemented and complied by 75-87% schools	Out of 129 schools 75-87% implemented quarterly the 6 flagship programs		
1.8 Ensured a healthy learning and working environment through the implementation of six (6) health flagship programs of the Division	2	63-74% of 129 schools implemented the six (6) flagship programs	implemented and complied by 63-74 schools	Out of 129 schools 63-74% implemented quarterly the 6 flagship		
	1	50-62% of 129 schools implemented the six (6) flagship programs	implemented and complied by 50-62 schools	Out of 129 schools 50-62% implemented quarterly the 6 flagship programs		
	5	100% of the Division Key Personnel/Program Holders coordinated with the DFTAT for the provision of technical assistance.	100% of the identified TA needs were addressed	Provision of TA is done in 4 quarters		
	4	88-99% of the Division Key Personnel/Program Holders coordinated with the DFTAT for the provision of technical assistance.	88-99% of the identified TA needs were addressed	Provision of TA is done in 3 quarters		
	3	75-87% of the Division Key Personnel/Program Holders coordinated with the DFTAT for the provision of technical assistance.	75-87% of the identified TA needs were addressed	Provision of TA is done in 2 quarters		
1.9 Ensured coordination with the Division Field Technical Assistance Team (DFTAT) for the provision of technical assistance in the division and schools. (DFTAT COMPOSITE TEAM)	2	63-74% of the Division Key Personnel/Program Holders coordinated with the DFTAT for the provision of technical assistance.	63-74% of the identified TA needs were addressed	Provision of TA is done in 1 quarter	1) Division TA Plan anchored on the DFTAT framework 2) TA Needs report with action taken/ Accomplishment Report	2) DFTAT 3) Program holders for the TA provided

1) DRRM Coordinator

		1	50-62% of the Division Key Personnel/Program Holders coordinated with the DFTAT for the provision of technical assistance.	50-62% of the identified TA needs were addressed	TA was not provided	Narrative reports from Organization Advisers/School Heads. List of students who actively participated in the PPAs	1) Youth Formation Coordinators	
	1.10 Strengthened implementation of Youth Formation flagship programs: Youth for Environment in Schools Organization (YES-O), Learner Government Program, Barkada Kontra Droga, Career Guidance Program	5	100% of the schools implemented PPAs related to all flagship programs.	100% of the students show active participation of programs implemented.	Programs, projects and activities related to all flagship programs were implemented at least once during the 4 quarters.			
		4	88-99% of the schools implemented PPAs related to all flagship programs.	88-99% of the students show active participation of programs implemented.	Programs, projects and activities related to all flagship programs were implemented at least once during the 3 quarters.			
		3	75-87% of the schools implemented PPAs related to all flagship programs.	75-87% of the students show active participation of programs implemented.	Programs, projects and activities related to all flagship programs were implemented at least once during the 2 quarters.			
		2	63-74% of the schools implemented PPAs related to all flagship programs.	63-74% of the students show active participation of programs implemented.	Programs, projects and activities related to all flagship programs were implemented at least once within the school year.			
		1	50-62% of the schools implemented PPAs related to all flagship programs.	50-62% of the students show active participation of programs implemented.	No programs, projects, nor activities related to the flagship programs were conducted within the school year.			
SUB-TOTAL								
2. Curriculum and Instruction Management FOCAL: (Instructional management)	2.1 Enhanced student learning outcomes in the Basic Education Curriculum (K to 12 Curriculum) based on the ff: a) Literacy and Numeracy Proficiency Rate; b) DATRAT/NAT Proficiency Rate; c) Proficiency Rate in core learning areas; and c) Reduction of Drop-out Rate	5	5% increase of proficiency level from the baseline per quarter thru the use of standardized/ unified assessment tools	100% of the schools had an increased in proficiency level per quarter.	Schools submitted CMSS with analysis and characterization in all quarters 5 days before the due date.	a) Standardized/Unified quarterly assessment tools for all subjects; b) CMSS quarterly data, analysis and characterization; c) Accomplishment Report; d) M&E Systems and Tools; e) Action Plans with Corresponding Monitoring Tools.	1) All education program supervisors	
		4	4% increase of proficiency level from the baseline per quarter thru the use of standardized/ unified assessment tools	88-99% of the schools had an increased in proficiency level per quarter.	Schools submitted CMSS with analysis and characterization in all quarters 4 days before the due date.			
		3	3% increase of proficiency level from the baseline per quarter thru the use of standardized/ unified assessment tools	75-87% of the schools had an increased in proficiency level per quarter.	Schools submitted CMSS with analysis and characterization in all quarters 3 days before the due date.			
		2	2% increase of proficiency level from the baseline per quarter thru the use of standardized/ unified assessment tools	63-74% of the schools had an increased in proficiency level per quarter.	Schools submitted CMSS with analysis and characterization in all quarters 2 days before the due date.			
		1	1% increase of proficiency level from the baseline per quarter thru the use of standardized/ unified assessment tools	50-62% of the schools had an increased in proficiency level per quarter.	Schools submitted CMSS with analysis and characterization in all quarters on due date.			
		5	100% of the implementing schools were monitored and supervised to ensure effective implementation.	13 Programs were effectively implemented in schools.	Implementing schools were monitored and supervised 5 times or more in a year.	a) Standardized/Unified quarterly assessment tools for all subjects; b) CMSS quarterly data, analysis and characterization; c) Accomplishment Report; d) M&E Systems and Tools; e) Action Plans with Corresponding Monitoring Tools.		
	2.2 Intensified monitoring and supervision of schools to ensure implementation of Basic Education Curriculum (Kto12) and special curriculum programs, such as ALIVE, IPED, SNED, SPA, SPS, SPFL, SPJ, SPVE, Special Science Schools, A.S., Multigrade, ELIN and	4	85-99% of the implementing schools were monitored and supervised to ensure effective implementation.	11-12 Programs were effectively implemented in schools.	Implementing schools were monitored and supervised 4 times in a year.			
		3	75-84% of the implementing schools were monitored and supervised to ensure effective implementation.	9-10 Programs were effectively implemented in schools.	Implementing schools were monitored and supervised 3 times in a year.			
		2	65-74% of the implementing schools were monitored and supervised to ensure effective implementation.	5-8 Programs were effectively implemented in schools.	Implementing schools were monitored and supervised 2 times in a year.			
		1	50-64% of the programs were monitored and supervised to ensure effective implementation.	3-4 Programs were effectively implemented in schools.	Implementing schools were monitored and supervised once a year.			

2.3 Optimized the implementation of Division-Wide educational initiatives: 1) Reading, Arithmetic Enrichment with Gratitude (RAEG), 2) Rapid Outcome-based & high Yielding assessment (ROY), 3) Reflective Observation and high-yielding instructional supervision, 4) Rhapsody of Youth, and 5) Robotics Outreach for You.	5	100% of the schools implemented and assessed the division initiatives	100% of the schools implemented and utilized the 5 division initiatives	100% of the schools submitted the assessment results after the implementation of the division initiatives 3 days before the deadline	1. Quarterly consolidated assessment results and reading progress results	2) TATAK ROY program holders
	4	88-99% of the schools implemented and assessed the division initiatives	88-99% of the schools implemented and utilized the 4 division initiatives	88-99% of the schools submitted the assessment results after the implementation of the division initiatives on time		
	3	75-87% of the schools implemented and assessed the division initiatives	75-87% of the schools implemented and utilized the 3 division initiatives	75-87% of the schools submitted the assessment results after the implementation of the division initiatives 1 day after the deadline		
	2	63-74% of the schools implemented and assessed the division initiatives	63-74% of the schools implemented and utilized the 2 division initiatives	63-74% of the schools submitted the assessment results after the implementation of the division initiatives 2 days after the deadline		
	1	50-62% and below of the schools implemented and assessed the division initiatives	50-62% and below of the schools implemented and utilized the 1 division initiative	50-62% and below of the schools submitted the assessment results after the implementation of the division initiatives 3 days after the deadline		
2.4 Enhanced assessment tools to accurately diagnose learners' performance and achievements across diverse learning areas fostering a data-driven approach that guides the implementation of customized educational strategies	5	100% of the schools with 5% of learners will be assessed in their reading performance face-to-face by School Heads, PSDS and EPS twice a year and conduct quarterly online exams.	100% of the schools will utilize ASER and Phil-IRI reading materials in conducting pre-mid and post test reading assessment and make use of class markers exceeding the pilot Grades 3,6 and 12 levels of learners per quarter examination.	Schools submitted the pre-mid and post-test reading assessment results and quarterly exams within 5 days before the deadline.	1. Masterlist of Learners with Reading Ability level, 2. Online Reading Test, 3. District Consolidated Test Result, 4. District Reading Validated test Result, (Pre and Post), 5. Test Result including class marker	1) PSDS, 2) EPS
	4	88-99% of the schools with 5% of learners will be assessed in their reading performance face-to-face by School Heads, PSDS and EPS two times in a year and conduct online quarterly exams.	88-99% of the schools will utilize ASER and Phil-IRI reading materials in conducting pre-mid and post test reading assessment and make use of class markers exceeding the pilot Grades 3,6 and 12 levels of learners per quarter examination.	Schools submitted the pre-mid and post-test reading assessment results and quarterly exams within 4 days before the deadline.		
	3	75-87% of the schools with 5% of learners will be conducted with ASER and Phil-IRI reading materials face-to-face by Division Personnel and will utilize class marker piloting Grades 3,6 and 12 levels of learners per quarter examination.	75-87% of the schools will utilize ASER and Phil-IRI reading materials in conducting pre-mid and post test reading assessment and make use of class markers exceeding the pilot Grades 3,6 and 12 levels of learners per quarter examination	Schools submitted the pre-mid and post-test reading assessment results and quarterly exams within 3 days before the deadline.		
	2	63-74% of the schools with 5% of learners will be conducted with ASER and Phil-IRI reading materials face-to-face by Division Personnel and will utilize class marker piloting Grades 3,6 and 12 levels of learners per quarter examination.	63-74% of the schools will utilize ASER and Phil-IRI reading materials in conducting pre-mid and post test reading assessment and make use of class markers exceeding the pilot Grades 3,6 and 12 levels of learners per quarter examination	Schools submitted the pre-mid and post-test reading assessment results and quarterly exams within 2 days before the deadline.		
	1	50-62% of the schools with 5% of learners will be conducted with ASER and Phil-IRI reading materials face-to-face by Division Personnel and will utilize class marker piloting Grades 3,6 and 12 levels of learners per quarter examination.	50-62% of the schools will utilize ASER and Phil-IRI reading materials in conducting pre-mid and post test reading assessment and make use of class markers exceeding the pilot Grades 3,6 and 12 levels of learners per quarter examination	Schools submitted the pre-mid and post-test reading assessment results and quarterly exams within 1 day before the deadline.		
2.4.1 Developed quality-assured and contextually relevant learning resources organized by learning areas.	5	Developed and validated contextualized, localized, or indigenized materials in 8 learning areas.	100% of the 10 districts utilized the validated contextualized, localized, or indigenized materials.	Submitted the designed and developed contextualized, localized, or indigenized materials a month before the applicable grading period.	Executive Summary with the following supporting documents: LR Action Plan, List and samples of learning resources submitted, results of validation, report of utilization	
	4	Developed and validated contextualized, localized, or indigenized materials in 6-7 learning areas.	88-99% of the 7-9 districts utilized the validated contextualized, localized, or indigenized materials.	Submitted the designed and developed contextualized, localized, or indigenized materials three weeks before the applicable grading period.		

[illegible]

		2	63-74% of the schools and learning centers were provided with technical assistance for effective assessment management and result analysis facilitating targeted intervention as needed.	63-74% of the schools acted the provided technical assistance by the division personnel on their initiated schools' intervention with Action plan.	Online submission of TA report by the Division personnel on the 3rd working day of the following week.		
	2.6 Intensified monitoring and supervision of private schools in adherence to DepEd standards and regulatory policies. (M&E, PSDS)	1	50-62% and below of the schools and learning centers were provided with technical assistance for effective assessment management and result analysis facilitating targeted intervention as	50-62% and below of the schools acted the provided technical assistance by the division personnel on their initiated schools' intervention with	Online submission of TA report by the Division personnel on the 4th working day of the following week.		
		5	100% of private schools have permit to operate/ government recognition	100% of private schools were monitored and supervised with TA provided.	Conducted monitoring and supervision in 4 quarters	1) Copies of permit to operate or government recognition 2) Monitoring Plans 3) Monitoring Accomplishment Report	1) PSDS, 2) Private Schools Coordinator
		4	88-99% of private schools have permit to operate/ government recognition	88-99% of private schools were monitored and supervised with TA provided.	Conducted monitoring and supervision in 3 quarters		
		3	75-87% of private schools have permit to operate/ government recognition	75-87% of private schools were monitored and supervised with TA provided.	Conducted monitoring and supervision in 2 quarters		
		2	65-74% of private schools have permit to operate/ government recognition	63-74% of private schools were monitored and supervised with TA provided.	Conducted monitoring and supervision in 1 quarter		
		1	50-62% of private schools have permit to operate/ government recognition	50-62% of private schools were monitored and supervised with TA provided.	Private School monitoring was not conducted		
SUB-TOTAL							
	2.7. Intensified the provision of Technical Assistance on the implementation of the different learning modalities (DFTAT, EPS, PSDS, PROGRAM HOLDERS)	5	100% of elementary and secondary school were provided Technical Assistance (TA) based on their modalities offered.		Elementary and secondary school were provided Technical Assistance (TA) based on their modalities for 4 quarters	1. Technical Assistance Plan of Division Personnel, 2. Online submission Technical Assistance, 3. Consolidate Technical Assistance provided to schools 4. List of Schools provided with technical assistance per week	1) EPS, 2) PSDS, 3) Program holders
		4	88-99% of elementary and secondary school were provided Technical Assistance (TA) based modalities offered.		Elementary and secondary school were provided Technical Assistance (TA) based on their modalities offered for 3 quarters only		
		3	75-87% of elementary and secondary school were provided Technical Assistance (TA) based modalities offered.		Elementary and secondary school were provided Technical Assistance (TA) based on their modalities offered for 2 quarters only		
		2	63-74% of elementary and secondary school were provided Technical Assistance (TA) based modalities offered.		Elementary and secondary school were provided Technical Assistance (TA) based on their modalities offered for 1 quarter only		
		1	50-62% of elementary and secondary school were provided Technical Assistance (TA) based modalities offered.		No Technical Assistance (TA) provided based on their modalities.		
3. Human Resource Management FOCAL: OSDS-HR, SGOD-HRD	3.1 Ensured that recruitment, selection and placement (RSP and RSA) is compliant to CSC Rule and DepEd Issuances (OSDS-PERSONNEL and HRMPSB)	5	100% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances	100% appointed and/or deployed 80 to 100% of ranked teaching and non-teaching personnel within 30 days from date of publication.	100% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances within HR-PRIME prescribed period	CSC received appointments and/or Approved appointments	1) HRMO
		4	88-99% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances	88-99% appointed and/or deployed 80% of ranked teaching and non-teaching personnel within 30 days from date of publication.	88-99% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances within HR-PRIME prescribed period		
		3	75-87% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances	75-87% appointed and/or deployed 70% ranked teaching and non-teaching personnel within 30 days from date of publication.	75-87% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances within the prescribed period		
		2	63-74% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances	63-74% appointed and/or deployed 60% of ranked teaching and non-teaching personnel within 30 days from date of publication.	63-74% compliant to the recruitment, selection and placement process mandated by CSC and DepEd Issuances within HR-PRIME prescribed period		

[illegible]

[illegible]

[illegible]

		3 75-84% of the schools applying for Special Patent are processed and indorsed to CENRO	75-87% of the allotted funds for School Special Patent are secured.				
		2 65-74% of the schools applying for Special Patent are processed and indorsed to CENRO	63-74% of the allotted funds for School Special Patent are secured.				
		1 50-64% of the schools applying for Special Patent are processed and indorsed to CENRO	50-62% of the allotted funds for School Special Patent are secured.				
	4.3 Ensured timely implementation of programs and projects through effective and efficient procurement process adhering to existing rules and regulations. BAC, BUDGET, ACCOUNTING)	5 100% of the 129 schools have submitted at least five (5) Memorandum of Agreement (MOA) /Deed of Donations (DOD)	100 % of Goods and services were procured for the implementation of PPAs	Goods and services were procured 5 days before the implementation of PPAs			
		4 88-99% of the budget proposals were approved by the LSB and implemented in the schools.	88-99 % of Goods and services were procured for the implementation of PPAs	Goods and services were procured 4 days before the implementation of PPAs			
		3 75-87% of the budget proposals were approved by the LSB and implemented in the schools.	75-87 % of Goods and services were procured for the implementation of PPAs	Goods and services were procured 3 days before the implementation of PPAs			
		2 63-74% of the budget proposals were approved by the LSB and implemented in the schools.	63-74 % of Goods and services were procured for the implementation of PPAs	Goods and services were procured 2 days before the implementation of PPAs			
		1 50-62% of the budget proposals were approved by the LSB and implemented in the schools.	50-62% of Goods and services were procured for the implementation of PPAs	Goods and services were procured 1 day before the implementation of PPAs			
	4.4 Reinforced the resources of the Schools for priority programs and projects through effective collaboration with the Local School Boards (LSB) in the approval and implementation of budget proposals. (LSB FOCAL)	5 100% of the 129 schools have tapped various organizations for the provision of school's needed resources	100% of the budget proposals were approved by the LSB and implemented in the schools.		LSB Report	LSB Focal person/secretariat	
		4 88-99% of the schools have tapped various organizations for the provision of schools needed resources	88-99% of the budget proposals were approved by the LSB and implemented in the schools.				
		3 75-87% of the schools have tapped various organizations for the provision of schools needed resources	75-87% of the budget proposals were approved by the LSB and implemented in the schools.				
		2 63-74% of the schools have tapped various organizations for the provision of schools needed resources	63-74% of the budget proposals were approved by the LSB and implemented in the schools.				
		1 50-62% of the schools have tapped various organizations for the provision of schools needed resources	50-62% of the budget proposals were approved by the LSB and implemented in the schools.				
V. Partnership and Linkages	5.1 Enhanced and strengthened the provision of schools' resources thru mobilizing support/assistance and linkages from various education stakeholders. (SOCMOB)	5 100% of the schools have tapped various organizations for the provision of school's needed resources	129 schools have tapped 5 organizations for the provision of schools needed resources	100% of the 129 schools have submitted 5 organizations who provided the school's needed resources quarterly	Deed of Donations/Memorandum of Agreement, Narrative Report, Documentation and List of partners & Unit of support, Brigada Reports (DPDS)	SocMob Unit	
		4 88-99% of the schools have tapped various organizations for the provision of schools needed resources	129 schools have tapped 4 organizations for the provision of schools needed resources	129 schools have submitted 4 organizations who provided the school's needed resources quarterly			
		3 75-87% of the schools have tapped various organizations for the provision of schools needed resources	129 schools have tapped 3 organizations for the provision of schools needed resources	129 schools have submitted 3 organizations who provided the school's needed resources quarterly			
		2 63-74% of the schools have tapped various organizations for the provision of schools needed resources	129 schools have tapped 2 organizations for the provision of schools needed resources	129 schools have submitted 2 organizations who provided the school's needed resources quarterly			
		1 50-62% of the schools have tapped various organizations for the provision of schools needed resources	129 schools have tapped 1 organization for the provision of schools needed resources	129 schools have submitted 1 organization who provided the school's needed resources quarterly			

5.2 Intensified proper coordination relative to disaster risk reduction through efficient communication and linkage among CDO City Disaster Risk Reduction Management Council agencies and other stakeholders. (DRRM)	5	Coordinated with 5 or more agencies or stakeholders	Conducted DRRM activities in partnership with 5 agencies/stockholders	Coordinated with 5 or more agencies or stakeholders within the year	Deed of Donations/Memorandum of Agreement, Narrative Report, Documentation and List of partners & Unit of support	DRRM Unit
	4	Coordinated with 4 agencies or stakeholders	Conducted DRRM activities in partnership with 4 agencies/stockholders	Coordinated with 4 agencies or stakeholders within the year		
	3	Coordinated with 3 agencies or stakeholders	Conducted DRRM activities in partnership with 3 agencies/stockholders	Coordinated with 3 agencies or stakeholders within the year		
	2	Coordinated with 2 agencies or stakeholders	Conducted DRRM activities in partnership with 2 agencies/stockholders	Coordinated with 2 agencies or stakeholders within the year		
	1	Coordinated with 1 agency or stakeholder	Conducted DRRM activities in partnership with 1 agencies/stockholders	Coordinated with 1 agency or stakeholder within the year		
5.3 Enhanced acquisition of adequate resources of schools and learning centers by strengthening and sustaining relationships and collaboration with the Local Government Unit (LGU), NGO and NGA and other stakeholders to support special programs and projects of the division. (SOCMOB, REVIEW WITH OBJECTIVE 5.1)	5	Generated at least 10 Million Pesos in cash or in kind from external stakeholders	Generated 10 Million Pesos in cash or in kind from external stakeholders	Generated 10 Million Pesos in cash or in kind from external stakeholders within a school year	Deed of Donations/Memorandum of Agreement, Narrative Report, Documentation and List of partners & Unit of support	SocMob Unit
	4	Generated at least 8 Million Pesos in cash or in kind from external stakeholders	Generated 8 Million Pesos in cash or in kind from external stakeholders	Generated 8 Million Pesos in cash or in kind from external stakeholders within a school year		
	3	Generated at least 6 Million Pesos in cash or in kind from external stakeholders	Generated 6 Million Pesos in cash or in kind from external stakeholders	Generated 6 Million Pesos in cash or in kind from external stakeholders within a school year		
	2	Generated at least 4 Million Pesos in cash or in kind from external stakeholders	Generated at least 4 Million Pesos in cash or in kind from external stakeholders	Generated at least 4 Million Pesos in cash or in kind from external stakeholders within a school year		
	1	Generated at least 2 Million Pesos in cash or in kind from external stakeholders	Generated at least 2 Million Pesos in cash or in kind from external stakeholders	Generated at least 2 Million Pesos in cash or in kind from external stakeholders within a school year		
SUBTOTAL						PIO
VI. Other Tasks	5	Accomplished 5 tasks delegated by higher office.				
	4	Accomplished 4 tasks delegated by higher office.				
	3	Accomplished 3 tasks delegated by higher office.				
	2	Accomplished 2 tasks delegated by higher office.				
	1	Accomplished 1 tasks delegated by higher office.				
SUBTOTAL						
GRANDTOTAL						



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

(Executive Summary Template)

2023 DIVISION OPCRf EXECUTIVE SUMMARY REPORT

KRA	
Objective	
Indicators	Note: copy only the description for rating #5

ACTUAL ACCOMPLISHMENT

The first paragraph shall describe the over-all accomplishment in the particular KRA and objective.

Succeeding paragraphs shall describe comprehensively the accomplishment in terms of specific indicators (Quality, Efficiency or Timeliness)

The following can be used to illustrate the actual accomplishments:

- 1) Tables and graphs with short description
- 2) List of activities
- 3) Relevant pictures

When necessary, supporting documents shall also be submitted and may be in the form of:

- 1) Actual document (example, DEDP, sample SIP, AIP, manual, etc)
- 2) Screenshots of content of google drives
- 3) Photos of awards/plaques, screenshot of google drives, etc.

Prepared by: (Program Holder)

Noted by: (Division Chief or Unit Head)



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
Mobile No: +63 975 6403 226 (Globe) | +63 951 1710 902 (Smart)
Email Address: cagayandeoro.city@depd.gov.ph