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Kagawaran ng Edukasyon
REHIYON V (BIKOL)

TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD IRIGA

Office of the Schools Division Superintendent

October 20, 2026

DIVISION MEMORANDUM

NO. 543 s. 2026

IMPLEMENTATION OF PROJECT MATHRISE (RAISING INQUISITIVE MINDS, STRENGTHENING MATHEMATICAL SKILLS, AND EMPOWERING YOUNG MATHLETES) IN PARTNERSHIP WITH ASIAN MATHEMATICS AND SCIENCE LEAGUE, INCORPORATED (AMSLI) FOR SCHOOL YEAR 2026-2027

To: Assistant Schools Division Superintendent
Chief ES – CID
Education Program Supervisor in Mathematics
Public and Private Elementary and Secondary School Heads
Division Elementary and Secondary/District Mathematics Coordinators
Public/Private Elementary and Secondary School Mathematics Teachers
All Others Concerned

1. In support of the Department of Education's commitment to improving the quality of education and strengthening mathematics instruction, the Schools Division Office of Iriga City, through the Mathematics Learning Area, shall implement **PROJECT MATHRISE (Raising Inquisitive Minds, Strengthening Mathematical Skills, and Empowering Young Mathletes)** for School Year 2026-2027, in partnership with the Asian MathSci League, Inc. (AMSLI).

2. PROJECT MATHRISE is a mathematics enrichment initiative designed to enhance learners' mathematical competence, logical reasoning, critical thinking, and problem-solving skills through focused training, assessment, coaching, and enrichment activities. The project supports Reform Agenda No. 4: Raising Education Quality, particularly Efficient Learning Delivery, by strengthening learners' performance in the Rapid Mathematics Assessment (RMA) and the National Achievement Test (NAT), developing higher-order thinking skills (HOTS), and improving readiness for the Programme for International Student Assessment (PISA).

3. The project shall consist of the following three phases:

3.a. **AMSLI Mentors' Training.** This phase, conducted in December 2025 at the University of Saint Anthony, Iriga City, aimed to capacitate participating mentors in delivering mathematics enrichment and coaching activities.

3.b. **AMSLI Readiness Assessment (ARA).** This assessment shall be conducted during the last week of October 2026 in participating public and private schools to



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determine learners' readiness and identify areas for further mathematics enrichment. The assessment fee shall be ₱50.00 per learner who voluntarily opts to participate.

3.c. **AMSLI Mathematics Enhancement Program (AMEP)**. This phase shall involve ten (10) Saturday sessions of focused mathematics training and enrichment activities for participating learners. The registration fee shall be ₱4,500.00 per learner for the entire program, as administered by AMSLI.

4. Participation in the ARA and AMEP shall be strictly voluntary. In accordance with DepEd Memorandum No. 41, s. 2025, *Reiteration of the "No Collection Policy in Schools,"* no learner or parent shall be subjected to coercion, pressure, or any form of compulsory payment. Non-participation shall not result in any penalty, discrimination, or disadvantage to learners. The fees indicated shall apply only to those who freely choose to participate in the corresponding activities.

5. School heads and school mathematics coordinators are requested to disseminate information about the project, coordinate with interested learners and their parents or guardians, and facilitate participation in accordance with applicable DepEd policies and guidelines. They shall ensure that parents or guardians are fully informed of the program objectives, schedule, requirements, and applicable fees before participation.

6. The Schools Division Office, through the Mathematics Department, shall oversee the implementation and monitoring of the project to ensure that its activities contribute to improved mathematics learning outcomes, assessment readiness, and the development of learners' mathematical potential.

7. For inquiries and further clarification, concerned personnel may coordinate with the Education Program Supervisor for Mathematics, Schools Division Office of Iriga City.

8. Immediate and wide dissemination of this Memorandum is desired.

MARIA - MAGNOLIA F. BRIOSO, CESO VI
OIC - Schools Division Superintendent



**IRIGA
SPRINGS**

*Sa Serbisyonag Tapat at Maagap,
Edukasyon ay Dekalidad!*



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Enclosure No. 1 to Division Memorandum No. 52, s. 2026

Schedule of AMSLI Readiness Assessment (ARA) and AMSLI Mathematics Enhancement Program (AMEP)

Program	Date	Venue	Facilitator/s
AMSLI Readiness Assessment (ARA) Grades 1 to 12 Learners	October 26 – 30, 2026 within Mathematics Subject Time (1 hour)	Respective Participating School/Classroom	Subject Teacher/Class Adviser
AMSLI Mathematics Enhancement Program (AMSLI) Grades 1 to 12 Learners	November 7, 14, 21, and 28, 2026	USANT JHS Building	Respective AMSLI Trainers
	December 5 and 12, 2026		
	January 9, 16, 23, and 30, 2026		



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Enclosure No. 1 to Division Memorandum No. SP, s. 2026

Expected Learning Outcomes of the Program

Component	Description
Foundational Competencies	Assessment of essential mathematical concepts and skills expected to be developed through the students' regular classroom curriculum.
Problem Solving	Assessment of students' ability to analyze problems, identify appropriate strategies, and arrive at logical solutions
Mathematical Reasoning	Assessment of students' ability to recognize relationships, make logical deductions, justify solutions, and apply mathematical reasoning
Advanced Readiness	Assessment of students' capacity to understand and work with mathematical concepts and topics beyond routine classroom exercises.
Application and Analysis	Assessment of students' ability to apply mathematical knowledge to unfamiliar, challenging, and non-routine situations.
Mathematical Exploration	Learners investigate mathematical ideas, patterns, relationships, and concepts through guided exploration and discovery.
Concept Enrichment	Learners deepen and extend concepts introduced in the regular school mathematics curriculum through more challenging applications and contexts.
Problem Solving	Learners engage with nonroutine and challenging mathematical problems that require strategic thinking and the application of multiple approaches.
Critical Thinking	Learners analyze information, evaluate possible strategies, recognize relationships, and justify mathematical solutions.
Creative Thinking	Learners explore multiple ways of representing, approaching, and solving mathematical problems and are encouraged to develop original strategies.
Mathematical Application	Learners apply mathematical concepts and reasoning to unfamiliar situations and meaningful real-world and problem-based contexts.