Math Strategies During COVID-19
8th Grade Mathematics
Change Action Network
May 2020

Summary
- The network met virtually in May 2020 to discuss solutions to the COVID-19 challenges our region’s students are facing.
- District math leaders presented questions for feedback, and network members shared ideas and resources on that topic.

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<tr>
<th>School District</th>
<th>Discussion Question</th>
<th>Key Takeaways and Strategies</th>
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</table>
| Clayton County Public Schools        | What practices will integrate acceleration with remediation to both maintain high expectations and close skills gaps? | • Within curriculum guidance document that includes both remediation and acceleration:  
  o Provide addendums for principals and other admin staff to support teachers  
  o Make the guide declarative and not suggestive  
  o Provide ready-to-use units for teachers to use at the beginning of the year |
| City Schools of Decatur              | How do we help teachers trust data over their opinions, and what does that look like during this crisis? | • Teacher buy-in is critical; build through exemplar teacher ambassadors, a consistent data cadence, and starting with the early adopters  
  • Focus on diagnostic data that shows growth over time rather than just summative data  
  • Training teachers on how to interpret and use data, and giving them time to practice, is crucial |
| DeKalb County School District        | How do we most effectively deliver summer transitional activities to reduce learning loss from this spring? | • Summer bridge program will focus on one standard each week  
  • Will work to ensure that the district has buy-in from teachers  
  • Will work toward including the social and emotional needs of students into summer programming |