



Attachment

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE DEPUTY SUPERINTENDENT

October 29, 2020

TO: Dr. Christina M. Kishimoto
Superintendent

FROM: Phyllis Unebasami *Phyllis Unebasami*
Deputy Superintendent

SUBJECT: **Status Update and Transmittal of the Instructional Content Review of Acellus Accelerator – Comprehensive Final Report**

Background

At the Sept. 17, 2020, Hawaii State Board of Education (BOE) General Business Meeting, the BOE placed on its agenda a discussion item regarding the continued use of the Acellus Accelerator program. At your direction, I initiated a multidisciplinary cross-office review of the program and committed to report back to the BOE on findings, solutions and recommendations.

On October 15, 2020, the Hawaii Department of Education (HIDOE) made public its final summary report of the review ahead of the BOE's General Business Meeting, where the BOE ultimately voted to direct the Department to phase the Acellus program out of all schools by the end of the 2020-21 school year.

Status Update

I am pleased to report that Phase 2 of the multidisciplinary curriculum review process to research and recommend online curriculum replacements is underway and on-track. My next status update will be transmitted to you in mid-November 2020. The multidisciplinary instructional review team is diligently working to provide schools with viable transition curriculum options and supports that will minimize disruption to students and families to the greatest extent possible.

Transition Plan: The HIDOE Office of Curriculum and Instructional Design (OCID) is designing a transition plan for Acellus users with timelines and scenario planning to address technical and adaptive needs. Content specialists will investigate replacement solutions. OCID will continue to work with complex area distance learning teams to assist with implementation to:

- 1) Full distance learning with current school curriculum;
- 2) Replace Acellus with menu of choices, which can be assigned via a Learning Management System such as Google Classroom and Blackboard; and
- 3) Explore the availability and viability of online self-paced programs for specific purposes.

Lessons learned and insights gained by the multidisciplinary instructional review team will be captured and documented as the HIDOE continues to refine and move forward with the development of a tri-level curriculum management system.

Transmittal of the Instructional Content Review of Acellus Accelerator - Comprehensive Final Report

I am respectfully transmitting the 113-page Instructional Content Review of Acellus Accelerator – Comprehensive Final Report (Attachment A) of the instructional materials review conducted by an internal multidisciplinary instructional review team from September 22 to October 2, 2020.

At this time, I would like to take this opportunity to address the following items noted in the aforementioned comprehensive final report:

Page 13 - Conclusion and Findings

The review has affirmed concerns that are in conflict with BOE policies raised by public education stakeholders, as well as the initial cursory review completed by the OCID content specialists in May 2020.

The concerns related to Acellus content conflicted with BOE policies addressing academic program, standards, curriculum, discrimination, and religion. According to BOE Policy 105-3 Curriculum: "All elementary (grades K-5) and secondary schools (middle/intermediate and high) shall offer a program of studies — or curriculum — that enables all students to attain, to the highest degree possible, the applicable statewide content and performance standards as adopted by the Board."

At least 50% of the reviews conducted by the review panel explicitly stated a misalignment to the Hawai'i Content [&] Performance Standards.

Pages 13-14 - OSIP assessment specialists analysis recap

"At various points, the situations/scenarios are above grade level, while the expectations are aligned to below grade-level standards if aligned to grade level at all..."

The HIDOE realizes that students will be participating in the Smarter Balanced Assessments (SBA) this spring, and the additional considerations for this implication does create further uncertainty with the differences in the distance learning models and curriculum.

Deputy Superintendent annotation:

- Utilizing a collaborative process, the HIDOE developed and designed content area standards unique to Hawaii, known as the Hawaii Core Standards, with the Board's support and approval. Most recently, those core standards were expanded to include the social studies and health standards.

As the multidisciplinary instructional review team explores remedies and consults with other states, it is becoming/has become evident that any off-the-shelf program will most probably lack the unique features we have articulated in our Hawaii Core Standards. Notably, the Common Core State Standards Initiative (CCSSI) has a section titled, "Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening and Language." It is apparent in the design of

these standards that collaboration, discourse, and critical thinking, play an important role in increasing the capacities of the learner to become a literate individual. Standards establish what students need to learn but do not dictate how teachers should teach. Instead, schools and teachers are in the best position to decide how best to help students reach the standards.

For Hawaii, our neighborhood communities and workplaces are settings in which people from diverse backgrounds and cultures come together. Students need to hone their skills to understand other perspectives and honor the dignity of others who are different from themselves.

In a self-paced independent program, any academic conversations, feedback, and peer collaboration usually facilitated by an educator will be absent. As we move forward, the important role of the educator will speak to the future work of curriculum selection, how we expand and adapt to different ways of learning experiences, and the need to incorporate what we value into either supplementing and/or modifying any product that is off-the-shelf.

For an asynchronous distance learning program, we foresee that any curriculum under consideration will need to be:

- Designed as close of a fit to the Hawaii Core Standards first; then recommend modifications to address gaps;
- Supplemented with teacher-designed curriculum based on the Hawaii Core Standards, setting up an educator-led vetting process and create a platform for sharing;
- Paired with:
 - Selected reading materials, videos, and community-based materials that can be packaged to create units of study - whether prescribed or invites the learner to offer and engage in the selection process.
 - Prompts that encourage the learner through sense-making of why the new learning is relevant and insights gained to concept development or acquisition of skills, and multiple transactional blogs between peers and with invited experts.

Upon presenting options to replace the Acellus Accelerator to complex area superintendents and principals, our school leaders and teachers will evaluate and choose the curriculum materials and modes of instructional delivery that meet the needs their school and students.

Page 14 - CRCB specialists analysis recap

The Civil Rights Compliance Branch's review included findings for violations to protected classes in correlation with BOE Policy 305-10 and BOE Policy 900-3. The analysis concluded in part:

- The following protected classes have been identified as being discriminated against: gender, national origin, race, physical appearance, religion, ethnicity, and socio-economic status.*
- The discriminatory content of some of the lessons also violates the Department's Code of Conduct, specifically the section that prohibits an employee, contractor or volunteer from discriminating against, including harassing, any student based on his/her race, color, national origin, sex, disability, and/or age.*
- The content appears to promote religion in public schools.*
- While the curriculum "may be viewed as antiquated, this does not excuse the fact that it contains numerous discriminatory lessons and a showing of gender, cultural, and racial biases."*

Deputy Superintendent annotation:

- HIDOE has ensured that Acellus has removed or addressed the concerning content that CRCB identified in their review. (Attachment B)
- During the phase out of the Acellus Accelerator during the 2020-21 school year, the HIDOE will continue to ensure any reported objectionable content is removed by Acellus.
- As part of the tri-level curriculum management system (under development), ongoing and future instructional material reviews, including cyclical reviews of dated curriculum materials, will ensure compliance with BOE policies and the Department's Code of Conduct.

Further, a HIDOE employee utilizing the Acellus Accelerator during the 2020-21 school year will not be subject to disciplinary action. However, any reports of the intentional and malicious use of the Acellus Accelerator curriculum containing religious or biased instructional content delivered in a face-to-face, blended, or distance learning model will be investigated by the HIDOE.

Pursuant to Hawaii Revised Statutes 92F-13(1) and (3) and Hawaii Administrative Rules §2-71-17, the HIDOE has redacted personal, confidential and proprietary information from the comprehensive final report.

In closing, I commend the HIDOE multidisciplinary instructional review team for their ongoing commitment and dedication. Their training, experience, and expertise have been invaluable.

Should you have any questions, please do not hesitate to contact me.

PU:pu

Attachments: A) Instructional Content Review of Acellus Accelerator – Comprehensive Final Report
B) Lessons from Acellus-Requesting to delete

Instructional Content Review of Acellus Accelerator

Comprehensive Final Report

Office of Curriculum and Instructional Design
Hawai'i State Department of Education
October 2020



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Preface

Due to the increasing number of COVID-19 cases near the scheduled start of the 2020-21 school year, the Hawaii State Department of Education (HIDOE) delayed the start of school and opened with full distance learning for nearly all students.

Initially distance learning was to be conducted for the first four weeks of school but the HIDOE extended the *Learn from Home* phase for the remainder of the first quarter for most schools to align with state and county safeguards and restrictions at the time.

To implement distance learning, some schools have adopted the online curriculum program Acellus Learning Accelerator as their full distance learning option for families reluctant to physically send their child to school, and some schools are using its content as a supplemental tool to support distance learning needs.

Acellus has been utilized by Hawaii public schools in different capacities over the past decade. With the sudden closure of school facilities in March 2020 and the unexpected shift to distance learning, the Department expanded the use of Acellus.

The program was selected based on curriculum availability to fulfill course needs, cost effectiveness, implementation timeline, teacher familiarity with the program, and consultation with schools already utilizing the program. A key consideration was to minimize any burden of introducing brand new materials and programs given all of the other adjustments teachers and principals were handling at the time.

After starting to receive parent, school and community questions and complaints about Acellus around issues of questionable and inappropriate content, rigor and alignment to standards and other areas, the Department worked to identify questionable content and directly worked with Acellus to try to address the concerns¹.

At the Sept. 17, 2020, Hawaii State Board of Education (BOE) General Business Meeting, there was a discussion item regarding the continued use of Acellus. At the direction of Superintendent Dr. Christina Kishimoto, Deputy Superintendent Phyllis Unebasami initiated a multidisciplinary cross-office review of the program and committed to report back to the BOE on findings, solutions and recommendations.

This report is a comprehensive summary of the instructional materials review conducted by an internal multidisciplinary instructional review team from Sept. 22–Oct. 2, 2020.

On October 15, 2020, the HIDOE made public its final summary report of the review ahead of the BOE's General Business Meeting, where the Board ultimately voted to direct the HIDOE to phase the Acellus program out of all schools by the end of the 2020-21 school year.

¹ Acellus Response to Inquiries from the HIDOE - Appendix B

Introduction

Purpose

The review aimed to address the following areas:

- **Consideration for schools**
 - Provide support to assist schools in managing those who opted for 100% online learning and those who remain with teachers for blended learning.
 - Ensure a high-quality, culturally sensitive curriculum for disproportionately marginalized students.
 - Suggest supplementary standards-aligned materials and suggestions to strengthen the quality of the Acellus curriculum.
- **Consideration for parents**
 - Support parents whose children need a higher level of learning.
 - Provide a robust set of viable options.
- **Shared governance structure across the tri-level system**
 - Ensure quality assurance and shared accountability for selection and adoption of instructional materials.
 - Re-evaluate and align the curriculum management process and procedures.

The Concerns

After expanding the use of Acellus, the Department began receiving parent, school and community questions and complaints about Acellus around issues of questionable and inappropriate content, rigor and alignment to standards and other areas.

As the number of complaints increased in August 2020, the HIDOE Office of Curriculum and Instructional Design (OCID) designed and provided an online *Controversial Content Concern Form* in September 2020 to allow the public — including principals, teachers, parents and students — to share concerns². The form is available at <https://bit.ly/2GgNWt7>. The Department also created an overall *Online Content Feedback Form* available at <http://bit.ly/3BX8WxR>. OCID responded to stakeholders who sent in concerns and compiled a Frequently Asked Questions document at <https://bit.ly/AcellusFAQs>.

Due to the nature of the controversial concerns and complaints received by the HIDOE and BOE, the problem-resolving process also included the Civil Rights Compliance Branch (CRCB) under the HIDOE's Office of Talent Management. As part of the review panel, CRCB equity specialists reviewed content area curriculum focused on subject areas with a high level of complaints, and reviewed content for bias and stereotyping. The specialists also evaluated the

² Controversial Content Concern Form Submissions to HIDOE - Appendix C

curriculum for any potential violations of BOE policies, the Department's Code of Conduct for employees, contractors and volunteers, and Hawai'i Revised Statutes.

In order to address the concerns raised regarding curricular standards alignment and the upcoming spring Smarter Balanced Assessment (SBA) administration, the HIDOE Assessment Section under the Office of Strategy, Innovation and Performance reviewed Acellus test question structures and design in key tested grade levels for alignment to the standards for English language arts, mathematics and science.

Complaints and concerns raised about the Acellus Accelerator curriculum focused primarily on social studies, science and English language arts for controversial issues; lack of rigor; and lack of alignment with the Hawai'i Content Standards. As a lens for their analysis and review frameworks, the equity specialists utilized BOE Policy 305-10 Anti-Harassment, Anti-Bullying and Anti-Discrimination Against Students by Employees (BOE Policy 305-10) and BOE Policy 900-3 Religion in Public Schools (BOE Policy 900-3).

In response to concerns expressed by the BOE about the process and steps used in an initial Acellus review, a problem-resolving process was approved for this curriculum review by a panel of multidisciplinary specialists. This process incorporated due diligence to assist with identifying solutions, providing equitable corrective actions, and ensuring alignment to the content standards, as well as addressing the need for a continuum of options during distance learning for all students. Additionally, the establishment of a curriculum management system will further support the formal placement of the aforementioned problem-resolving process within the Department.

Methodology

Multidisciplinary Review Panel

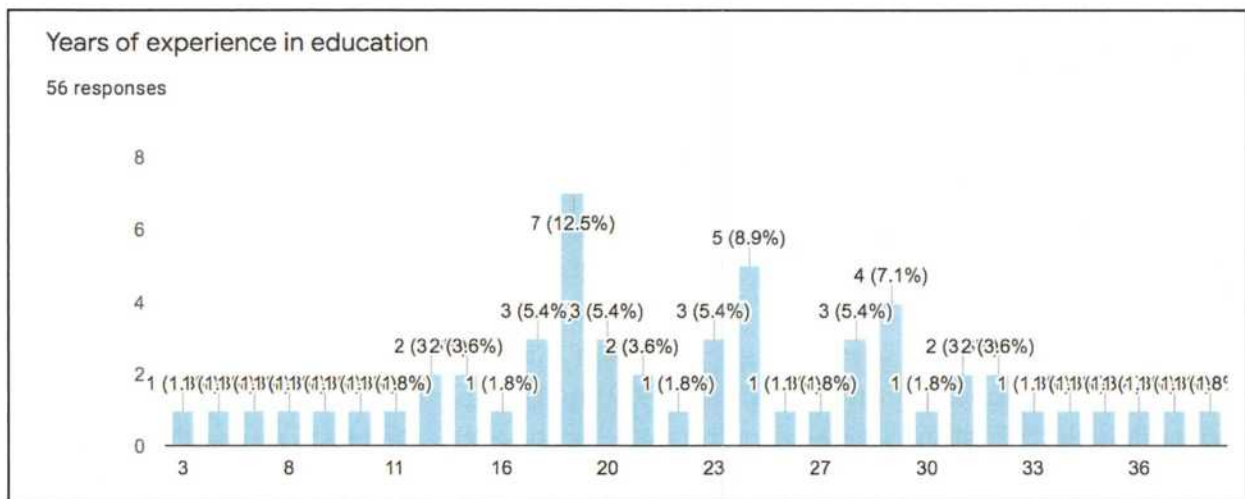
On Sept. 22, 2020, the HIDOE assembled a multidisciplinary panel made up of 56 members to review Acellus using the problem-resolving instructional materials process. The panel reviewed the curriculum from Sept. 22–Oct. 2, 2020, to address stakeholder concerns and issues.

Educational specialists and resource teachers from the Office of Curriculum and Instructional Design (OCID); specialists from the Office of Student Support Services (OSSS) representing special education, English Learners and homeless concerns; specialists and state office teachers from the Office of Strategy, Innovation and Policy (OSIP) representing the Title I and Assessment Section; the Office of Hawaiian Education (OHE) representing Kaiapuni educational specialists and resource teachers; and Civil Rights Compliance Branch equity specialists under the Office of Talent Management (OTM) were assembled and trained.

The review process was designed to ensure that the following areas were considered: issues of equity and access to engaging and rigorous content, the experience of marginalized groups for apparent or invisible issues of social justice, bias and stereotypes. Inclusive instructional practices such as providing adequate scaffolds and supports for students with various backgrounds and needs were also reviewed.

The review panel composition and credentials included:

- 66% educational officers; 26.4% resource teachers; 7.5% other leadership.
- Education experience ranging from three to 41 years, with a group average of 20 years of education experience.
- 5.7% hold a bachelor's degree; 18.9% have a professional diploma; 56.6% have a master's degree; 3.8% have a second master's degree; and 15% have doctorate degrees.
- Area of experience: 30% with elementary education; 70% with secondary education.
- 34% are parents of K-12 child/children (public or private).
- Notable credentials among reviewers include:
 - National Board Certified Teacher, curriculum coaches, department chairpersons, school administrators, curriculum development, national leadership in content expertise, university-level instructor, state-level leadership, content standards writer, College Board council, complex area leadership, civil rights, investigation and law, athletic health care trainer/coordinator; education awardees, online instructional designer, published academic, Hawai'i Council of Exceptional Children, Hawaiian language, literacy instruction, early childhood literacy and instruction, teacher evaluation and licensing, Response to Intervention specialist.



The reviewers evaluated the subject curriculum across the elementary, middle/intermediate, and high school grade bands. A special focus on assessment questions and alignment to content area standards was also included in the review process.

Scope

The review panel was tasked with the following general directives:

1. Review notes from the Sept. 17, 2020 BOE meeting³ to understand the issues of concern that require attention.
2. Establish a problem-resolving process for review.
3. Communications on the general plan of action.
4. Review period: Sept. 22-Oct. 2, 2020.
5. Identify key HIDOE stakeholders and inform participation as a review panelist.
6. Create timelines.
7. Prepare for review panelists training.
8. Calibration training with review tools: Criteria and rubrics from the North Carolina Digital Learning Initiative; content area tools.
9. Draft Acellus follow-up actions and support plan.
10. Compilation of data.
11. Quality assurance check.
12. BOE process report/executive summary.

Review Instruments

The *North Carolina Digital Learning Initiative's Quality Review Tools for Digital Learning Resource*⁴ was utilized for this review. Panel members were trained with these rubrics and inter-rater reliability in the content area assigned.

All panelists were asked to evaluate five units within the three grade bands: K-5, 6-8, 9-12. Reviewers evaluated the viability of the curriculum, noted patterns of concern, and provided solutions to address program gaps. Upon the conclusion of each evaluation, an overall rubric score was calculated from individual panelists' scores and comments.

The Quality Review Tool features four domains and 12 key indicators for assessing the quality of digital learning resources, including instruction, content, technology and design.

These rubrics were designed for a more in-depth review of digital learning resources, such as the selection of resources to include in a school, district, or statewide online repository or as a recommended resource as part of a pacing guide or curriculum map. The review tool recommends that "subject-specific criteria be used when reviewing more comprehensive



³ BOE Sept. 17, 2020, meeting minutes:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/9a95605142c1d25a0a2585fb00797b13?OpenDocument>

⁴ North Carolina Digital Learning Initiative's Quality Review Tools for Digital Learning Resource - Appendix D

instructional materials.” Thus, the content area teams utilized Hawai'i Core Standards⁵ and curriculum review tools from EdSource, iMET, and others noted below, in tandem with the North Carolina review tool during the evaluation period.

- EQuIP Rubrics⁶ (English language arts, math, science)
- IMET Tool⁷ (English language arts, math)
- IMET Modules - English language arts⁸
- IMET Modules - Mathematics⁹
- Social Studies Textbook Evaluation Guide¹⁰
- Next Generation Science Standards (NGSS) curriculum review
- FAIR Features of Integrated STEM Learning
- Health Education Curriculum Analysis Tool (HECAT)¹¹
- Physical Education Curriculum Analysis Tool (PECAT)¹²
- WIDA (World-Class Instructional Design and Assessment) Consortium Protocol for Review of Instructional Materials for English Language Learners (PRIME)¹³

Panelists utilized each of the rubric's indicators and assigned a value of 0-4 based on the closest match to the criteria described. It was recommended by the review tool that “resources that scored a 0 or 1 on any indicator should be carefully considered before recommending their use by educators and students.”

Curriculum Review

Content area teams reviewed five Acellus units within the three grade bands of elementary, middle/intermediate, and high school. It is important to note that Acellus is a K-12 curriculum with over 300 courses and the content teams identified key courses¹⁴ on which to focus for review during the evaluation period. The teams began the review process with an inter-rater reliability before moving into independent reviews.

⁵ Hawai'i Core Standards <https://learningdesign.hawaiipublicschools.org/standards-based-content>

⁶ <https://www.achieve.org/our-initiatives/equip/equip>

⁷ <https://achievethecore.org/page/1946/instructional-materials-evaluation-tool>

⁸ ELA K-2 <https://achievethecore.org/content/upload/IMET%20ELA%20K-2%20Final%20Draft%20revised.pdf>

ELA 3-12 <https://achievethecore.org/content/upload/IMET%20ELA%203-12%20Final%20Draft%20revised.pdf>

⁹ Math K-8 https://achievethecore.org/content/upload/Updated%20K8%20Math%20IMET_11.14.pdf

Math 9-12 https://achievethecore.org/content/upload/Updated%20HS%20Math%20IMET_v4%202017.pdf

¹⁰ <https://intranet.hawaiipublicschools.org/offices/ociss/programs/socialstudies> (HIDOE Intranet login required)

¹¹ <https://www.cdc.gov/healthyyouth/HECAT/>

¹² <https://www.cdc.gov/healthyschools/pecat/index.htm>

¹³ <https://www.wceps.org/widaprimev2/>

¹⁴ Team Assignments and Courses/Grade Reviewed - Appendix E

Acellus K-12 curriculum content areas	Three special K-12 programs
<ul style="list-style-type: none"> ● Career Technical Education ● English Language Arts ● Fine Arts ● Health ● Math ● Science ● Social Studies ● World Languages 	<ul style="list-style-type: none"> ● English Learners ● Social-Emotional Learning ● Special Education

Each content area team was led by a designated content area specialist. Panelists completed a survey to determine their preference for subject area reviews. Teams included special education and English learner specialists who reviewed core content and specialized Acellus courses. The problem-resolving process teams also held meetings with content leads for clarification and additional communication during the review period. Content team leads further checked in on the progress of the team members and held meetings for discussion and clarification during the evaluation window.

The Assessment Section test development specialists conducted a spot check on assessments in the testing grades 3, 5, and 8 from English language arts, mathematics and science, and based their evaluation using guidelines from the Standards for Educational and Psychological Testing, approved as American Psychological Association’s policy by the APA Council of Representatives in August 2013. The Testing Standards are a product of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

The curriculum review conducted by the Civil Rights Compliance Branch¹⁵ included English language arts, mathematics, social studies, science and Career and Technical Education (CTE).

Review Findings

Data Analysis

The OCID leadership team and the content area leads formed a data analysis team that engaged in a protocol that carefully considered the data generated from the 56 panelists.

The review of data utilized an adaptation from the Atlas Looking at Data Protocol, developed by Eric Buchovecky, which was based partly on the work of the Leadership for Urban Mathematics

¹⁵ Civil Rights Compliance Branch Acellus Review Summary - Appendix F

Project and the Assessment Communities of Teachers Project. It also included the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University.

HIDOE Office	Panelists	Data
OCID, OHE, OSSS, OSIP	Educational Officers, Program Specialists, Resource Teachers	Acellus Instructional Content Review
OSIP	Assessment Office Test Development Specialists	Assessment Report
OTM-CRCB	Equity Specialists	CRCB Executive Summary

ATLAS - Looking At Data Protocol

Instructions

This is an example of the questions that would stem from each of the ATLAS Protocol steps. It can also serve as a template for note-taking. For each of the four phases of the ATLAS protocol, jot down additional questions that can be raised to elicit deeper analysis and reflection from participants.

FACTS

(What do we see?)

▶

INTERPRETATIONS & WONDERINGS

(What does the data suggest?)

▶

IMPLICATIONS

(What does this mean for our work?)

▶

NEXT STEPS

(So what are we going to do?)

The data analysis team’s goal was to compare all three data sets and identify major trends and patterns as well as any anomalies that might warrant additional consideration. The protocol began with an individual analysis of the data sets and moved into whole-group synthesis and consensus-building toward an overall recommendation of the Acellus program.

The overall recommendation that resulted from the North Carolina Quality Review Tools served as the anchor of the group discussions.

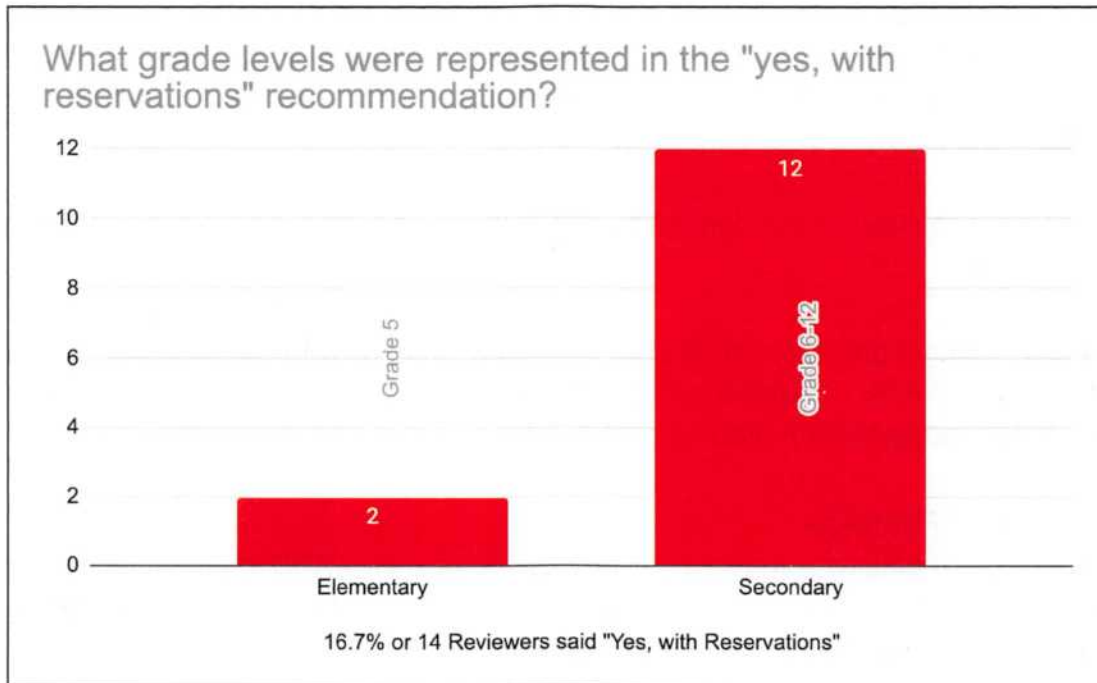
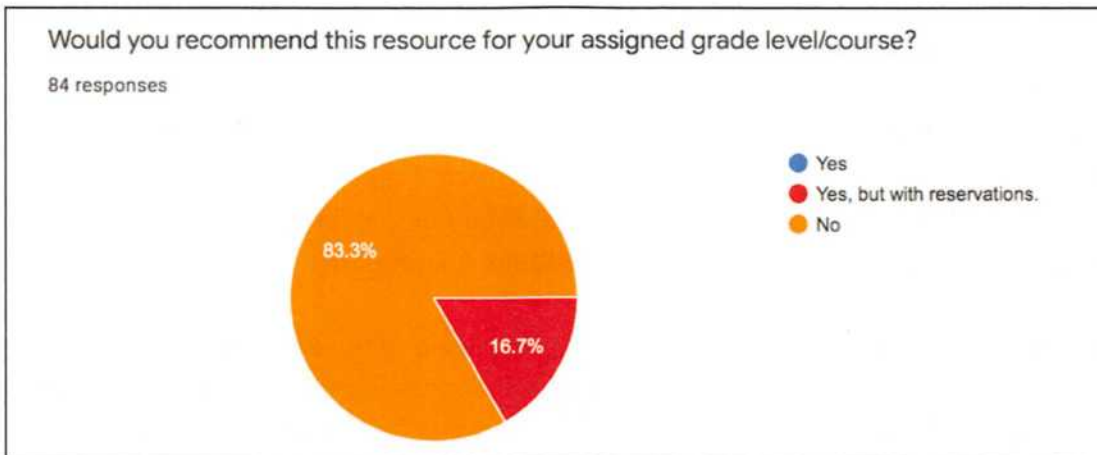
Quantitative Data

The review panel completed a combined total of 84 reviews covering over 50 Acellus courses that spanned grades K-12.

Of the 84 reviews, at least 75% of the courses consistently received weak scores of 0 or 1 for all

four rubrics — Instruction, Content, Technology, and Design — with a couple of exceptions¹⁶.

- About 60% of the courses received a strong score of 2 for “technology features reliably functioning across a narrow range of specified contexts.”
- Just over half of the courses received a strong score of 2 for clarity in terms of “visual and auditory elements that are likely to enhance learning and efficient mental processing under the design rubric.”
- Another 7% of the courses reviewed received a score of 3 for reliability and only one course received a score of 3 for user-friendliness.



¹⁶ Disaggregation of Scores by Rubric - Appendix F

Qualitative Data

A review of the qualitative data revealed trends that support the quantitative 0 or 1 rubric scores.

- The most significant trend in the K-12 qualitative data noted repetitive tasks with a low cognitive demand.
- The standards were not clearly indicated in the Acellus content itself.
- However, after careful examination, the review panel noted that the content was either partially aligned or misaligned to the Hawai'i Core Standards.
- Members also noted that there were no opportunities for students to use critical thinking skills or apply their learning, and no student support beyond closed captioning.
- All 14 reviews that culminated in a recommendation of "Yes, with reservations" stated that Acellus could be used as a possible supplemental resource to provide basic information.
- Five of the 14 reviews stated that the materials must be personalized to adjust for student needs.
- At least half of the 14 panelists emphasized the need for a teacher who monitors student progress and provides students with feedback as needed.

The data analysis protocol concluded with a final dialogue of the initial recommendation from the review panel. For the majority of the data analysis team, the concerns raised about Acellus regarding alignment issues to the Hawai'i Core Standards and feedback from the equity specialists affirmed the panelists' initial recommendation.

A few members of the data analysis team advocated for agreements that were separated by level, elementary and secondary. The suggestion for consideration was "Yes, with reservations" for secondary and a firm "No" for elementary.

Another member pointed out that four of the five CTE courses reviewed were recommended with reservations.

However, after citing a preponderance of evidence provided by all three data sets, the group reached a near consensus. Sixteen out of 19 Data Analysis Team members settled on a "No" recommendation, while three members abstained.

Conclusion and Findings

At the conclusion of the problem-resolving process review, the OCID leadership and content area leads met on Oct. 2, 2020, to analyze the data generated. Data analysis of Acellus content, assessment, and policy concerns were considered.

The conclusion determined during this data analysis meeting included agreement on the rubric score of "No" based on the following key findings:

- 1. Evidence confirming concerns submitted by stakeholders.**
- 2. Evidence of conflict with BOE policies addressing academic program, standards, curriculum, discrimination and religion.**
- 3. Evidence of misalignment to Hawaii Core Standards and grade-level expectations.**

The review has affirmed concerns that are in conflict with BOE policies raised by public education stakeholders, as well as the initial cursory review completed by the OCID content specialists in May 2020.

The concerns related to Acellus content conflicted with BOE policies addressing academic program, standards, curriculum, discrimination, and religion. According to BOE Policy 105-3 Curriculum: "All elementary (grades K-5) and secondary schools (middle/intermediate and high) shall offer a program of studies — or curriculum — that enables all students to attain, to the highest degree possible, the applicable statewide content and performance standards as adopted by the Board."

At least 50% of the reviews conducted by the review panel explicitly stated a misalignment to the Hawai'i Content Performance Standards¹⁷.

Specialists from the Assessment Section under OSIP evaluated some assessments within key testing grades in the areas of English language arts, mathematics, and science¹⁸. Their overall evaluation with several course "spot checks" for pre-tests and final exams revealed Depth of Knowledge¹⁹ Level 1 rigor and insufficient content standard support for preparation for students administered the Smarter Balanced Assessments.

These findings conflict with BOE Policy 102-3 Statewide Content and Performance Standards, BOE Policy 105-1 Academic Program, and BOE Policy 105-3 Curriculum.

The analysis noted in part that:

- "At various points, the situations/scenarios are above grade level, while the expectations are aligned to below grade-level standards if aligned to grade level at all..."
- "There does not seem to be an agreement amongst the items about grade-level-specific construct relevant vocabulary."
- Acellus content touts an alignment to standards; however, "...alignment to the NGSS and the 3-dimensional nature of NGSS and the focus of having students

¹⁷ Review Panel Comments on Standards Alignment - Appendix I

¹⁸ Alignments to the Common Core State Standards/Performance Assessment for English Language Arts, Mathematics and Science - Appendix J

¹⁹ Webb's Depth of Knowledge Matrix - Appendix K

engage in learning science through engaging in learning about and understanding phenomena in the real world seems to be lacking..."

The HDOE realizes that students will be participating in the Smarter Balanced Assessments (SBA) this spring, and the additional considerations for this implication does create further uncertainty with the differences in the distance learning models and curriculum.

Notably, Acellus did not respond to recent inquiries about its process for developing standards-based test questions to address the concerns that students may not be adequately prepared with standards-based education and with misalignments in the Acellus curriculum for the spring SBA assessment. Therefore, it is suggested that teachers utilize the new Smarter Balanced Tools for Teachers website²⁰. OSIP has launched a new support solution from Smarter Balanced that teachers may use to supplement their lessons and practice for this assessment as part of grade-level alignment. Classroom lessons, formative assessments, and distance learning with specific suggestions for addressing assessment through synchronous and asynchronous learning are included in this new resource²¹.

The Civil Rights Compliance Branch's review included findings for violations to protected classes in correlation with BOE Policy 305-10²² and BOE Policy 900-3²³.

The analysis concluded in part:

- The following protected classes have been identified as being discriminated against: gender, national origin, race, physical appearance, religion, ethnicity, and socio-economic status.
- The discriminatory content of some of the lessons also violates the Department's Code of Conduct, specifically the section that prohibits an employee, contractor or volunteer from discriminating against, including harassing, any student based on his/her race, color, national origin, sex, disability, and/or age.
- The content appears to promote religion in public schools.
- While the curriculum "may be viewed as antiquated, this does not excuse the fact that it contains numerous discriminatory lessons and a showing of gender, cultural, and racial biases."

Based on the analysis of Acellus content, assessment and policy concerns, it is recommended that the Acellus Accelerator program be discontinued as a curriculum resource.

²⁰ <https://smartertoolsforteachers.org>

²¹ <https://remote.smartertoolsforteachers.org>

²² [http://boe.hawaii.gov/policies/Board%20Policies/Anti-Harassment,%20Anti-Bullying,%20and%20Anti-Discrimination%20Against%20Student\(s\)%20by%20Employees.pdf](http://boe.hawaii.gov/policies/Board%20Policies/Anti-Harassment,%20Anti-Bullying,%20and%20Anti-Discrimination%20Against%20Student(s)%20by%20Employees.pdf)

²³ <http://boe.hawaii.gov/policies/Board%20Policies/Religion%20and%20Public%20Schools.pdf>

Next Steps: Immediate Complex Area & School Actions

The HDOE is working with complex area and school leaders to finalize a transition plan for Acellus users, with the goal of moving forward in a manner that supports students in the least disruptive manner possible, ensures the continuity of learning, and most importantly mitigates any harm to students.

In acknowledging the review team's overall recommendation, the HDOE also recognizes the curriculum includes content that reviewers found acceptable and aligned to standards, and will be working with schools that use Acellus to identify and leverage such content, as appropriate.

For Quarter 2 and Semester 2 planning by elementary and secondary school leaders and teachers, the HDOE leadership will support the continued supplementary use of Acellus. Schools will supplement or replace Acellus content with other curriculum materials to increase rigor and minimize disruption of instructional delivery to students via distance learning. These actions will ensure an orderly transition for elementary and secondary schools, students and families, while facilitating academic planning for the 2021-22 school year.

Potential Transitions for Schools

OCID will design a transition plan for Acellus users. Content specialists are investigating replacement solutions. OCID will continue to work with complex area distance learning teams to assist with implementation.

Full distance learning with current school curriculum

- Transfer full distance learning (opt-in) students into a teacher-led class/course.

Replace Acellus with a menu of choices, which can be assigned via a learning management system such as Google Classroom and Blackboard

- Continue to use the school's selected high-quality materials.
- Use curriculum and instructional materials selected by the teacher for the school's distance learning model (Example: Stepping Stones Online and Wonders Online; College Board resources in My AP Classroom).

Explore the availability and viability of online self-paced programs for specific purposes, including, but not limited to:

- Credit recovery
- Secondary course completion
- Alternative learning experience to meet elementary grade level proficiencies (e.g., home-hospital)

Next Steps: Long-Term Recommendations

The articulated and implemented process served as a prototype for the HIDOE to quickly respond to curricular and instructional issues in crisis situations and, therefore, should not be viewed as a stopgap measure for this specific concern. Lessons learned and insights gained by the multidisciplinary review team will be captured and documented as the Department continues to advance refinements to the curriculum management system.

Recommended Actions to Improve Internal Processes

- Design an approval process for curriculum, instructional materials, including blended and online learning off-the-shelf courses and programs.
- Establish approved curriculum management procedures. Document and utilize to implement tri-level governance for transformative change and assurance of quality.
- Strengthen internal processes for instructional materials review by establishing a problem resolving process for addressing concerns through the review of instructional materials, including online materials.
- Develop a process to receive complaints about instructional materials, including online materials, using established complaint procedures.

Appendix

Appendix A: Oct. 12, 2020 Letter from Superintendent Christina Kishimoto to Parents
Regarding Acellus Review

Appendix B: Acellus Responses to Inquiries from the HIDOE and Action Taken *

Appendix C: Controversial Content Concern Form Submissions to HIDOE **

Appendix D: North Carolina Digital Learning Initiative's Quality Review Tools for Digital
Learning Resource - Rubrics and Score Sheets

Appendix E: Team Assignments and Courses/Grade Reviewed

Appendix F: Civil Rights Compliance Branch Acellus Review Summary ***

Appendix G: Disaggregation of Scores by Rubric

Appendix H: Graphs of Rubric Scores by Course, Grade Level, Indicator

Appendix I: Review Panel Comments on Standards Alignment

Appendix J: Alignments to the Common Core State Standards/Performance Assessment for
English Language Arts, Mathematics and Science

Appendix K: Webb's Depth of Knowledge Matrix

* Pursuant to Hawaii Revised Statutes §92F-13(1) and (3) and Hawaii Administrative Rules §2-71-17, the HIDOE has redacted personal, confidential and proprietary information from Appendix B.

** Pursuant to Hawaii Revised Statutes §92F-13(3) and Hawaii Administrative Rules §2-71-17, the HIDOE has redacted confidential and proprietary information from Appendix C.

*** Pursuant to Hawaii Revised Statutes §92F-13(3) and Hawaii Administrative Rules §2-71-17, the HIDOE has redacted confidential and proprietary information from Appendix F.

Appendix A: Oct. 12, 2020 Letter from Superintendent Christina Kishimoto to Parents Regarding Acellus Review

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STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 12, 2020

Dear Parents and Guardians,

The Hawaii State Department of Education (HIDOE) has completed an instructional review of the online curriculum Acellus Learning Accelerator. This review was prompted by numerous parent, school and community complaints around issues of questionable and inappropriate content, rigor and alignment to standards.

Based on its analysis, the review team recommended the program should be discontinued as a primary curriculum resource due to its inconsistency in quality and rigor. The HIDOE recognizes the curriculum does contain content that reviewers found acceptable and aligned to standards, and will be working with schools that use Acellus to identify and leverage such content, as appropriate.

During the summer months, in an effort to respond quickly, Acellus was offered to families reluctant to physically send their child to school when the school year opened. It was also used by schools as a supplemental tool to support distance learning needs during the pandemic.

The Department is finalizing a transition plan for Acellus users. We recognize there are families who will continue to request full distance-learning regardless of their child's school model.

For secondary students pursuing credits for graduation using this program, the Department does not want to jeopardize students' current progress. Secondary schools will address issues in collaboration with concerned parents to ensure students are supported through the school year. For elementary students, we are working to provide options schools can offer as supplementary learning opportunities to families whose children are in distance learning.

It is clear this issue has caused disruption, and for that we apologize. We are working to move forward in a manner that supports our students in the least disruptive manner possible. I want to assure you we are committed to providing the best learning experiences possible, especially during these challenging times.

Sincerely,

A handwritten signature in blue ink, appearing to read "Christina M. Kishimoto".

Dr. Christina M. Kishimoto
CMK:nk

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

See here for online version and translations into 14 languages: <https://bit.ly/3otncqQ>

Appendix B: Acellus Responses to Inquiries from the HIDOE and Action Taken

ACELLUS RESPONSE TO HAWAII

1. Complaint: Barack Obama - First Black President of United States. Submitted by [REDACTED]

She said she understands that Acellus has a lesson that refers to President Obama being the first Black president of the United States. She continued, that if we do have such a lesson, it would be racist and inappropriate.

Action Taken: The course was US History B, step# 302. The edit to the problem was made 9/1/2020. After further review it was actually advised that it is more appropriate to refer to Barack Obama as the first Black President.

2. Complaint: Walt Disney - Women Hater: Submitted on Social Media by [REDACTED]

Action Taken: Edited 8/26/2020. Kindergarten Social Studies, Step 23. In Kindergarten Social Studies, there was a lesson that contained a video clip of Walt Disney talking about the movie Snow White. In the clip, Walt refers to the dwarf named Grumpy as the one that hates women. The words, "that hates women", have been edited out of the video. The revised version was published on 8/26/2020.

[REDACTED]

This is in [REDACTED] social studies lesson with Acellus. In case you're wondering why we are asking you to sign the petition. Not sure why my 5 year old needs to hear the term "woman hater" in his social studies course...in 2020. And for those who have a hearing impairment or who's child may, if you watch the subtitles the word "groupie" is captioned and the subtitles are wildly inaccurate. #AcellusExposed

[REDACTED]

3. Complaint: Tobler Learns to Care is Suicidal. Complaint submitted by [REDACTED]

First grade Language Arts included the reading of a book titled "Tobler Learns to Care." It was a story about a bear named Tobler that, along with his friend, had bullied another character by digging a deep puddle so she would fall into it as a mean tease. In the story, after falling into the puddle she did not even try to get up for a long time. Tobler became afraid for her, and pulled her from the puddle. The intent was to teach children that bullying can have terrible consequences. Since the lesson was tagged by some as going too far, the whole reading of the book has been removed from the course.

Action Taken: Entire reading of book was removed 8/21/2020.

4. Complaint: Unprofessional Video of Social Emotional Teacher. Posted on Social Media by [REDACTED]

A screen test video of Dr. Pajet Monet was pulled from the Acellus Courseware Development System and published on social media as a bad example of Acellus lessons.

Action Taken: The video was never published, never intended to be part of a course, not filmed in the Acellus studio, and was never vetted by the Acellus Review Board. This video could not be deleted from a course because it never was part of any course, and never was shown to any student.



5. Complaint: Tagged as promoting violence.

In a lesson the teacher said, heal but the system that writes closed captions inserted the word kill as a caption. This mistake was somehow overlooked by the reviewers. The closed caption has now been corrected, and the new version has been published.

Action Taken: Course was Social Emotional Learning. Closed caption mistake was fixed on 9/4/2020.

6. Complaint: Racist Content on Harriet Tubman. Posted on Social Media by [REDACTED]

A problem about Harriet Tubman that included an image of a bank robber.

Action Taken: This problem was not created on Acellus, and was never released in any Acellus course. The entire lesson on Harriet Tubman has been removed from Acellus.

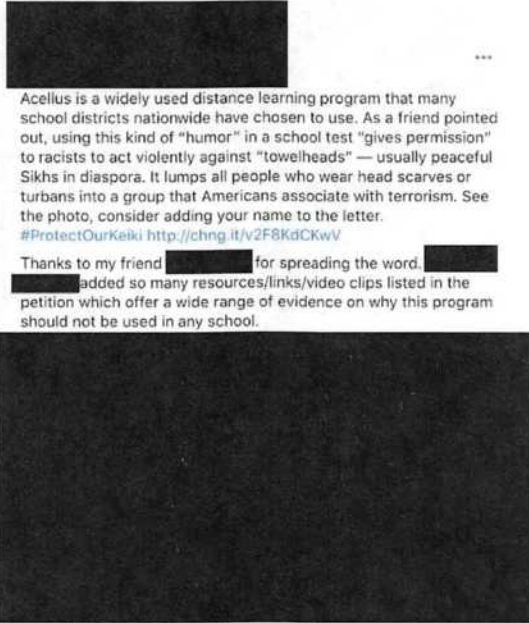
Assessment purported to be on Acellus:



7. Complaint: Posted on Social media by [REDACTED]

A multiple choice question about Osama Bin Laden that referred to the "Towelban."

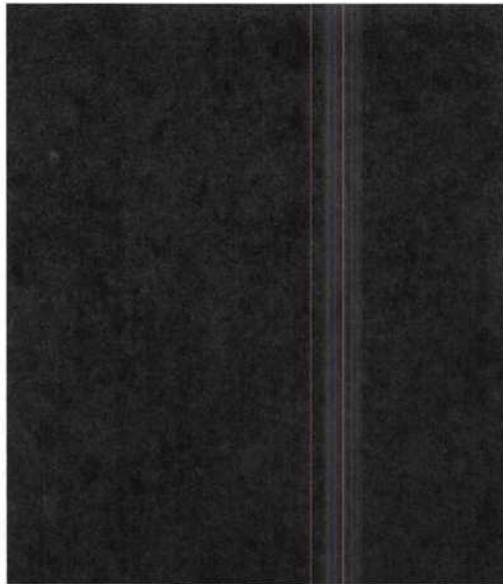
Action Taken: Problem was deleted in Acellus 8/21/2020. Course was Grade 5 Social Studies, Step 484.



**8. Complaint: A lesson about the economic justifications for slavery.
Posted on Social Media by [REDACTED]**

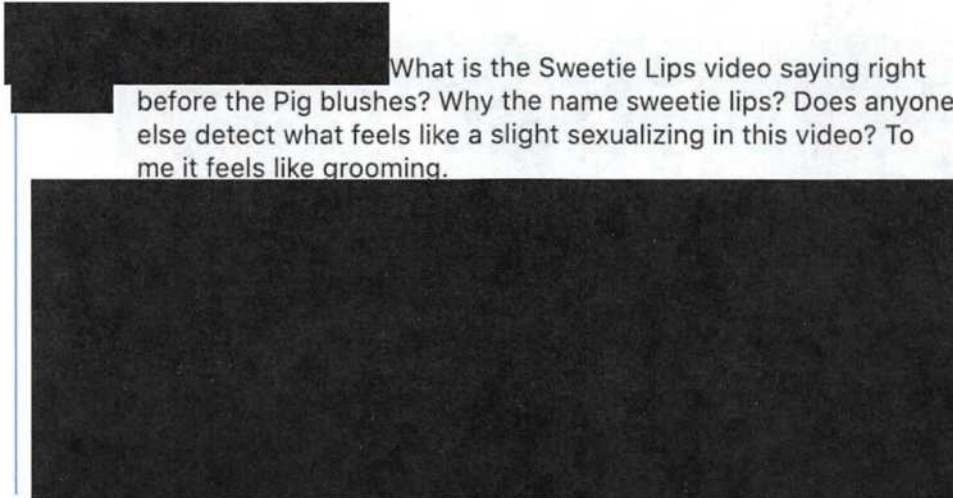
Actual video was not presented as an economic justification for slavery.

Action Taken: Video was removed on 8/21/2020. Course is Middle School American History, Step 57.



**9. Complaint: Tagged as Inappropriate - Pig named Sweetie Lips.
Posted on Social Media by [REDACTED]**

Action Taken: Sweetie Lips is asked about the origin of her name. The video was edited 8/21/2020 to remove reference to her name. Course 1st Grade Language Arts, Step 3.



10. Complaint: Tagged as Outdated and Inaccurate: Queen Lili'uokalani spelt incorrectly.

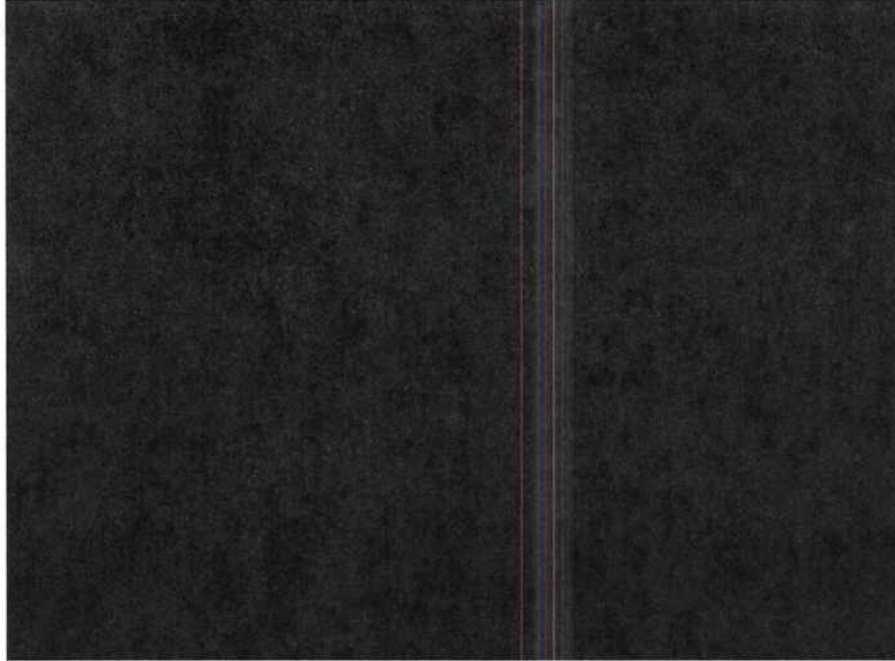
Action Taken: Course Grade 4 Social Studies, Step 231 & 232. Spelling error was corrected in video and problems on 9/1/2020.

**11. Complaint: Should not have lesson using Gun for the letter G.
Anonymous submission on social media.**

Action Taken: Course Grade 1 Language Arts/Reading. Step 36. Video showed a small toy gun as an example of a word that begins with the letter g. Suggested change was 8/25/2020 and video was edited and published on 8/25/2020.

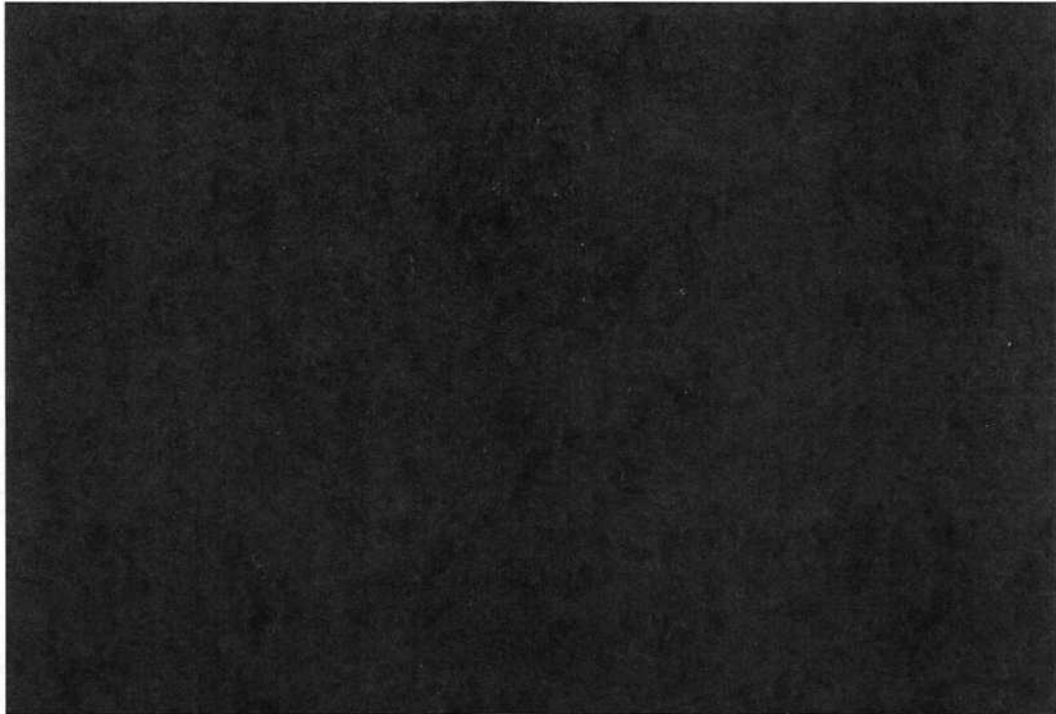
12. Complaint: Photo in graphic for St. Patrick's Day is inappropriate for Grade 3 Students. Submitted by [REDACTED]

Action Taken: The problem was in Grade 3 Social Studies, Cultural Celebrations, Step 60. Problem graphic was changed and updated problem was released to the field 9/16/2020.



13. Complaint: Term "congressmen is not gender inclusive".
Submitted by [REDACTED]

Action Taken: The problem was in Grade 3 Social Studies, State Government, Step 233. "Congressmen" was replaced by "members of Congress." Problem was edited and released to the field 9/16/2020.



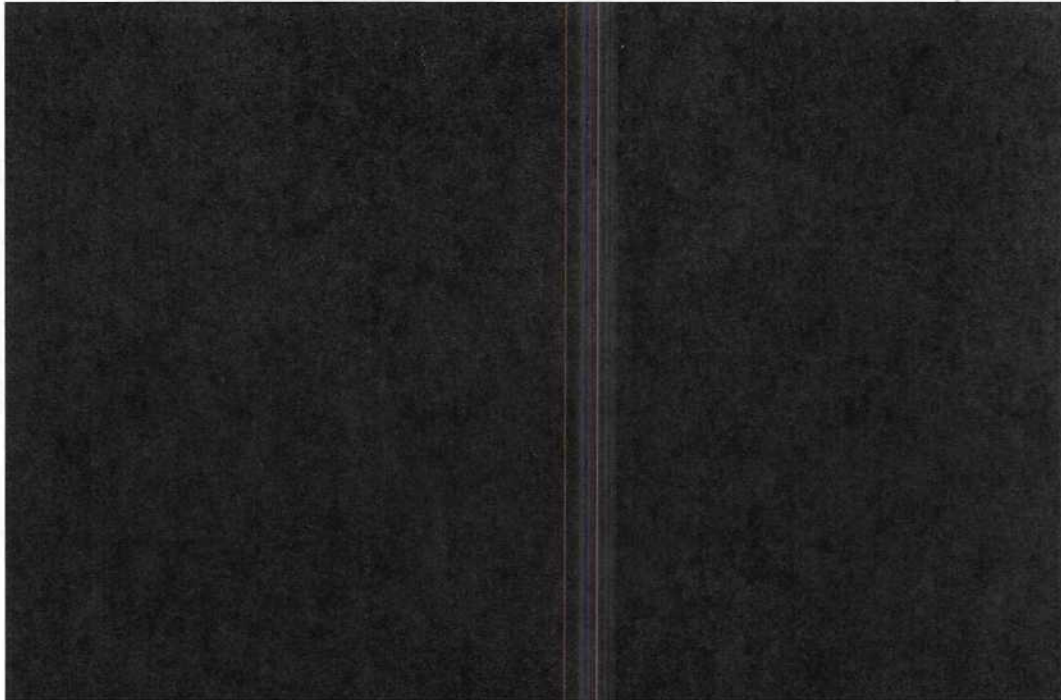
14. Complaint: Inaccurate description of Rosa Park's arrest.
Submitted by [REDACTED]

Action Taken: This content was found in Grade 3 Social Studies, The Bill of Rights, Steps 208-209. The video said that Rosa Parks was arrested because she one day decided to not sit in the Blacks only section. She was actually arrested for refusing to give up her seat to a white man. The video, problems, and Lesson Manual page were revised and released to the field 9/16/2020.

15. Complaint: Political bias and inappropriate wrong answer.

Submitted by [REDACTED]

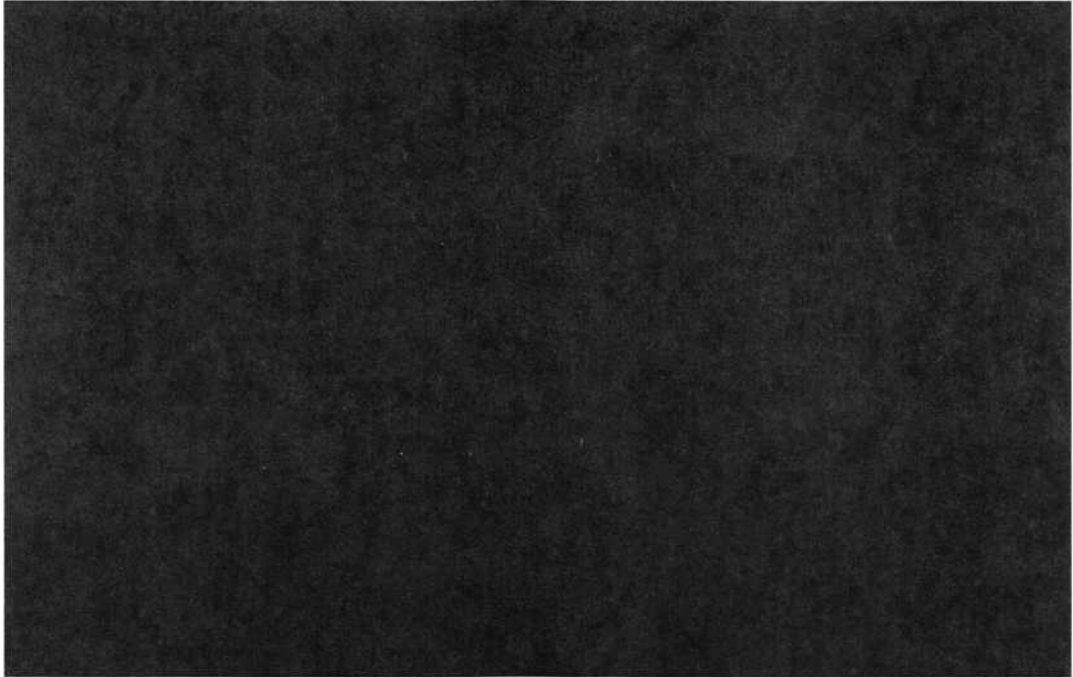
Action Taken: The problem was in Grade 3 Social Studies, Responsibilities of Being a Good Citizen, Step 213. Image was changed and wrong answer choice was modified. Problem was edited and released to the field 9/16/2020.



16. Complaint: Photo of St. Augustine is not accurate . Submitted by

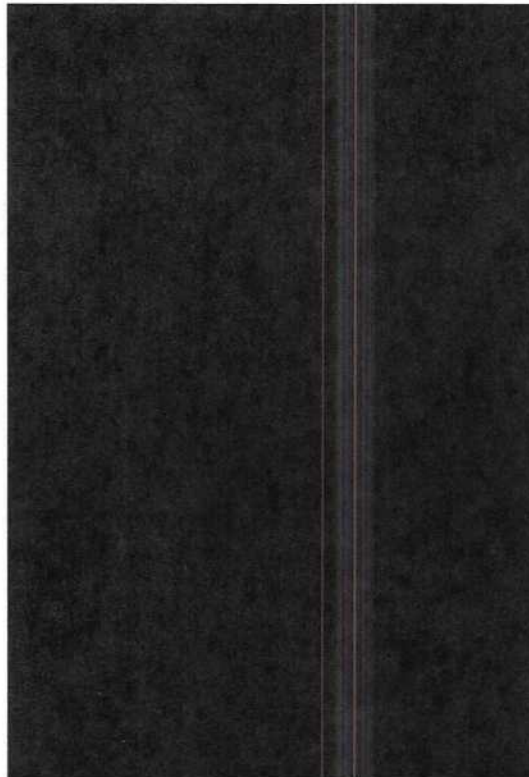
[REDACTED]

Action Taken: Several problems with the wrong image for St. Augustine were identified in the Grade 3 Social Studies Lesson, Saint Augustine US – Cadiz Spain, Step 129. Problems were fixed and released to the field 9/16/2020.



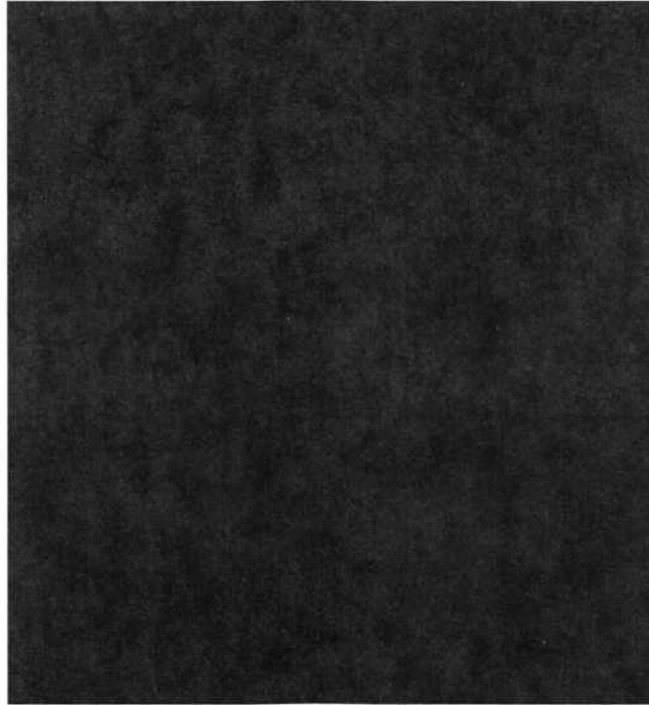
17. Complaint: Image of belly dancer in Lesson Manual is inappropriate for Grade 3 students. Submitted by [REDACTED]

Action Taken: This image in the Lesson Manual for the Grade 3 Social Studies course, Celebrating Culture with Dance, Step 63 was replaced. Lesson Manual page was edited and released to the field 9/16/2020.






18. Complaint: Image of servant in Lesson Manual is inappropriate.
Submitted by [REDACTED]

Action Taken: This image in the Lesson Manual for the Grade 3 Social Studies course, Biography: Madam C.J. Walker, Step 173 was removed. Lesson Manual page was edited and released to the field 9/16/2020.







Appendix C: Controversial Content Concern Form Submissions to HIDOE

<p>1. Tagged as racist: There was a lesson in Grade 3 Social Studies that referred to President Obama as the first Black President. While it was considered appropriate to refer to him as the first black president at the time the course was filmed, there are now some that are offended by this usage. As a result, the lesson has been amended to refer to him as the first African-American president.</p>	<p>Lesson: Grade 3 Social Studies</p> <p>Date Revised 9/1/2020</p>
<p>2. Tagged as sexist: In Kindergarten Social Studies, there was a lesson that contained a video clip of Walt Disney talking about the movie Snow White. In the clip, Walt refers to the dwarf named Grumpy as the one that hates woman. The words that hates women has been edited out of the video. The revised version is now published.</p>	<p>Lesson: Grade K</p> <p>Date Revised 8/26/2020</p>
<p>3. Tagged as Suicidal: First grade language arts included the reading of a book titled Tobler Learns to Care. It was a story about a bear named Tobler that, along with his friend, had bullied another character by digging a deep puddle so she would fall into it as a mean tease. In the story, after falling into the puddle she did not even try to get up for a long time. Tobler became afraid for her, and pulled her from the puddle. The intent was to teach children that bullying can have terrible consequences. Since the lesson was tagged by some as going too far, the whole reading of the book has been removed from the course.</p>	<p>Lesson: Grade 1</p> <p>Date Revised 8/21/2020</p>
<p>4. Tagged as unprofessional: A screen test video of Dr. Pajet Monet was pulled from the Acellus Courseware Development system and published on social media as a bad example of Acellus lessons. The video was never published, never intended to be part of a lesson, not filmed in the Acellus studio, and was never vetted by the Acellus Review Board. This video could not be deleted from a course because it never was part of any course, and never was shown to any student.</p>	<p>Lesson: Screen Test of Dr. Pajet Monet AngelFire - Physical Education No Action Needed. Not part of Acellus Courseware.</p>
<p>5. Tagged as promoting violence: In a lesson the teacher said, heal but the system that writes closed captions inserted the word kill as a caption. This mistake was somehow overlooked by the reviewers. The closed caption has now been corrected, and the new version has been published.</p>	<p>Lesson Date Revised 9/4/2020</p>

<p>Tagged as Discriminatory: A lesson about Harriet Tubman that included an image of a bank robber</p>	<p>Lesson Date Revised Was never included in Acellus. See document:</p> 
<p>Tagged as Inappropriate: A multiple choice question about Osama Bin Laden that referred to the "Towelban."</p>	<p>Lesson Date Revised 8/21/2020</p> 
<p>Tagged as Inappropriate: A lesson about the economic justifications for slavery</p>	<p>Lesson Date Revised 8/21/2020</p>
<p>Tagged as Inappropriate: Pig named Sweetie Lips</p>	<p>Lesson Date Revised</p>  <p>8/21/2020</p>
<p>Tagged as Outdated and Inaccurate: There are several concerns I have on a personal level as a Hawaiian, but please know that I don't feel we are "sacrificing our kupuna." I do believe it should be deleted and corrected ASAP, but I am just one person. The least they can do is spell Queen Lili'uokalani correctly.</p>	<p>Lesson Grade 4 Social Studies, Step 231 and 232. Date Revised 9/1/2020</p>

Appendix D: North Carolina Digital Learning Initiative's Quality Review Tools for Digital Learning Resource - Rubrics and Score Sheets

Quality Review Rubric for Digital Learning Resources






 INSTRUCTION	Absent/Unusable (0) 	Weak (1) 	Strong (2) 	Exemplary (3) 
Focus <i>Is the instructional purpose⁴ and alignment with North Carolina standards explicitly stated or easily inferred?</i>	Instructional purpose and/or alignment with associated NC curricular standard(s) are unclear or misaligned. For example, instructional purpose or learning goals may not match the intended standard(s) or address the standard(s) in a superficial way.	Instructional purpose and alignment with NC curricular standard(s) are explicitly stated or easily inferred. However, the resource addresses only a limited part of the content and performance expectations in the associated standard(s).	Instructional purpose and alignment with NC curricular standard(s) are explicitly stated or easily inferred. Majority of content and performance expectations in the associated NC standard(s) are addressed.	Instructional purpose and alignment with associated NC curricular standard(s) are explicitly stated or easily inferred. All content and performance expectations in the identified standard(s) are completely addressed and are the sole focus of the resource.
Engagement <i>Are students engaged in an instructional task⁵ that promotes the Four C's?</i>	Instructional task is either undefined, limited to passive engagement, or misaligned with the instructional purpose of the resource. For example, instructional tasks may not support instructional goals.	Students are actively engaged in an instructional task, but task may focus on basic information recall or lacks sufficient guidance, supports, or scaffolding to ensure success on more cognitively demanding tasks.	Students are actively engaged in an instructional task that promotes critical thinking, collaboration, communication, and/or creativity. Task is appropriate given the age and ability of targeted learner.	Students are actively engaged in an appropriate task that promotes the Four C's. Resource provides a range of cognitive demand and varied ways in which learners can engage with instruction.
Evaluation <i>Is there a resulting instructional record⁶ to help evaluate the resource's effectiveness?</i>	A means to evaluate resource's effectiveness is either missing, contains significant errors, or is misaligned with the knowledge and skills students are expected to acquire or demonstrate.	Instructional record(s) is insufficient to fully gauge the effectiveness of resource. For example, an embedded quiz may only address a portion of the knowledge or skills students are expected to acquire or demonstrate.	Instructional record(s) is sufficient to gauge the effectiveness of the resource. Any collection and use of student data by third-parties is transparent and adheres to laws governing privacy and data security.	Instructional record(s) is sufficient to gauge the effectiveness of the resource. Students are provided flexibility to demonstrate targeted knowledge and skills. Collection and use of student data by third-parties is transparent and adheres to local and federal laws.

4 **Instructional purpose** refers to the resource's intent to provide instruction, practice, and/or assessment with respect to subject specific knowledge and skills.

5 **Instructional tasks** may include reading, writing, discussion, or problem solving that promote critical thinking, collaboration, communication, and/or creativity.

6 **Instructional record** may include quizzes, student performance, resource analytics, written products, etc.






Quality Review Rubric for Digital Learning Resources

 CONTENT	Absent/ Unusable (0) 	Weak (1) 	Strong (2) 	Exemplary (3) 
Accuracy <i>Is content⁷ free of errors, biases or stereotypes⁸, and outdated material that could lead to confusion or misunderstanding?</i>	Content contains significant errors, biases or stereotypes, or outdated material that could lead to student misunderstanding, confusion, or exclusion.	Content is free of harmful stereotypes, but contains minor errors, omissions, biases, or outdated material that will not significantly impact student understanding or attainment of instructional goals.	Content is free of errors, biases or stereotypes, and outdated material . Differences among cultural and ethnic groups are represented in a balanced and sensitive manner.	Content is accurate, current, objective, and non-discriminatory. Resource provides references to authoritative source material and credit to resource creators .
Adequacy <i>Is the content presented adequate to address stated or implied learning goals?</i>	Content presented is irrelevant to instructional goals or inadequate to address even minor aspects of stated or implied curricular standards.	Content presented is inadequate to fully support learning goals or contains irrelevant or extraneous content likely to distract learners from primary learning objectives. Content needs to be modified or augmented with additional information or materials.	Content presented requires minimal or no additional material to address instructional goals . Key concepts, ideas, and arguments are clear and supported by an appropriate level of detail to ensure student understanding.	Content is adequate to support instructional goals. The resource facilitates connections within subject matter and/or across content areas . For example, relationship between place value and procedural steps are explicitly linked within a lesson on multi-digit addition.
Appropriateness <i>Are vocabulary and concepts appropriate for the target audience?</i>	The majority of content presented is inappropriate given the age and maturity of the target audience . For example, the resource uses advanced vocabulary or overly complex language that is likely to result in student frustration or confusion.	Vocabulary or concepts presented are too advanced or overly simplistic for majority of students . The resource will likely require modification or students may need additional support to achieve the instructional goals.	Vocabulary and concepts presented are appropriate for the target audience . Supports are provided (e.g. glossaries, visual aids, alternate text) to assist students who may have difficulty comprehending content.	Vocabulary and concepts presented are appropriate to the target audience with supports to aid comprehension. Content is sensitive to cultural affiliations, language, or dialect of targeted students .

7 **Content** is defined as information (e.g. text, audio, video, graphics, visual aids, etc.) presented to the learner or teacher in support of instructional goals.

8 **Biases or stereotypes** may include cultural, political, ethnic, racial, or gender representations, or intentional lack thereof.

Quality Review Rubric for Digital Learning Resources

 TECHNOLOGY	Absent/ Unusable (0) 	Weak (1) 	Strong (2) 	Exemplary (3) 
Purpose <i>Are technology features⁹ purposeful, enhancing content and instruction and serving in support learning goals?</i>	The resource is either static content in a digital form, such as a PDF document, or contains technology features that are poorly conceived and/or executed such that they distract learners from the content and instruction .	Technology features may slightly improve motivation, but are not directly relevant to the subject matter and are unlikely to support students in acquiring or demonstrating targeted knowledge and/or skills.	Technology features clearly enhance content and instruction and are directly relevant to instructional goals. For example, an interactive diagram may be used to illustrate concepts or automated feedback to check comprehension.	Technology features clearly enhance content and instruction and support a personalized learning experience by adapting to user behavior and/or providing the user with flexibility or control of the learning experience.
Reliability <i>Will it reliably work as intended in the context where it will be used?</i>	Technology features may contain major bugs or issues that may render the object unusable or are likely to significantly impact learning.	Technology features contain minor bugs or issues that may be temporarily distracting but are not likely to significantly impact learning.	Technology features reliably function as intended across a narrow range of specified contexts . For example, resource may be restricted to specific devices, operating systems, or Internet browsers.	Technology features appear to reliably function as intended across a wide range of contexts . For example, resource is device agnostic, works on major browsers, and/or uses responsive design to adapt to different screen sizes.
Accessibility <i>Does technology support accommodations¹⁰ for learners with cognitive, developmental, or physical disabilities?</i>	Resource does not provide accommodations for learners with disabilities to access content and/or demonstrate learning.	Resource provides few accommodations for learners with disabilities to access content and/or demonstrate learning.	Resource provides accommodations for learners to access and/or input information such that learners with disabilities would have minimal difficulty using the resource .	Resource can be accessed through assistive devices and follows the IMS Guidelines for Accessible Learning Applications . Web-based resources conform to W3C Web Content Accessibility Guidelines .

9 **Technology features** may include: embedded media, interactive charts, automated feedback, adaptive content, etc.

10 **Accommodations** may include: accessibility features (i.e. ability to resize text or visual content; change contrast, color, volume, or rate of speech, video speed, etc.), adaptive reading levels or instructional tasks, etc.

Quality Review Rubric for Digital Learning Resources

 DESIGN	Absent/ Unusable (0) 	Weak (1) 	Strong (2) 	Exemplary (3) 
Motivation <i>Does it contain a motivational elements⁸ likely to sustain the interest and engagement of students?</i>	The resource lacks a motivational element(s) likely to engage learners, or they are poorly conceived and executed such that the resource is likely to disengage learners or distract from instructional goals.	The resource includes a motivational element(s) intended to increase motivation. However, element(s) are not likely to sustain student motivation or interest over the course of the activity.	The resource includes a motivational element(s) likely to sustain student engagement in the task , enhancing the instructional value of the resource.	The resource includes a motivational element(s) likely to increase student interest in the topic after using the resource , while sustaining student engagement in the specified task.
Clarity <i>Are visual and auditory elements⁹ presented clearly, concisely, and attractively?</i>	Design of visual and auditory elements are likely to cause confusion, frustration, or misunderstanding . For example, key information on charts or graphs is illegible, or intrusive ads or pop-up notifications obscure key content.	Visual and auditory elements are purposeful but may distract the learner or require unnecessary cognitive processing . For example, the resource may include poor audio quality, cluttered diagrams, spelling errors, or distracting colors, fonts or images.	Visual and auditory elements are presented clearly and concisely. The resource is likely to enhance learning and efficient mental processing . For example, meaningful headings are used to highlight key ideas and to help summarize and scaffold key concepts and/or skills.	Design of visual and auditory elements are likely to enhance learning and efficient mental processing. In addition to being functional, auditory and visual elements are aesthetically pleasing .
Usability <i>Is the resource easy to understand and use?</i>	Poor design renders the resource unusable . For example, resource may lack clear directions, use poor navigation, or depend on content or other materials inaccessible to learners.	A non-intuitive user interface, ambiguous directions, or missing components limit the usability of the resource. The resource requires significant modification or intervention by the teacher to avoid student confusion or frustration.	The resource provides clear directions and/or has an intuitive design such that the resource is easy to understand and use . However, the resource may require minor modification or instructor intervention to be used effectively in the local context.	The resource is easy to understand and use, and can be readily transferred to different educational environments and learning sequences with minimal modification or intervention by the instructor.

- 8 **Motivational elements** may include: use of choice, real-life activities/examples, multimedia, interactivity, feedback, humor, drama, or game-based components.
- 9 **Visual and auditory elements** may include: font, size, and legibility of text; video or sound quality; headings and visual organizational cues.

Rubric Scoring Sheet

Reviewer Name: _____ **Date:** _____ **Completed:** _____

Resource Reviewed: _____

	Score
 INSTRUCTION	
Focus	
Engagement	
Evaluation	
 CONTENT	
Accuracy	
Adequacy	
Objectivity	

	Score
 TECHNOLOGY	
Purpose	
Reliability	
Accessibility	
 DESIGN	
Motivation	
Clarity	
User-Friendly	

DOMAIN TOTALS	
INSTRUCTION	
CONTENT	
TECHNOLOGY	
DESIGN	
Total Score	

Would you recommend this resource?	
Yes	
Yes, but with reservations.	
No	

General Remarks:

Appendix E: Team Assignments and Courses/Grade Reviewed

Content Course Reviews:

Subject Area	Courses
Career Technical Education	<ul style="list-style-type: none"> • At least 1 course selected from <ul style="list-style-type: none"> ○ Investigating Careers ○ College and Career Readiness • At least 1 course selected from <ul style="list-style-type: none"> ○ Principles of Agriculture ○ Agriculture I; Agriculture II • At least 1 course selected from <ul style="list-style-type: none"> ○ Intro to Java ○ Cybersecurity I • At least 1 course selected from <ul style="list-style-type: none"> ○ Intro to Accounting ○ Business Management ○ Principles of Business, Marketing, and Finance ○ Information Management I; Information Management II • At least 1 course selected from <ul style="list-style-type: none"> ○ Electrical Technology I; Electrical Technology II ○ HVAC I; HVAC II
English Language Arts	<ul style="list-style-type: none"> • At least 1 course selected from K–2 <ul style="list-style-type: none"> ○ Grade K LA/Reading Common Core ○ Grade 1 LA/Reading Common Core ○ Grade 2 LA/Reading Common Core • At least 1 course selected from 3–5 <ul style="list-style-type: none"> ○ Grade 3 LA/Reading Common Core ○ Grade 4 LA/Reading Common Core ○ Grade 5 LA/Reading Common Core • At least 1 course selected from 6–8 <ul style="list-style-type: none"> ○ Grade 6 LA/Reading Common Core ○ Grade 7 LA/Reading Common Core ○ Grade 8 LA/Reading Common Core • At least 2 courses from HS <ul style="list-style-type: none"> ○ One must be SPED
Fine Arts, World Languages. English as a	<ul style="list-style-type: none"> • At least 1 course selected from ESL <ul style="list-style-type: none"> ○ Discover English – Elementary ESL (in ELA) ○ Discover English – Middle School ESL (in ELA)

Second Language	<ul style="list-style-type: none"> ○ Discover English – High School ESL (in ELA) ● Review K–5 Arts <ul style="list-style-type: none"> ○ Foundations of Music ● At least 1 course selected from 6–8 Language <ul style="list-style-type: none"> ○ Middle School French I ○ Middle School German I ○ Middle School Spanish I ○ Discover Spanish ● At least 1 course selected from 6–12 Fine Arts <ul style="list-style-type: none"> ○ Music Appreciation ○ Collaborative Theater ● At least 1 course selected from 6–12 World Language <ul style="list-style-type: none"> ○ French I; French II ○ German I; German II ○ Spanish I; Spanish II; Spanish III
Health, Social-Emotional Learning	<ul style="list-style-type: none"> ● Review 1 unit from each of the following <ul style="list-style-type: none"> ○ Social-Emotional Learning – Elementary ○ Social-Emotional – Middle School ○ Middle School Health ○ High School Health ○ Social-Emotional Learning – High School
Mathematics	<ul style="list-style-type: none"> ● At least 1 course selected from K–2 <ul style="list-style-type: none"> ○ Grade K Math Common Core ○ Grade 1 Math Common Core ○ Grade 2 Math Common Core ● At least 1 course selected from 3–5 <ul style="list-style-type: none"> ○ Grade 3 Math Common Core ○ Grade 4 Math Common Core ○ Grade 5 Math Common Core ● At least 1 course selected from 6–8 <ul style="list-style-type: none"> ○ Grade 6 Math Common Core ○ Grade 7 Math Common Core ○ Grade 8 Math Common Core ● At least 1 course selected from HS <ul style="list-style-type: none"> ○ One must be SPED
Science	<ul style="list-style-type: none"> ● At least 1 course selected from K–2 <ul style="list-style-type: none"> ○ Grade K Science ○ Grade 1 Science ○ Grade 2 Science ● At least 1 course selected from 3–5 <ul style="list-style-type: none"> ○ Grade 3 Science ○ Grade 4 Science ○ Grade 5 Science ● At least 1 course selected from 6–8 <ul style="list-style-type: none"> ○ Grade 6 Integrated Science

	<ul style="list-style-type: none"> ○ Grade 7 Integrated Science ○ Grade 8 Integrated Science ● At least 2 course selected from HS <ul style="list-style-type: none"> ○ One must be Biology
Social Studies	<ul style="list-style-type: none"> ● At least 1 course selected from K–2 <ul style="list-style-type: none"> ○ Grade K Social Studies ○ Grade 1 Social Studies ○ Grade 2 Social Studies ● At least 1 course selected from 3–5 <ul style="list-style-type: none"> ○ Grade 3 Social Studies ○ Grade 4 Social Studies ○ Grade 5 Social Studies ● At least 1 course selected from 6–8 <ul style="list-style-type: none"> ○ Grade 6 Social Studies ○ Grade 7 Social Studies ○ Grade 8 Social Studies ● At least 2 courses from HS <ul style="list-style-type: none"> ○ SS US History II ○ SS World History

Appendix F: Civil Rights Compliance Branch Acellus Review Summary

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CRCB Acellus Review Summary (September/October 2020)

Executive Summary

Following is a summary of the Acellus review conducted by four (4) Equity Specialists from the Department of Education's Civil Rights Compliance Branch ("CRCB"). The review took place between September 20, 2020, and October 2, 2020. The Equity Specialists were asked to examine the curriculum in terms of bias and discriminatory content. This review did not contain those complaints which were already submitted by the community and removed from Acellus. The Equity Specialists used Board of Education Policy 305-10 Anti-Harassment, Anti-Bullying and Anti-Discrimination Against Students by Employees ("BOE Policy 305-10") (Exhibit 2) and Board of Education Policy 900-3 Religion in Public Schools ("BOE Policy 900-3") (Exhibit 3) as frameworks for analysis of issues in this review.

Language Arts

Units/lessons across grade levels were randomly reviewed. A common theme found throughout grade levels was Gender Bias. In the lower grades, females were depicted in job positions as bakers, artists, and actresses. Males were depicted as pilots, policemen, doctors, and firemen. This trend continued into the readings. In addition, the books in which females were the main characters were less than half of the total books read. The books with female main characters dealt with fairies, parties, and friendships; whereas, the books with male main characters were about bravery, hard work, and heroes. For more examples of the potentially offensive and discriminatory lessons, please refer to the CRCB Acellus Review Summary Spreadsheet. (Exhibit 1)

The main concern in the secondary grades was a literary canon of white men. The cultural and gender diversity of authors and literature was almost non-existent. The leaving out of works written by women and people of color can be viewed as a bias toward gender, race, and national origin. (Exhibit 1)

Moreover, because some of the issues with Gender had already been reported and removed before the review had begun, there were quite a few "holes" in the lower school curriculum. The parts of the curriculum that had already been removed had not (at the time of the review) been replaced.

Science

Content was reviewed in the following areas, as assigned by the leader of the Science Team: Grade 2, Grade 5, Middle School Integrated Science 1, General Biology, and Physical Science for High School. Based on the content reviewed, there was no glaringly obvious discriminatory content. However, there were several lessons at the elementary school level where what the teacher(s) said in their lessons could possibly be interpreted as biased or discriminatory. For specific examples of the potentially offensive and discriminatory lessons, please refer to the CRCB Acellus Review Summary Spreadsheet. (Exhibit 1)

It must be noted that although there were only a few lessons where discriminatory content was observed, there are some issues of bias and barriers to access that were pervasive throughout all science lessons that were reviewed. First, none of the video lessons that were reviewed had closed captioning that could be considered 100% accurate. The captions for many of the lessons were inadequate and would make it difficult for students who rely on them to follow along (e.g. deaf or hard of hearing students). Some of the videos that were reviewed had captions that were totally different from what the teacher was saying; it was as if the person who edited the video inserted the captions from a different video because the content in the caption was not remotely similar to what the teacher was saying.

Second, in all of the steps that were reviewed, there were five different teachers: four female teachers and one male teacher. All of these teachers were white/caucasian, which shows a lack of diversity in the teaching staff. This assessment is based off of a small selection of science lessons, so there may be teachers of different colors and races in other lessons, but for the purpose of this review, the lack of teachers from different colors and races was apparent.

Science as a subject may not inherently provide a lot of opportunities to insert bias or discrimination, but the concerns regarding proper closed captioning and representation of various teachers could be a program-wide issue that all other subject areas face. As such, it is recommended that these issues be reviewed in other subject areas to see whether they exist there as well.

Social Studies

The review of the social studies curriculum in Acellus is nothing short of alarming from an equity perspective. Seven (7) courses were examined for bias and/or discrimination. First, the amount of non-secular content was unacceptable, in the eyes of this examiner. Of note are units on Jesus of Nazareth, Jesus: His Parables and Teachings, The Exodus, Moses and the Israelites, Abraham and the Covenant, Muhammed and the Angel Gabriel, and The Crucifixion of Jesus. These units were not contained in a course about religion, nor were these individuals/events treated in an historical context, as is customary in a public school curriculum. As an example, one test question in a middle school course is: Jesus performed miracles (such as laying his hands on the sick). The possible answers are 1) True or 2) False. It is the view of this examiner that Acellus presents a curriculum that promotes Christian values and religious material in the public school.

In addition to the aforementioned concerns about religion in public education, this examination found pervasive discriminatory content in social studies involving the following areas: Race, ethnicity, national origin, and gender. The consistent treatment of immigrants, minorities, women, Native Americans and the slavery experience in America leads this examiner to believe that Acellus promulgates inaccurate and inappropriate stereotypes of these groups.

The attached summary of items reviewed details the specific items within Acellus that were determined to be discriminatory. (Exhibit 1) It should be noted that this examiner's review of the social studies curriculum was not inclusive of all the units in each of the courses offered in the program, but was sufficient to determine there was discriminatory content in the program.

Career and Technical Education ("CTE")

A cursory review of four units in each of two courses (Principles of Agriculture and Medical Terminology I) in this area indicates that the material examined is equitable. The agriculture unit includes general agricultural information and materials from the Future Farmers of America. The course on medical terminology appears to focus on appropriate terminology practices. There was little if any information about individuals or groups of people in these units. The photos in the units reviewed were limited, but appeared to be inclusive and appropriate. Please note that this review was very limited and it is suggested that a more thorough examination of content be conducted by personnel more familiar with the content prior to a final determination on its continued use.

Social-Emotional Learning ("SEL")

Elementary SEL, Middle School SEL and High School SEL (Unit 1 videos and problems for each of the three courses) were reviewed. Based on the content reviewed, there was no glaringly obvious discriminatory content. However, there were a few instances where gender neutral vocabulary should be used (e.g., fireman, policeman, mankind, etc.) and religious vocabulary (e.g., blessed) should be avoided. For specific examples of the potentially offensive and discriminatory lessons, please refer to the CRCB Acellus Review Summary Spreadsheet. (Exhibit 1)

Health

Middle School Health and High School Health (Unit 1 videos and problems for each of the two courses) were reviewed. Based on the content reviewed, there was no discriminatory content. However, there were two instances where religious vocabulary (e.g., blessed) should be avoided. For specific examples of the potentially offensive lessons, please refer to the CRCB Acellus Review Summary Spreadsheet. (Exhibit 1)

It should be noted that the Health videos utilized medical professionals from a hospital and depicted a balance of males/females and races/nationalities/colors.

Policy Analysis

Viewed through the lens of BOE Policy 305-10 Anti-Harassment, Anti-Bullying and Anti-Discrimination Against Students by Employees, the identified discriminatory content rises to the level of being severe, pervasive and persistent. The following protected classes have been identified as being discriminated against: Gender, National Origin, Race, Physical Appearance, Religion, Ethnicity, and Socio-Economic Status.

When analyzing the identified content against BOE Policy 900-3 Religion in the Public Schools, again, it appears that the Acellus program promotes religion in the public schools. Although the policy allows for including religion where it is a natural part of the curriculum, it appears that Acellus goes well beyond that standard and thereby violates BOE Policy 900-3.

The DOE Code of Conduct Section E, Appropriate Interaction with Students, specifically states that an employee, contractor, or volunteer is strictly prohibited from discriminating against, including harassing, any student based on his/her race, color, national origin, sex, disability, and/or age. Due to the discriminatory content of some of the lessons, this program violates the Code of Conduct.

Conclusion

Though the curriculum may be viewed as antiquated, this does not excuse the fact that it contains numerous discriminatory lessons and a showing of gender, cultural, and racial biases.

In light of the September 15, 2020, letter to the Department from the American Atheists, entitled Constitutional Concerns Regarding Third-Party Virtual Learning Services (Exhibit 4), which we believe should be viewed as a warning shot across the bow, the religious content in Acellus poses a significant risk of not ensuring the separation of church and state.

It should also be noted that if a DOE classroom teacher was teaching the same material that Acellus presents in his/her classroom, it would be grounds for an investigation by the CRCB and if substantiated, would likely result in disciplinary action likely including a directive to cease any and all religious and/or biased instruction and the use of biased/religious instructional material.

EXHIBIT 1

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
90-91	Basic SS Concepts	MS	Problems	Beginning a New Nation	Picture on slides for problems 1-4 is a white female figure with braids wearing a Native American headdress	Discriminatory content (National Origin): Mocks Native Americans
90-91	Basic SS Concepts	MS	Problems	Beginning a New Nation	[REDACTED]	Discriminatory content (Race): Diminishes the slave experience
92-93	Basic SS Concepts	MS	Problems	European Immigration	[REDACTED]	Discriminatory content (National Origin): Creates a negative stereotype of immigrants

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p>	Discriminatory content (National Origin): Creates negative stereotypes of immigrants
92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p>	Discriminatory content (National Origin): Creates negative stereotypes of immigrants
92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p>	Discriminatory content (National Origin): Creates a negative stereotype of immigrants

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
71	World History-S Ed	HS	Problems	Abraham and the Covenant	Whole unit	Discriminatory content (Religion): Abraham is a religious figure, not a historical one.
71	World History-T LC	HS	Problems	Abraham and the Covenant	Whole unit	Discriminatory content (Religion): Abraham is a religious figure, not a historical one.
73	World History-S Ed	HS	Problems	Moses and the Israelites	Whole unit	Discriminatory content (Religion): Moses is a religious figure, not a historical one.
73	World History-T LC	HS	Problems	Moses and the Israelites	Whole unit	Discriminatory content (Religion): Moses is a religious figure, not a historical one.
75	World History-S Ed	HS	Problems	Soloman's Temple	Whole Unit	Discriminatory content (Religion): Soloman is a religious figure, not a historical one.
75	World History-T LC	HS	Problems	Soloman's Temple	Whole Unit	Discriminatory content (Religion): Soloman is a religious figure, not a historical one.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
77	World History-SEd	HS	Problems	Jesus of Nazareth	[REDACTED]	Discriminatory content (Religion): presents Christian views as fact.
77	World History-TLC	HS	Problems	Jesus of Nazareth	[REDACTED]	Discriminatory content (Religion): presents Christian views as fact.
77	World History-S Ed	HS	Problems	Jesus of Nazareth	[REDACTED]	Discriminatory content (Religion): presents Christian views as fact. This is religious instruction in a public school.
79	World History-S Ed	HS	Problems	Jesus: Parables and Teachings	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.
79	World History-T LC	HS	Problems	Jesus: Parables and Teachings	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.


CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
79	World History-S Ed	HS	Problems	Jesus: Parables and Teaching	[REDACTED]	Discriminatory content (Religion): This is religious instruction in a public school.
81	World History-S Ed	HS	Problems	Crucifixion of Jesus	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.
81	World History-T LC	HS	Problems	Crucifixion of Jesus	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.
85	World History-S Ed	HS	Problems	Muhammad and the Angel Gabriel	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.
85	World History-T LC	HS	Problems	Muhammad and the Angel Gabriel	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.
131	World History I	HS	Problems	Christian Apostles and Churches	Whole unit	Discriminatory content (Religion): This is religious instruction in a public school.


CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
	Language Arts/Reading-Common Core	K	Problems	Comparing Characters	Illustration girl [REDACTED] Boy says [REDACTED]	Gender roles. Nothing about girls, even though the “reading” could have been about anything.
	Language Arts/Reading	K	Video	Common Nouns for People	The illustrations for “policeman” (this should be police officer), firefighter, and doctor are all boys. The girls are depicted as artists or actresses	Gender roles
5	Social Studies	5	Problems	The People of America	Native Americans mentioned once.	Discriminatory content (National Origin): Diminishing role of Native Americans in American History. (the assessment for this lesson is long and many questions are duplicated.
11	Social Studies	K	Problems	Getting Along	Problems 1-10	Discriminatory content (Race): All the kids in the photos are white. Lack of diversity.
19	Social Studies	K	Problems	Rules at School	Problems 1-10	Discriminatory content (Race): All the kids in the photos are white. Lack of diversity.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
	Grade 1 Language Arts/Reading-Common Core	1	book	Jobs Problems 1-8	Boys were depicted as a fireman, policeman, builder, pilot, farmer, detective, magician. Girls were depicted as nurse, baker, grocery clerk, dancer, artist. One girl was an astronaut	Gender Roles
	English	7	Lesson manual	Making inferences about characters	As an example in the lesson manual -  Manual says that because the passage infers that Billy is wearing a gorgeous shirt, he probably is rich	Physical appearance (also this is in a middle school curriculum, at an age where girls may have worries about their appearance) Social Economic status
	English	8- HS		Readings	8th -Call of the Wild, Paul Revere's Ride, Much Ado about Nothing, War of the Worlds, Casey at Bat, Beowulf, one short story by O'Henry, HS - numerous male authors	For 8th grade, the majority of characters in these texts are male, only Much Ado about Nothing has a few female characters. All are written by white men. No cultural or people of color authors/texts. This continued into the high school curriculum, with a majority of male authors.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
231-232	Social Studies	4	Problems	Alaska and Hawaii	Whole unit	Discriminatory content (Ethnicity): There is no mention of Native Hawaiians or Native Alaskans beyond one question about Liliuokalani.
231-232	Social Studies	4	Problems	Alaska and Hawaii	The only question about the fall of the Hawaiian Monarchy asks what Queen Liliuokalani did when the United States arrived. 	Discriminatory content (Ethnicity): Grossly misrepresents what occurred during the overthrow and infers that Hawaiian history begins at the overthrow of the Monarchy.
231-232	Social Studies	4	Video	Alaska and Hawaii	Presenter mispronounces Queen Liliuokalani's name (which is only mentioned once in the unit)	Discriminatory content (Ethnicity): Demeans Queen Liliuokalani, an important figure in Hawaiian and American history.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
	Language Arts	3	Overall		<p>Male Books Tommy's Trouble, King Arthur, The Man who Didn't Smile, Craig Plants a Seed, Jamal the Brave (only book involving a black character), The case of the messed up office, Icarus and the Wings of Wax, Freddy's Silver Spurs, Henry Raises Chickens, American Heroes: George Washington, Alex Hatches Chickens,</p> <p>Female Books Rosina and the Fairy Dance Refreshments, Jamie, Patty's Second Chance, The Princess and the Pea, Becky and the Fairy, The Picnic Treat, Jenny's Kitten</p>	<p>The majority of "fiction" books in this grade level have male main characters.</p> <p>Also, the books with female characters revolve around , art, baking, and friendship; while the male books involve solving problems, being brave, adventure, farming</p> <p>In addition, there was only one book that involved a character who was not white.</p>
	Language Arts	3	Video	Real Life Connections Adjectives	<p>The word being used was, Brave. Woman on video says, [REDACTED]</p> <p>[REDACTED]</p> <p>The sentence is: [REDACTED]</p> <p>[REDACTED]</p> <p>The beginning part of the video involved the description of a girl as friendly.</p>	<p>Gender Soldiers are also women</p>





CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
30	Social Studies	4	Problems	Rich Culture	[REDACTED]	Discriminatory content (Ethnicity/National Origin): Diminishes ethnic/national origins of many other groups that make up New York.
52-53	Social Studies	4	Problems	Industry Grows	[REDACTED]	Discriminatory content (Race): Diminishes the slave experience in America.
86-87	Social Studies	4	Problems	Life of the Narragansett People	Whole Unit	Discriminatory content (Ethnicity): The entire slide deck refers to Narragansett Indians - incorrect/inappropriate term - should be tribe or people.
86-87	Social Studies	4	Problems	Life of the Narragansett People	[REDACTED]	Discriminatory content (Ethnicity): The answer choices demean the Narragansett People and suggest inappropriate generalizations.
90-91	Social Studies	4	Problems	Beginning a New Nation	Entire slide deck	Discriminatory content (Ethnicity): Slides feature a white child wearing a headband and a feather. Mocks Native Americans.


CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
	High School English 1	9	Problems	Practice with Run On Sentences	One of the problems is to correct the following sentence. "I want to know God's thoughts; all the rest are just details."	Religion Separation of Church and State Though the quote is from Einstein, any other quote or sentence could have been used without religious reference.
11	US History II 1877-21st Century	10	Problems	Religious Debate	Essay assignment- Religious Debate	Unnecessary focus on religion. There are already two units on religion in this course, along with two assignments on religion. This assignment creates the appearance of religious instruction in public schools.
11	US History II 1877-21st Century	10	Problems	Religious Debate	Essay assignment - Religious Pluralism	Unnecessary focus on religion. There are already two units on religion in this course, along with two assignments on religion. This assignment creates the appearance of religious instruction in public schools.





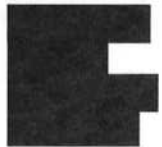
CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
34-35	US History A	10	Problems	First Great Awakening	 	Discriminatory content (Race): infers that slaves were not human prior to experiencing religion.
66-67	US History A	10	Problems	KKK	<p>Slide with a cartoon of a smiling, hooded KKK member and a soldier with "white league" written on his pocket (?) grasping hands (with a skull and bones) over a cowering black family.</p>   <p>Same cartoon is presented again in another slide with the same question.</p>	<p>Discriminatory content (Race): This cartoon is inappropriate, disturbing, and very difficult to interpret, even for this reviewer.</p> <p>Cartoon is unnecessary to make the point of the lesson.</p>

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
						
66-67	US History A	10	Video	KKK	Cartoon of donkey labeled "KKK" and two figures hanging from a tree with one holding a bag labeled "Ohio"	Inappropriate cartoon. Unnecessary to make the point of carpetbaggers helping the freed slaves.
64	US History A	10	Video	Carpetbagger s/Scalawags	Compared Civil War "cleanup" to cleaning up after Hurricane Katrina in New Orleans.	<p>Discriminatory content (Race): Diminishes the slave experience after the Civil War.</p> <p>Perpetuates stereotypes.</p> <p>This lesson focus on name-calling and labeling groups...buffoon, knacker (refers to an Irish traveler), scalawag (Southerner who supported Reconstruction), carpetbagger (Northerner who came to the South after the Civil War), jester, hoosier (refers to someone from Indiana - countrified person), bonacker (refers to working class families)</p>

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
	US History A	10	Problems	Jobs for Women	 	Discriminatory content (Gender): Why is a unit on Jobs for Women necessary? There is no unit on jobs for men.
95-96	US History A	10	Problems	Jobs for Women	 	Discriminatory content (Gender): Why is a unit on Jobs for Women necessary? There is no unit on jobs for men.
95-96	US History A	10	Problems	Jobs for Women	 	Discriminatory content (Gender): Why is a unit on Jobs for Women necessary? There is no unit on jobs for men.

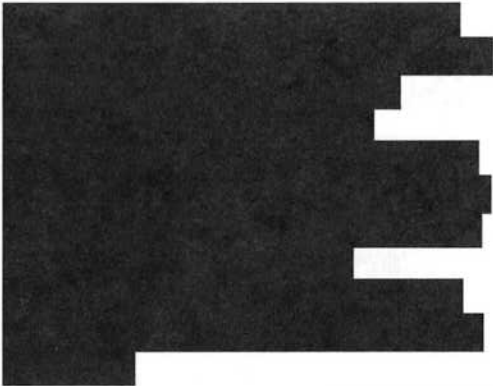
CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
94	US History A	10	Problems	Jobs for Immigrants	Whole unit	Discriminatory content (National Origin): There is no need for a unit on Jobs for Immigrants.
	US History A	10	Problems	Ellis and Angel Island	Whole unit - focus on immigration and national origin	Discriminatory content (National Origin): Unsure why a unit on Ellis and Angel Islands is necessary except to reinforce that Chinese immigrants and European immigrants arrived in different locations.
15	Grade 2 Science	2	Problems	Lab: Do Plants Need Water	Two problems in the set are completely irrelevant to the topic of the lesson.	Problems 9 and 10 include questions not relevant to the lesson. The title of the lesson is "Do Plants Need Water," but those questions are asking students, "Which thing is dangerous?" and the answers choices for problem 9 are a flower or a scissors, and for problem 10 are either a knife or a ball.
208	Grade 2 Science	2	Video	Investigating Properties of Matter	At 2:50 in the video, the teacher changes her voice and intonation when she says, [REDACTED]	It could be interpreted that the teacher is impersonating/mockng an accent, which may be offensive to some people.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
161	Middle School Integrated Science 1	Middle School	Video	Fresh Water As A Resource	Teacher creates a "us vs. them" scenario when she implies that everyone in the U.S. has easy access to fresh water simply by turning on their tap.	<p>Protected Class: Socioeconomic Status, National Origin</p> <p>At 0:20, the teacher explains that we access fresh water by turning on the tap, etc., [REDACTED]</p> <p>She goes on to say that there are places where people have to [REDACTED]</p> <p>[REDACTED] his</p> <p>can be interpreted as discriminatory against people not from the U.S. because she is assuming that people in the U.S. have easy access to clean water and those not in the U.S. do not. This is especially applicable to some of our HIDEO students who do not have easy access to fresh water from a tap.</p>

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
69-70	Social Studies	6	Video	Social Pyramid		Discriminatory content (Socio-economic status)
85-86	Social Studies	6	Problems /Video	Abraham and the Covenant	Whole unit	Discriminatory content (Religion): Religious instruction in public schools
89-92	Social Studies	6	Video/Problems	The Exodus, Pt 1 and Pt 2	2 units	Discriminatory content (Religion): Religious instruction in public schools
182-187	Social Studies	6	Video/Problems	Hinduism: Brahman and Multiple Gods; Hinduism: Dharma, Karma and Samsara; Hinduism: Karma,	3 units	Discriminatory content (Religion): Religious instruction in public schools

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
				Samsara and Moksha		
279-280	Social Studies	6	Video/Problems	Jesus: Parables and Teachings	Whole unit	Discriminatory content (Religion): Religious instruction in public schools
281-282	Social Studies	6	Video/problems	Death of Jesus	Whole unit	Discriminatory content (Religion): Religious instruction in public schools
2	SEL	Elem	Video	Personal Characteristics, Strengths and Value	[REDACTED]	Sexist. Perhaps highlight a different quote that is more inclusive.
3	SEL	Elem	Problems 1-20	Personal Characteristics, Strengths and Value	[REDACTED]	Multiple choice "C", best practice to avoid using religious based vocabulary
5	SEL	Elem	Problems 1-21	True Down to the Core	[REDACTED]	Multiple choice "A", best practice to avoid using religious based vocabulary

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
6	SEL	Elem	Video	Controlling Your Life	Uses: artist, musician, firefighter, policeman or scientist Depicts female musician; male police officer and scientist	Gender roles. Best practice to use gender neutral vocabulary.
7	SEL	Elem	Problems 1-19	Controlling your Life	Only 2 out of 7 activity questions use girl names	Best practice to have a better balance of boys and girls.
9	SEL	Elem	Problems 1-16	Boundaries and Responsibilities	[REDACTED]	Potential religious undertones
10	SEL	Elem	Video	Be Inspired	Uses: Firefighters, fireman, policeman, teachers Firefighter, police are men; teachers are woman; science teacher is male	Gender roles. Best practice to use gender neutral vocabulary
13	SEL	Elem	Problems 1-16	Be Considerate and Respectful	[REDACTED] A photo depicts an angry female with boxing gloves punching male in the face (both wearing street clothes) 1 out of the 9 pictures depicts a non-caucasian person.	Not appropriate to depict violence (especially for elementary level) Best practice to depict a better balance of non-majority races/ colors.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
17	SEL	Elem	Problems 1-20	Personal Care	[REDACTED]	Best practice to avoid using religious based vocabulary
2	SEL	MS	Video	Personal Characteristics, Strengths and Value	[REDACTED] [REDACTED]	Best practice to avoid using religious based vocabulary Sexist. Perhaps highlight a different quote that is more inclusive.
4	SEL	MS	Video	True Down to the Core	Image of person praying (hands together in front of chest, head faced toward the sky) amongst trees, superimposed with the quote, [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Best practice to avoid using religious based vocabulary and images. Patriotism - need to have a better explanation of that concept, provide context, have discourse (could be construed as national origin, race or color discrimination). Sexist. Perhaps highlight a different quote that is more inclusive. Best practice to use

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
						gender neutral vocabulary
5	SEL	MS	Problems 1-9	True Down to the Core	[REDACTED]	Patriotism - need to have a better explanation of that concept, provide context, have discourse (could be construed as national origin, race or color discrimination).
6	SEL	MS	Video	Controlling Your Life	fireman, policeman	Gender roles. Best practice to use gender neutral vocabulary
10	SEL	MS	Video	Be Inspired	policeman	Gender roles. Best practice to use gender neutral vocabulary
2	SEL	HS	Video	Personal Characteristics, Strengths and Value	[REDACTED]	Note: MS & HS SEL videos appear to use the same audio, but different images are used. Best practice to avoid using religious based vocabulary Sexist. Perhaps highlight a different quote that is more inclusive.
4	SEL	HS	Video	True Down to the Core	Image of person praying (hands clasped in front of chest, head faced toward the sky) amongst trees,	Best practice to avoid using religious based vocabulary and images.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
					superimposed with the quote, [REDACTED] [REDACTED] [REDACTED] [REDACTED]	Patriotism - need to have a better explanation of that concept, provide context, have discourse (could be construed as national origin, race or color discrimination). Sexist. Perhaps highlight a different quote that is more inclusive. Best practice to use gender neutral vocabulary
5	SEL	HS	Problems 1-9	True Down to the Core	[REDACTED] [REDACTED] [REDACTED]	Patriotism - need to have a better explanation of that concept, provide context, have discourse (could be construed as national origin, race or color discrimination).
6	SEL	HS	Video	Controlling Your Life	Fireman, policeman	Gender roles. Best practice to use gender neutral vocabulary
10	SEL	HS	Video	Be Inspired	policeman	Gender roles. Best practice to use gender neutral vocabulary
15	Health	MS	Problems 1-15	Steps In Decision	[REDACTED]	Best practice to avoid using religious based vocabulary.

CRCB Acellus Review Summary (September/October 2020)

Step	Course	Grade Level	Workgroup	LessonTitle	Issue	Concern and Explanation
				Making	[REDACTED]	
20	Health	MS	Video	Your Health Goals	[REDACTED]	Inappropriate. Best practice to avoid use of "crippled"
13	Health	HS	Video	Public Health	[REDACTED]	Best practice to avoid using religious based vocabulary.

EXHIBIT 2

POLICY 305-10

**ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST
STUDENT(S) BY EMPLOYEES**

The Department of Education strictly prohibits discrimination, including harassment, by any employee against a student based on the following protected classes: race, color, national origin, sex, physical or mental disability, and/or religion. In addition to the above protected bases, the Department of Education strictly prohibits any form of harassment and/or bullying based on the following: gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation.

A student shall not be excluded from participation in, be denied the benefits of, or otherwise be subjected to harassment, bullying, or discrimination under, any program, services, or activity of the Department of Education.

The Department of Education expressly prohibits retaliation against anyone engaging in protected activity. Protected activity is defined as anyone who files a complaint of harassment, bullying, or discrimination; participates in complaint or investigation proceedings dealing with harassment, bullying, or discrimination under this policy; inquires about his or her rights under this policy; or otherwise opposes acts covered under this policy.

The Department of Education shall develop regulations and procedures relating to this policy to include personnel action consequences for anyone who violates this policy.

[Approved: 02/17/2015 (as Board Policy 305.10); amended: 06/21/2016 (renumbered as Board Policy 305-10)]

Former policy 4211 history: approved: 02/21/2008

EXHIBIT 3

POLICY 900-3

RELIGION AND PUBLIC SCHOOLS

Hawaii's public schools shall neither inculcate nor inhibit religion. Religion and religious convictions must be treated with fairness and respect. The First Amendment is upheld when the religious rights of students are protected, but religion is not promoted by public schools.

No religious instruction shall be given in any public school by any employee of the Department of Education during the regular school day. Teaching about religion shall be permitted where it is a natural part of the curriculum to study the history of religion, the role of religion in the history of the United States and other countries, and the religious influence on the art, music, literature, and social customs of various cultures. Discussion, examination, and reinforcement of values, ethics, and morals commonly shared in this pluralistic society shall be expected of every teacher when such opportunities arise.

Prayer and other religious observances shall not be organized or sponsored by schools and the administrative and support units of the public school system, especially where students are in attendance or can observe the activities.

Students may engage in voluntary, student-initiated religious activities and discussion as long as their behavior is neither disruptive nor coercive. Secondary students may meet in school during non-instructional time to pray, read religious materials, discuss their faith, and invite other students to join their religious group if the school establishes a limited open forum for one or more student-initiated groups.

[Approved: 05/19/2015 (as Board Policy 900.3); amended: 06/21/2016 (renumbered as Board Policy 900-3)]

Former policy 2230 history: former code no.: 6122.81; policy approved: 1947; amended: 07/1960, 11/1960, 05/1966, 10/1970, 03/1988, 01/1999

EXHIBIT 4

September 15, 2020

**Constitutional Concerns Regarding
Third-Party Virtual Learning Services**

Dear Education Administrator:

I am writing to make you aware of an important development that may affect public education in your state, particularly given the increased focus on virtual learning during the 2020-2021 school year. American Atheists recently learned that at least some schools in states — for example in Ohio, Michigan, and New Mexico — have contracted with third-party virtual learning services that are inappropriately integrating sectarian religious elements into classes. We have received numerous complaints from parents regarding this matter, and we are continuing to investigate which third-party companies are engaging in this activity and how many districts are impacted. However, we urge you to take proactive measures to ensure that schools in your state comply with constitutional requirements when providing virtual learning.

American Atheists is a national civil rights organization that works to achieve religious equality for all Americans by protecting what Thomas Jefferson called the “wall of separation” between government and religion created by the First Amendment. We strive to create an environment where atheism and atheists are accepted as members of our nation’s communities and where casual bigotry against our community is seen as abhorrent and unacceptable. We promote understanding of atheists through education, outreach, and community-building and work to end the stigma associated with being an atheist in America. As advocates for religious liberty, American Atheists believes that no young person should be subject to religious coercion in education.

The complaints American Atheists received involve the inclusion of curricular materials that explicitly promote elements of Christian theology and have no place in a public school curriculum. Specifically, the curriculum had a substantially disproportionate focus on myths of the “ancient Hebrews,” which was not in accordance with the state learning standards.

For example, students were asked to recount the story of the Tower of Babel and explain Yahweh’s motivations, draw a pictorial representation of the story, and recount the Bible story. Another lesson instructed the students to make plant, animal, and human “forms” out of clay and “think about how you feel when you create, and then destroy, each of your forms. How does it feel to bring form out of nothing? How does it feel to create something out of a lump?” By advancing a particular religious viewpoint, these

materials violate the Establishment and Free Exercise Clauses of the First Amendment and the Religious Freedom Restoration Act, and may violate provisions of state law as well.

Moreover, based on both complaints American Atheists has received and statements made by these third-party virtual learning vendors, we believe these lessons, and perhaps others that violate constitutional requirements, are quite widespread.

Therefore, we ask you to take steps to ensure that school districts in your state are aware of their constitutional duties in this area. First, we ask you to inform school districts that they should carefully review virtual learning curricula and materials for compliance with constitutional requirements as well as state learning standards. Second, it is important that educators know that modules, units, and lessons should not be taken out of context. For example, we have received complaints where materials that could be permissible in high-level English classes — specifically, lessons involving analysis of sermons — were taught to younger students in a devotional manner. Finally, we ask you to communicate to school districts that students should not be penalized or in any way disadvantaged for refusing to participate in any assignments that promote religion generally or any particular religious beliefs.

The Establishment Clause of the First Amendment to the U.S. Constitution demands that government remain neutral between different religious sects and between religion and nonreligion,¹ a requirement that extends to state governments via the Fourteenth Amendment.² When it comes to the education of our children, the government should be “particularly vigilant” in ensuring schools do not promote religious views that may conflict with the religious beliefs of students and their families.³ “Families entrust public schools with the education of their children, but condition their trust on the understanding that the classroom will not purposely be used to advance religious views that may conflict with the private beliefs of the student and his or her family.”⁴ When a school or school district “chooses to introduce and exhort religion in the school system,” it violates the Establishment Clause and the religious freedom of not only the students

¹ *Epperson v. Arkansas*, 393 U.S. 97, 104 (1968).

² *School District of Abington Twp. v. Schempp*, 374 U.S. 203, 205 (1963).

³ *Edwards v. Aguillard*, 482 U.S. 578, 583 (1987); see also *Widmar v. Vincent*, 454 U.S. 263, 274, n.14 (1981).

⁴ *Edwards*, 482 U.S. at 584.

in its care and their parents, but also the faculty and staff required to take part in such activity, as well as the local taxpayer forced to fund it.⁵

The Free Exercise Clause imposes an additional barrier against religious instruction in public schools by prohibiting the government from taking an action that discriminates along religious lines or otherwise regulates or prohibits religious conduct.⁶ Although neutral and generally applicable government acts that only incidentally infringe religious exercise do not violate the Free Exercise Clause, government acts that are not neutral must be narrowly tailored to achieve a compelling governmental interest.⁷ Moreover, the Religious Freedom Restoration Act [42 U.S.C. 2000bb.] prohibits the government, including programs that received federal funding, from compelling an act inconsistent with a person's observance or practice of their beliefs.⁸

Although these virtual learning services are private companies, because they contract with government entities around the country to provide curricular instruction to public school students, they may be considered a state actor and potentially be held liable as such under 42 U.S.C. § 1983.⁹ Similarly, under these circumstances, they may be liable for failure to comply with various contract requirements or for indemnification if school districts face liability.

As atheists, nonbelievers, and humanists — and as parents entitled to control the upbringing of their children — our constituents hold the sincere belief that decisions about whether and when their children will be introduced to religious beliefs, ideas, and concepts belong to their children alone and are not something to be dictated by a government contractor. Currently, about 24% of adults are religiously unaffiliated, and

⁵ *Coles by Coles v. Cleveland Bd. of Educ.*, 171 F.3d 369, 385-86 (6th Cir. 1999)

⁶ *Church of Lukumi Babalu Aye v. City of Hialeah*, 508 U.S. 520, 532 (1993); see also *Employment Div. v. Smith*, 494 U.S. 872, 876-77 (1990).

⁷ *Employment Div. v. Smith*, 494 U.S. 872, 879 (1990); *Sherbert v. Verner*, 374 U.S. 398, 403 (1963).

⁸ Jeff Sessions, *Federal Law Protections for Religious Liberty, Memorandum for All Executive Departments and Agencies*, U.S. Dept. of Justice (Oct. 6, 2017), <https://www.justice.gov/opa/press-release/file/1001891/download>; see also *Guidance Regarding Department of Education Grants and Executive Order 13798*, U.S. Dept. of Educ., <https://www2.ed.gov/about/offices/list/ope/edguidanceonreligiousliberty.pdf>.

⁹ See *Am. Mfrs. Mut. Ins. Co. v. Sullivan*, 526 U.S. 40, 52 (1999); *Adickes v. S. H. Kress & Co.*, 398 U.S. 144, 152 (1970); *Burton v. Wilmington Parking Authority*, 365 U.S. 715, 725 (1961).

atheists and agnostics make up about 7% of the total population.¹⁰ Studies show that approximately 13% of youth ages 13-18 identify as atheists and more than a third are non-religious.¹¹ Another 6% of Americans follow various non-Christian faiths.¹² In a recent survey of nonreligious Americans, nearly a third of respondents (29.4%) reported being discriminated against in education because of their nonreligious viewpoint.¹³ A recent study showed that Muslim and atheist parents face disproportionate discrimination by public school principals.¹⁴ For these reasons, we are especially vigilant regarding failure to uphold the separation of religion and government in public education settings.

Please do not hesitate to contact us if you have questions or if we can be helpful as you consider how best to respond to these concerns. You can reach me by email at agill@atheists.org. Thank you for your time and attention to this matter.

Sincerely,



Alison M. Gill, Esq.
Vice President, Legal & Policy
American Atheists

¹⁰ Daniel Cox & Robert P. Jones, *America's Changing Religious Identity: Findings from the 2016 American Values Atlas*, Public Religion Research Institution (Sep. 6, 2017), <https://www.ppri.org/research/american-religious-landscape-christian-religiously-unaffiliated/>.

¹¹ *Gen Z: The Culture, Beliefs and Motivations Shaping the Next Generation*, The Barna Group and Impact 360 Institute (Jan. 23, 2018).

¹² *America's Changing Religious Landscape*, Pew Research Center, 3 (May 12, 2015).

¹³ S. Frazer, A. El-Shafei, & Alison Gill, *Reality Check: Being Nonreligious in America*, 24 (2020).

¹⁴ Pfaff S., et al., "Do Street-Level Bureaucrats Discriminate Based on Religion? A Large-Scale Correspondence Experiment among American Public School Principals," *Public Administration Review* (Aug. 30, 2020), <https://onlinelibrary.wiley.com/doi/full/10.1111/puar.13235>.



AMERICAN ATHEISTS

225 CRISTIANI ST
CRANFORD, NJ 07016-3214

Address Service Requested



Christina Kishimoto
State Superintendent
Hawaii State Department of Education
1390 Miller Street
Honolulu, HI 96813

9884382409-2014



Appendix G: Disaggregation of Scores by Rubric

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CONTENT RUBRIC SCORES	24	46	1	13
ACCURACY	0	1	1.5	2
Biology				1
Collaborative Theater		1		
College and Career Readiness	1	1		
Cybersecurity I		1		
Discover English – Elementary ESL (in ELA)	1			
Discover English – High School ESL (in ELA)	2			
Discover English – Middle School ESL (in ELA)	1			
Discover Spanish		1		
Electrical Technology I		1		
Foundations of Music		1		
French I		1		
French II		1		
High School Health	1			1
Intro to Accounting				2
LA/Reading Common Core	1	7		1
Math Common Core	4	13		1
Math Common Core Algebra				1
Math Common Core High School Algebra II Common Core			1	
Math Common Core High School Geometry			1	
Math Common Core Pre-Algebra Common Core			1	
Math SPED		1		
Middle School German I		1		
Middle School Health		2		
Music Appreciation		1		
Principles of Agriculture		2		
Science	1	4		2
Science General Biology				1
Science Integrated Science 1	1			
Social Emotional – Middle School	1			
Social Emotional Learning – Elementary		2		
Social Emotional Learning – High School		1		
Social Studies	6	4		1
Social Studies Middle School				
American History	1			
SS US History II	3			
Totals	24	46	1	13

ADEQUACY	26	54	4
ADEQUACY	0	1	2
Biology		1	
Collaborative Theater			
Theater		1	
College and Career Readiness			2
Cybersecurity I		1	
Discover English – Elementary ESL (in ELA)		1	
Discover English – High School ESL (in ELA)	2		
Discover English – Middle School ESL (in ELA)		1	
Discover Spanish	1		
Electrical Technology I			1
Foundations of Music		1	
French I		1	
French II		1	
High School Health	1	1	
Intro to Accounting		2	
LA/Reading Common Core	3	5	1
Math Common Core	3	14	1
Math Common Core Algebra		1	
Math Common Core High School Algebra II Common Core		1	
Math Common Core High School Geometry		1	
Math Common Core Pre-Algebra Common Core			1
Math SPED	1		
Middle School German I	1		
Middle School Health		2	
Music Appreciation		1	
Principles of Agriculture		2	
Science	1	6	
Science General Biology	1		
Science Integrated Science 1	1		
Social Emotional – Middle School	1		
Social Emotional Learning – Elementary		2	
Social Emotional Learning – High School		1	
Social Studies	8	3	
Social Studies Middle School			
American History		1	
SS US History II	2	1	
Totals	26	54	4

APPROPRIATENESS	17	54	2	11
APPROPRIATENESS	0	1	1.5	2
Biology				1
Collaborative Theater		1		
College and Career Readiness			2	
Cybersecurity I		1		
Discover English – Elementary ESL (in ELA)	1			
Discover English – High School ESL (in ELA)		2		
Discover English – Middle School ESL (in ELA)	1			
Discover Spanish	1			
Electrical Technology I			1	
Foundations of Music	1			
French I		1		
French II		1		
High School Health	1	1		
Intro to Accounting				2
LA/Reading Common Core	1	8		
Math Common Core	4	11		3
Math Common Core Algebra				1
Math Common Core High School Algebra II Common Core		1		
Math Common Core High School Geometry		1		
Math Common Core Pre-Algebra Common Core		1		
Math SPED		1		
Middle School German I		1		
Middle School Health		2		
Music Appreciation		1		
Principles of Agriculture		1		1
Science	1	5		1
Science General Biology		1		
Science Integrated Science 1		1		
Social Emotional – Middle School	1			
Social Emotional Learning – Elementary		2		
Social Emotional Learning – High School	1			
Social Studies	2	6	1	2
Social Studies Middle School				
American History		1		
SS US History II	2	1		
Totals	17	54	2	11

DESIGN RUBRIC SCORES	26	50	8
MOTIVATION	0	1	2
Biology		1	
Collaborative Theater		1	
College and Career Readiness		2	
Cybersecurity I		1	
Discover English – Elementary ESL (in ELA)		1	
Discover English – High School ESL (in ELA)		2	
Discover English – Middle School ESL (in ELA)	1		
Discover Spanish	1		
Electrical Technology I	1		
Foundations of Music	1		
French I		1	
French II		1	
High School Health	2		
Intro to Accounting			2
LA/Reading Common Core	4	5	
Math Common Core	1	13	4
Math Common Core Algebra		1	
Math Common Core High School Algebra II Common Core	1		
Math Common Core High School Geometry	1		
Math Common Core Pre-Algebra Common Core		1	
Math SPED	1		
Middle School German I		1	
Middle School Health		2	
Music Appreciation		1	
Principles of Agriculture		1	1
Science	1	5	1
Science General Biology		1	
Science Integrated Science 1	1		
Social Emotional – Middle School	1		
Social Emotional Learning – Elementary		2	
Social Emotional Learning – High School		1	
Social Studies	5	6	
Social Studies Middle School American History	1		
SS US History II	3		
Totals	26	50	8

	4	37	43
CLEAR	0	1	2
Biology		1	
Collaborative Theater			1
College and Career Readiness			2
Cybersecurity I		1	
Discover English – Elementary ESL (in ELA)			1
Discover English – High School ESL (in ELA)			2
Discover English – Middle School ESL (in ELA)		1	
Discover Spanish		1	
Electrical Technology I	1		
Foundations of Music	1		
French I		1	
French II		1	
High School Health		1	1
Intro to Accounting			2
LA/Reading Common Core		7	2
Math Common Core		2	16
Math Common Core Algebra			1
Math Common Core High School Algebra II Common Core		1	
Math Common Core High School Geometry			1
Math Common Core Pre-Algebra Common Core		1	
Math SPED			1
Middle School German I			1
Middle School Health		1	1
Music Appreciation			1
Principles of Agriculture			2
Science	1		6
Science General Biology			1
Science Integrated Science 1		1	
Social Emotional – Middle School		1	
Social Emotional Learning – Elementary		2	
Social Emotional Learning – High School			1
Social Studies	1	10	
Social Studies Middle School American History		1	
SS US History II	1	2	
Totals	4	37	43

	6	58	19	1
USER-FRIENDLY	0	1	2	3
Biology				1
Collaborative Theater				1
College and Career Readiness				2
Cybersecurity I		1		
Discover English – Elementary ESL (in ELA)		1		
Discover English – High School ESL (in ELA)	1	1		
Discover English – Middle School ESL (in ELA)		1		
Discover Spanish		1		
Electrical Technology I	1			
Foundations of Music	1			
French I		1		
French II		1		
High School Health		1	1	
Intro to Accounting				2
LA/Reading Common Core	1	8		
Math Common Core	1	14	3	
Math Common Core Algebra			1	
Math Common Core High School Algebra II Common Core		1		
Math Common Core High School Geometry		1		
Math Common Core Pre-Algebra Common Core		1		
Math SPED		1		
Middle School German I		1		
Middle School Health			2	
Music Appreciation		1		
Principles of Agriculture				2
Science	6		1	
Science General Biology		1		
Science Integrated Science 1		1		
Social Emotional – Middle School				1
Social Emotional Learning – Elementary				2
Social Emotional Learning – High School				1
Social Studies	9	2		
Social Studies Middle School American History		1		
SS US History II	1	2		
Totals	6	58	19	1

INSTRUCTIONAL RUBRIC SCORES	39	1	40	4
FOCUS	0	0.5	1	2
Biology		1		
Collaborative Theater	1			
College and Career Readiness Cybersecurity I	1		1	
Discover English – Elementary ESL (in ELA)	1		1	
Discover English – High School ESL (in ELA)	2			
Discover English – Middle School ESL (in ELA)	1			
Discover Spanish	1			
Electrical Technology I			1	
Foundations of Music			1	
French I	1			
French II	1			
High School Health	1		1	
Intro to Accounting			2	
LA/Reading Common Core	1		7	1
Math Common Core	5		11	2
Math Common Core Algebra			1	
Math Common Core High School Algebra II Common Core			1	
Math Common Core High School Geometry	1			
Math Common Core Pre-Algebra Common Core				1
Math SPED	1			
Middle School German I	1			
Middle School Health	1		1	
Music Appreciation			1	
Principles of Agriculture Science	5		2	2
Science General Biology			1	
Science Integrated Science 1	1			
Social Emotional – Middle School			1	
Social Emotional Learning – Elementary	2			
Social Emotional Learning – High School			1	
Social Studies	9		2	
Social Studies Middle School American History	1			
SS US History II	1		2	
Totals	39	1	40	4

Totals	54	30
ENGAGEMENT	0	1
Biology		1
Collaborative Theater	1	
College and Career Readiness	2	
Cybersecurity I		1
Discover English – Elementary ESL (in ELA)	1	
Discover English – High School ESL (in ELA)	2	
Discover English – Middle School ESL (in ELA)	1	
Discover Spanish	1	
Electrical Technology I	1	
Foundations of Music	1	
French I	1	
French II		1
High School Health		2
Intro to Accounting	2	
LA/Reading Common Core	5	4
Math Common Core	9	9
Math Common Core Algebra	1	
Math Common Core High School Algebra II Common Core		1
Math Common Core High School Geometry	1	
Math Common Core Pre-Algebra Common Core		1
Math SPED	1	
Middle School German I	1	
Middle School Health		2
Music Appreciation	1	
Principles of Agriculture		2
Science	1	6
Science General Biology	1	
Science Integrated Science 1	1	
Social Emotional – Middle School	1	
Social Emotional Learning – Elementary	2	
Social Emotional Learning – High School	1	
Social Studies	11	
Social Studies Middle School American History	1	
SS US History II	3	
Totals	54	30

Totals	22	1	54	7
EVALUATION	0	0.5	1	2
Biology			1	
Collaborative Theater				1
College and Career Readiness	1			1
Cybersecurity I				1
Discover English – Elementary ESL (in ELA)				1
Discover English – High School ESL (in ELA)	1			1
Discover English – Middle School ESL (in ELA)				1
Discover Spanish				1
Electrical Technology I	1			
Foundations of Music				1
French I				1
French II				1
High School Health				2
Intro to Accounting				2
LA/Reading Common Core	4		4	1
Math Common Core	4		14	
Math Common Core Algebra				1
Math Common Core High School Algebra II Common Core				1
Math Common Core High School Geometry				1
Math Common Core Pre-Algebra Common Core				1
Math SPED				1
Middle School German I				1
Middle School Health				2
Music Appreciation				1
Principles of Agriculture				2
Science	1		6	
Science General Biology				1
Science Integrated Science 1				1
Social Emotional – Middle School				1
Social Emotional Learning – Elementary	2			
Social Emotional Learning – High School				1
Social Studies	6		4	1
Social Studies Middle School American History	1			
SS US History II	1	1	1	
Totals	22	1	54	7

TECHNOLOGY RUBRIC SCORES	13	67	4
PURPOSE	0	1	2
Biology		1	
Collaborative Theater		1	
College and Career Readiness		2	
Cybersecurity I		1	
Discover English – Elementary ESL (in ELA)			1
Discover English – High School ESL (in ELA)		2	
Discover English – Middle School ESL (in ELA)			1
Discover Spanish		1	
Electrical Technology I	1		
Foundations of Music	1		
French I		1	
French II		1	
High School Health		2	
Intro to Accounting	1		1
LA/Reading Common Core	3	6	
Math Common Core	18		
Math Common Core Algebra	1		
Math Common Core High School Algebra II Common Core	1		
Math Common Core High School Geometry	1		
Math Common Core Pre-Algebra Common Core	1		
Math SPED	1		
Middle School German I		1	
Middle School Health		2	
Music Appreciation		1	
Principles of Agriculture Science	1	6	1
Science General Biology		1	
Science Integrated Science 1		1	
Social Emotional – Middle School		1	
Social Emotional Learning – Elementary		2	
Social Emotional Learning – High School		1	
Social Studies	1	10	
Social Studies Middle School American History		1	
SS US History II	2	1	
Totals	13	67	4

RELIABILITY	1	1	23	52	1	6
	0	0.5	1	2	2.5	3
Biology				1		
Collaborative Theater			1			
College and Career Readiness				2		
Cybersecurity I			1			
Discover English – Elementary ESL (in ELA)				1		
Discover English – High School ESL (in ELA)				2		
Discover English – Middle School ESL (in ELA)				1		
Discover Spanish				1		
Electrical Technology I	1					
Foundations of Music			1			
French I				1		
French II				1		
High School Health				2		
Intro to Accounting					2	
LA/Reading Common Core			7	2		
Math Common Core			1	17		
Math Common Core Algebra				1		
Math Common Core High School Algebra II Common Core				1		
Math Common Core High School Geometry				1		
Math Common Core Pre-Algebra Common Core				1		
Math SPED				1		
Middle School German I				1		
Middle School Health			1	1		
Music Appreciation					1	
Principles of Agriculture Science			1	1		1
Science General Biology			2	4		1
Science Integrated Science 1				1		
Social Emotional – Middle School				1		
Social Emotional Learning – Elementary				1		1
Social Emotional Learning – High School				1		
Social Studies			4	5		2
Social Studies Middle School American History				1		
SS US History II			1	1		1
Totals	1	1	23	52	1	6

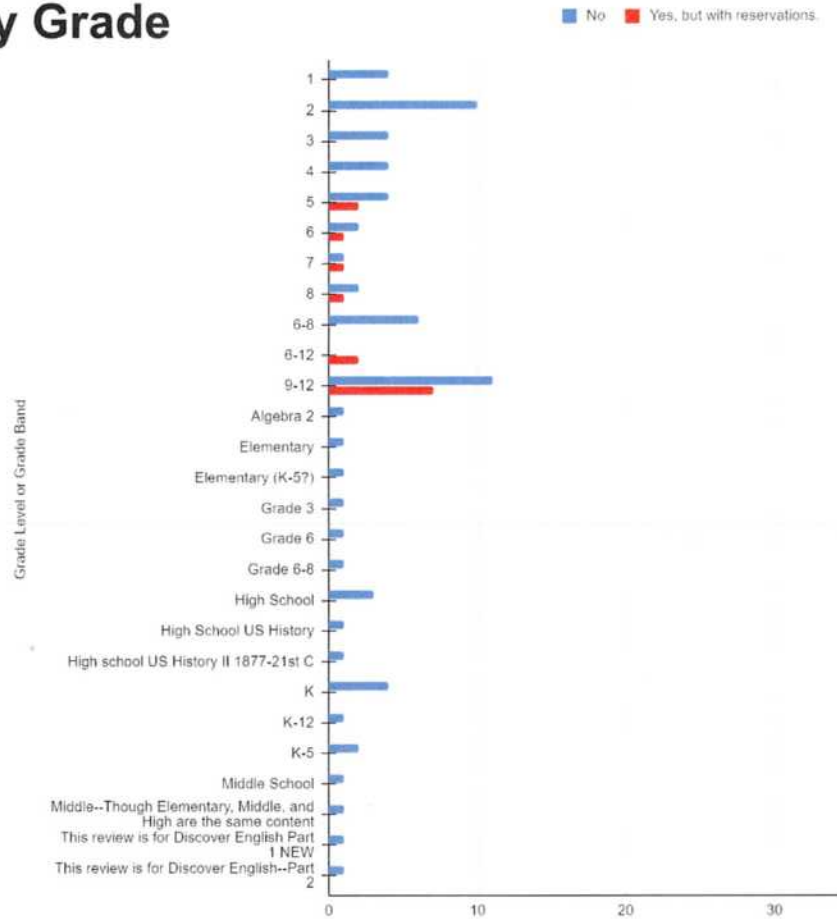
ACCESSIBILITY	27	50	7
	0	1	2
Biology		1	
Collaborative Theater		1	
College and Career Readiness			2
Cybersecurity I		1	
Discover English – Elementary ESL (in ELA)		1	
Discover English – High School ESL (in ELA)		2	
Discover English – Middle School ESL (in ELA)		1	
Discover Spanish		1	
Electrical Technology I			1
Foundations of Music		1	
French I		1	
French II		1	
High School Health		2	
Intro to Accounting		2	
LA/Reading Common Core	4	4	1
Math Common Core	6	12	
Math Common Core Algebra	1		
Math Common Core High School Algebra II Common Core		1	
Math Common Core High School Geometry	1		
Math Common Core Pre-Algebra Common Core		1	
Math SPED	1		
Middle School German I		1	
Middle School Health		2	
Music Appreciation	1		
Principles of Agriculture Science	1	6	1
Science General Biology		1	
Science Integrated Science 1	1		
Social Emotional – Middle School		1	
Social Emotional Learning – Elementary	1	1	
Social Emotional Learning – High School		1	
Social Studies	7	2	2
Social Studies Middle School American History		1	
SS US History II	3		
Totals	27	50	7

Appendix H: Graphs of Rubric Scores by Course, Grade Level, Indicator

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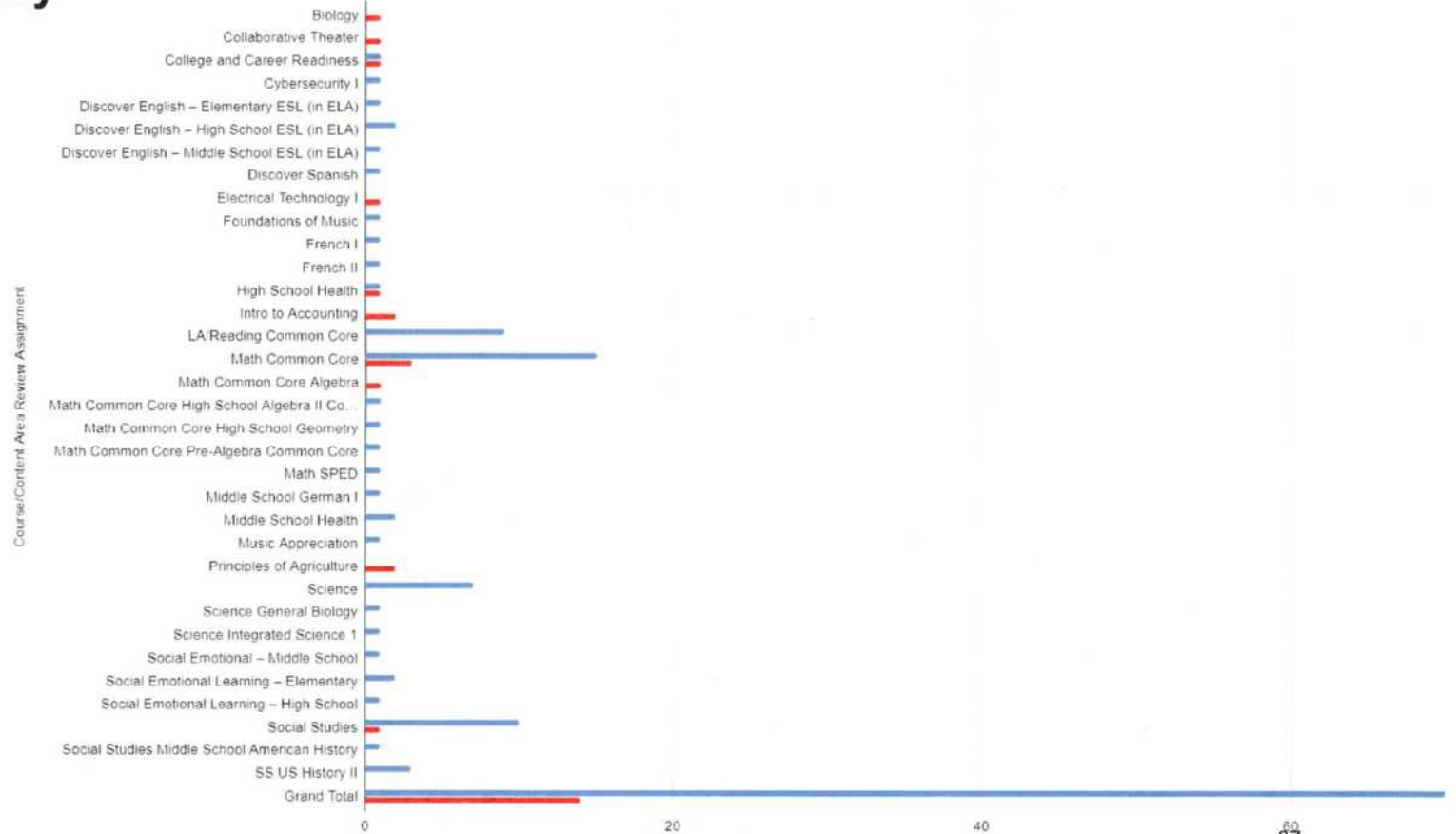
Recommendation By Grade Level





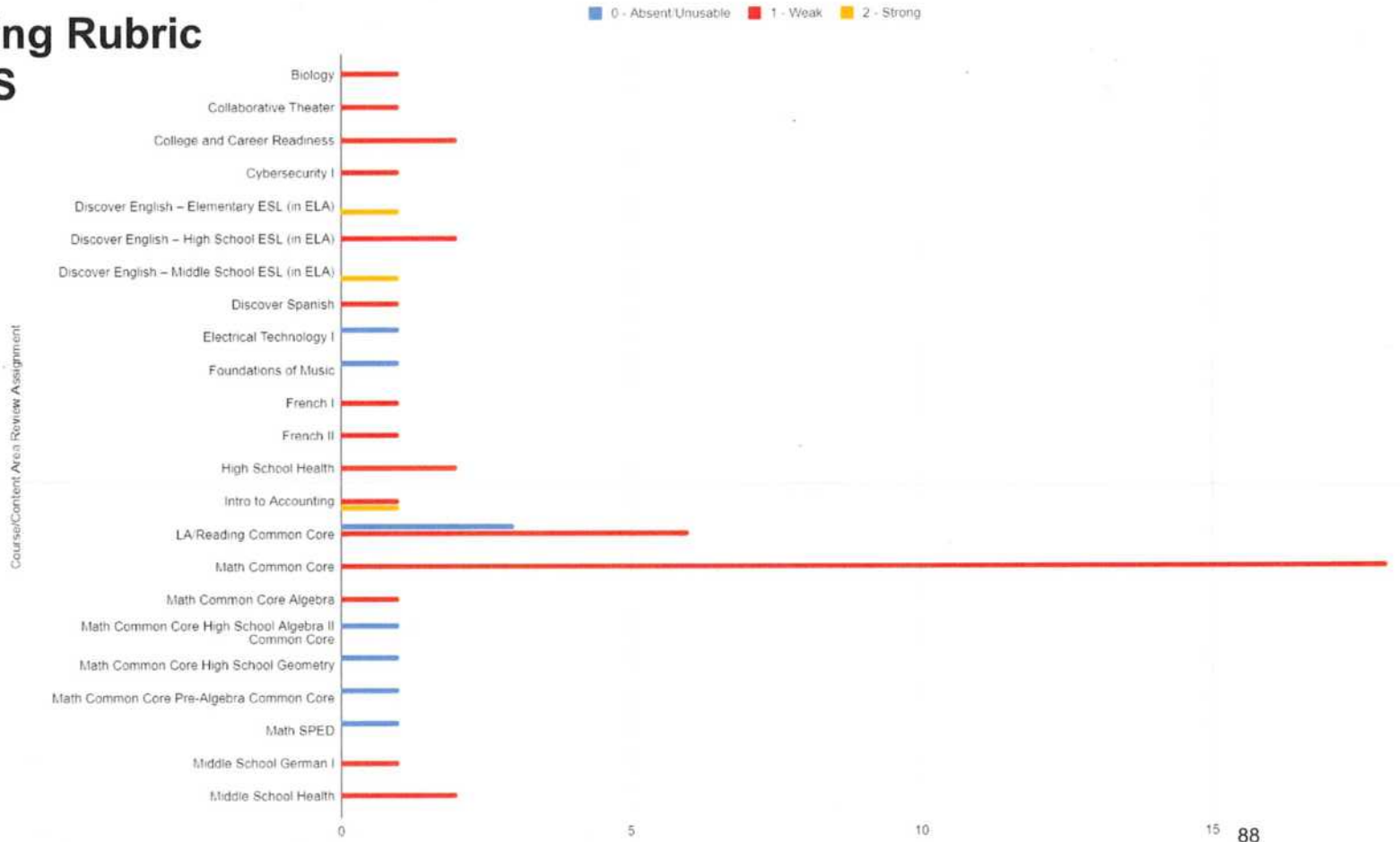
Recommendation By Course

■ No ■ Yes, but with reservations



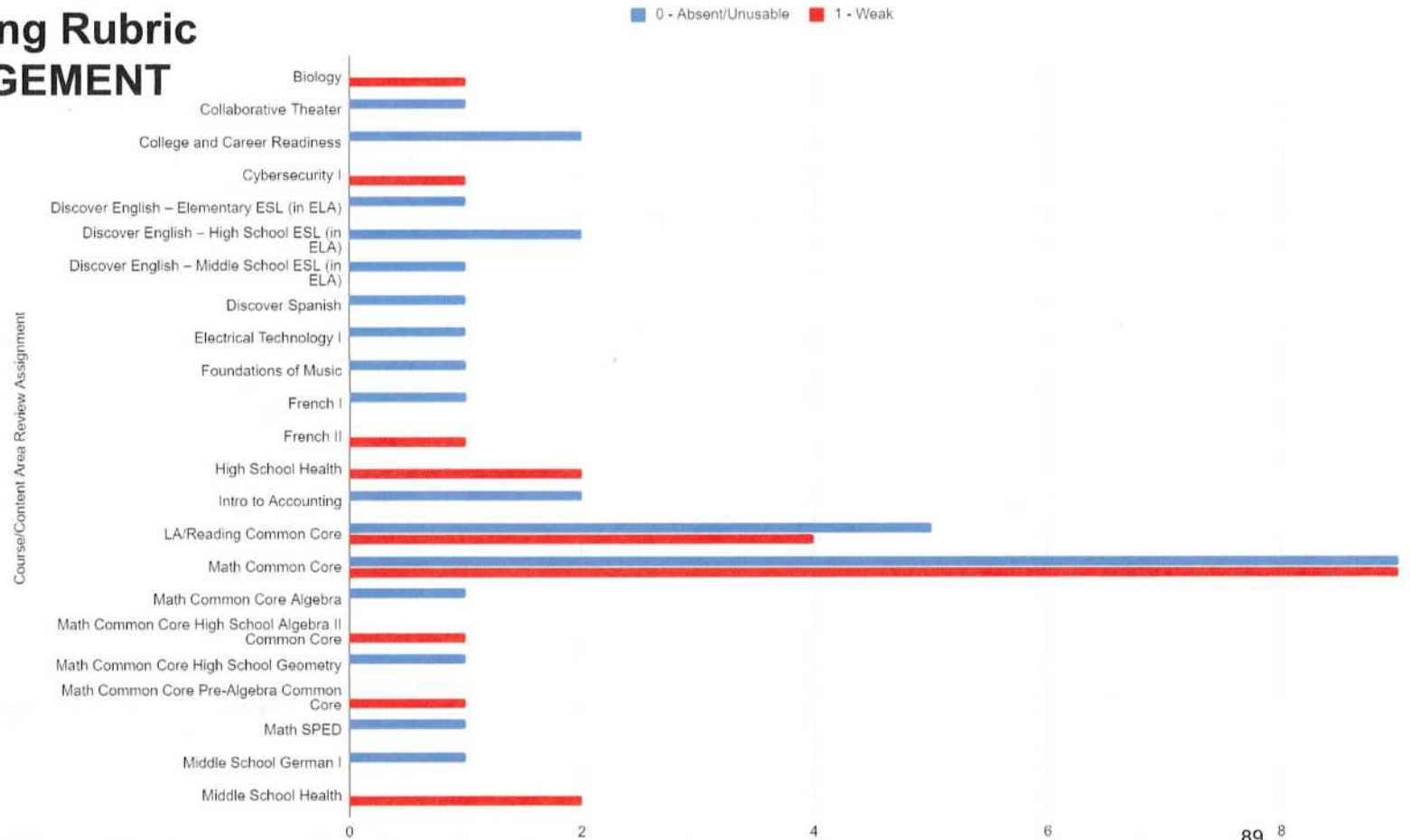


Instruction Scoring Rubric Indicator: FOCUS





Instruction Scoring Rubric Indicator: ENGAGEMENT

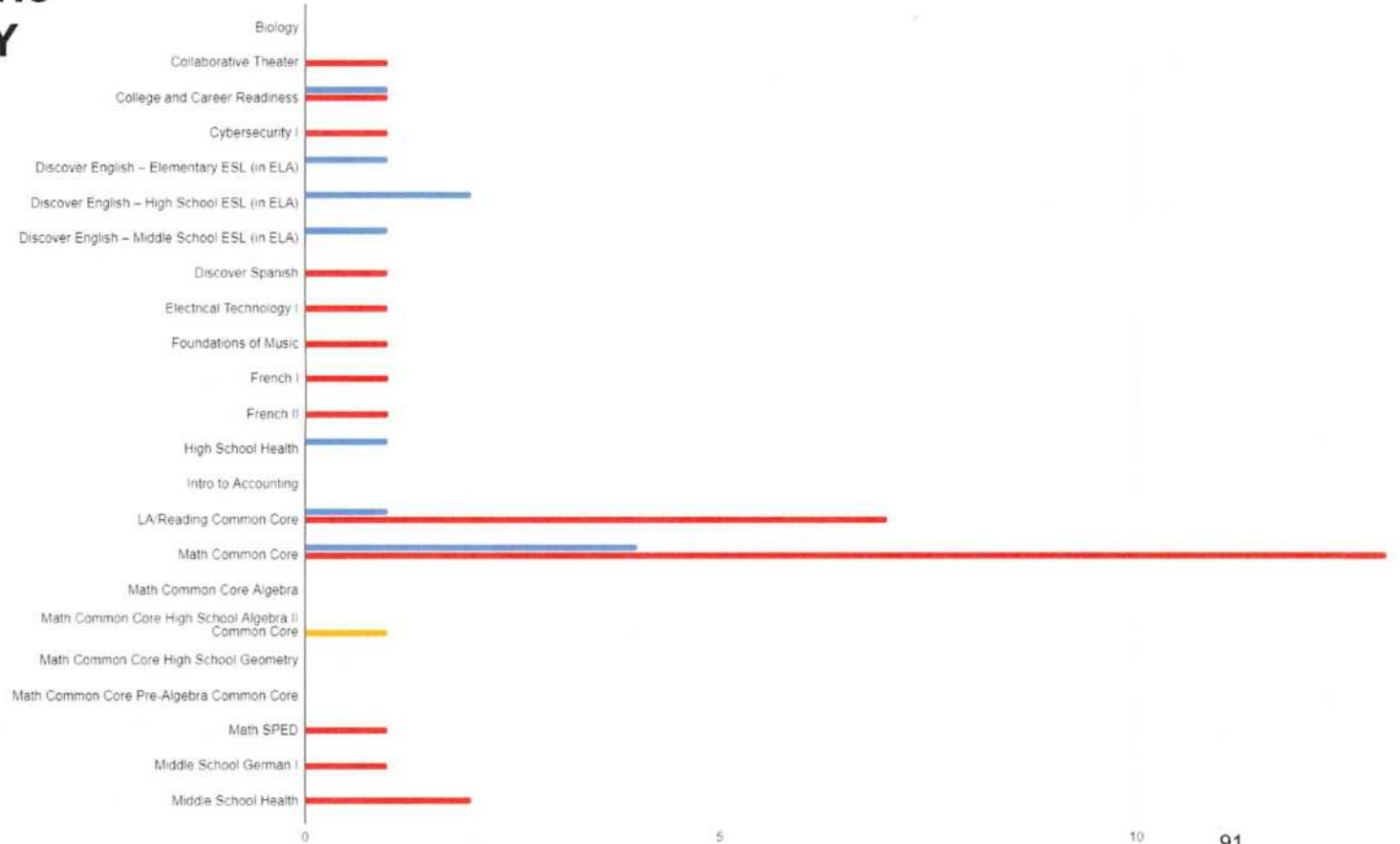




Content Scoring Rubric Indicator: ACCURACY

0 - Absent/Unusable 1 - Weak 1 - Weak, 2 - Strong

Course/Content Area Review Assignment

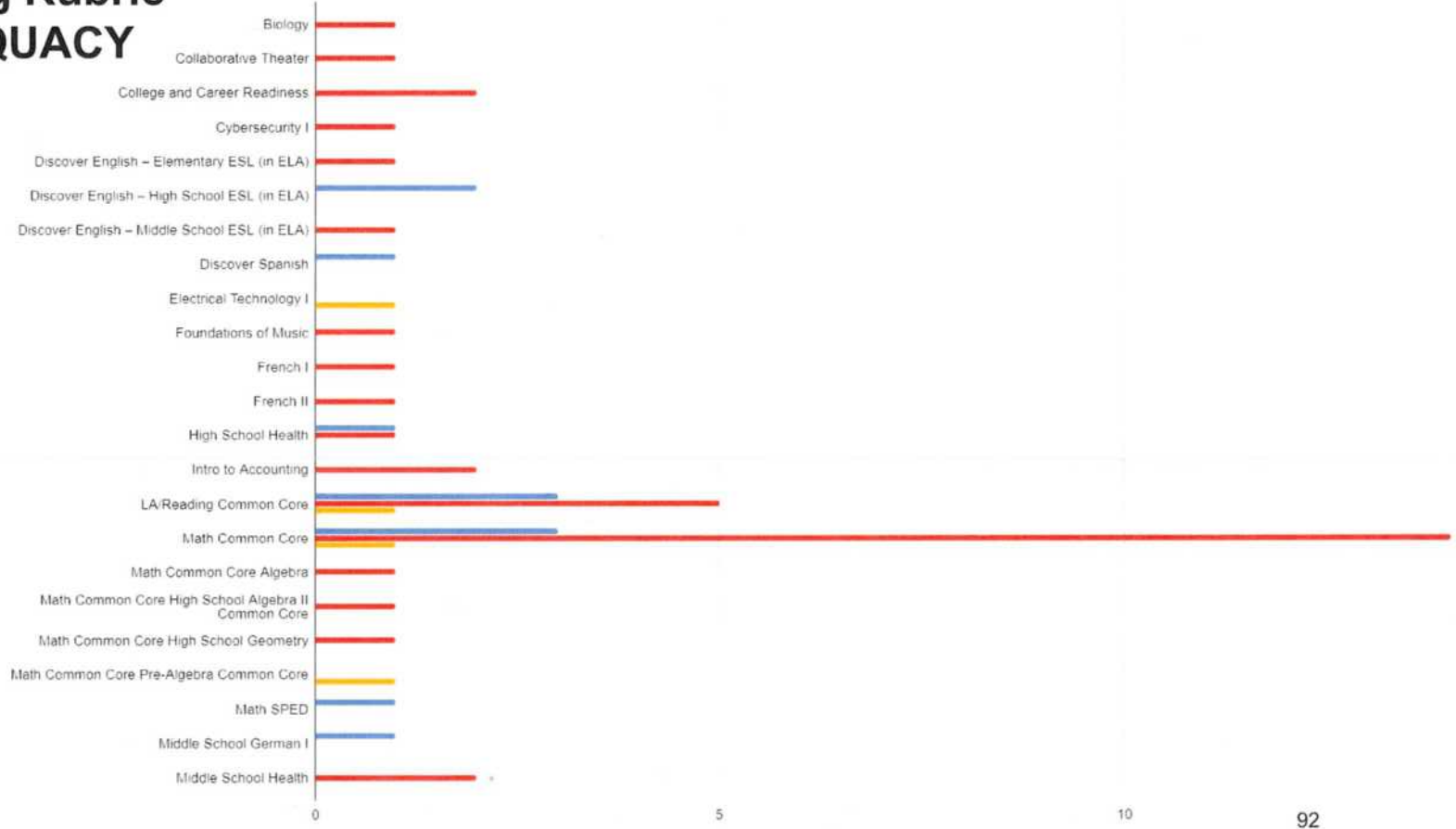




Content Scoring Rubric Indicator: ADEQUACY

0 - Absent/Unusable 1 - Weak 2 - Strong

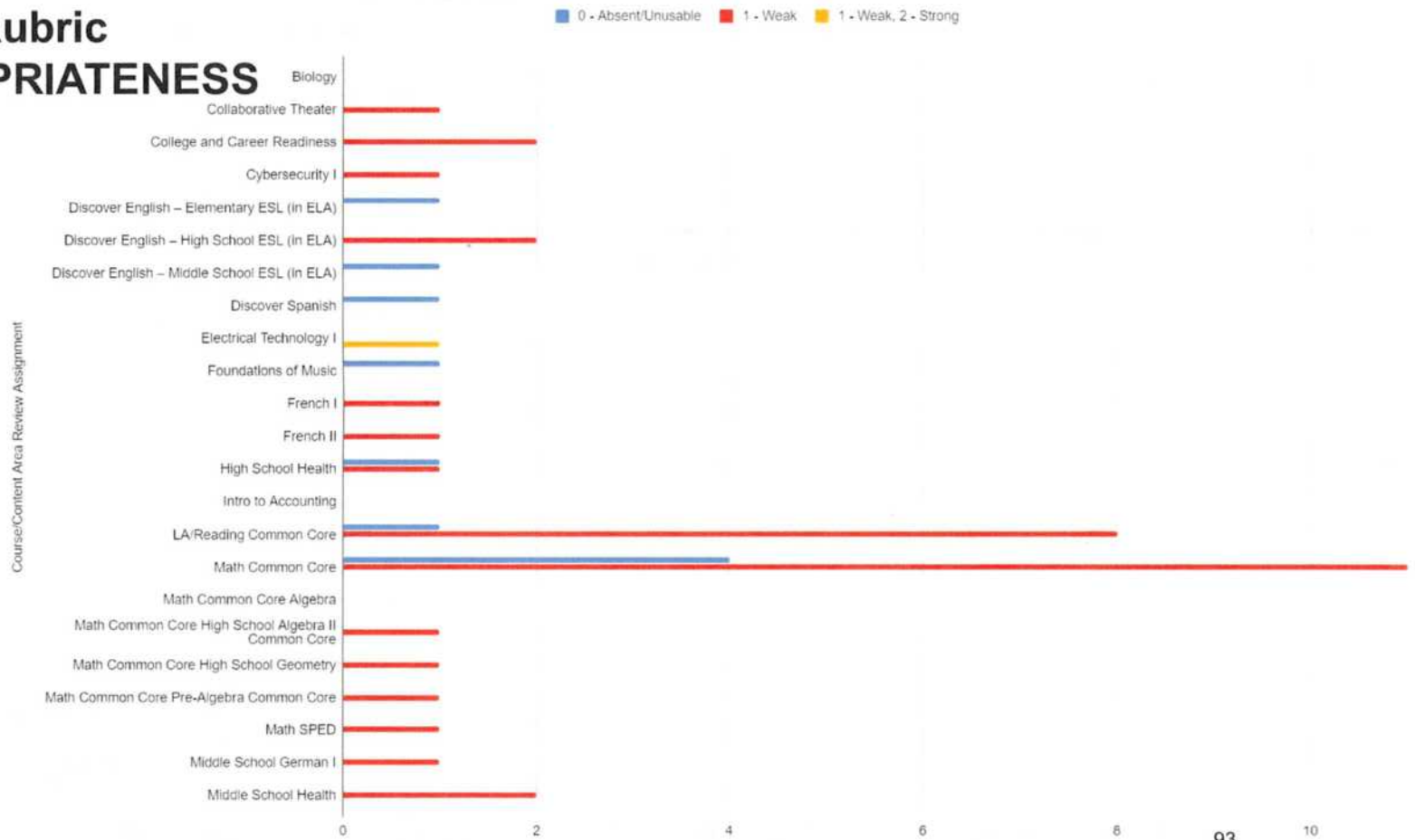
Course/Content Area Review Assignment





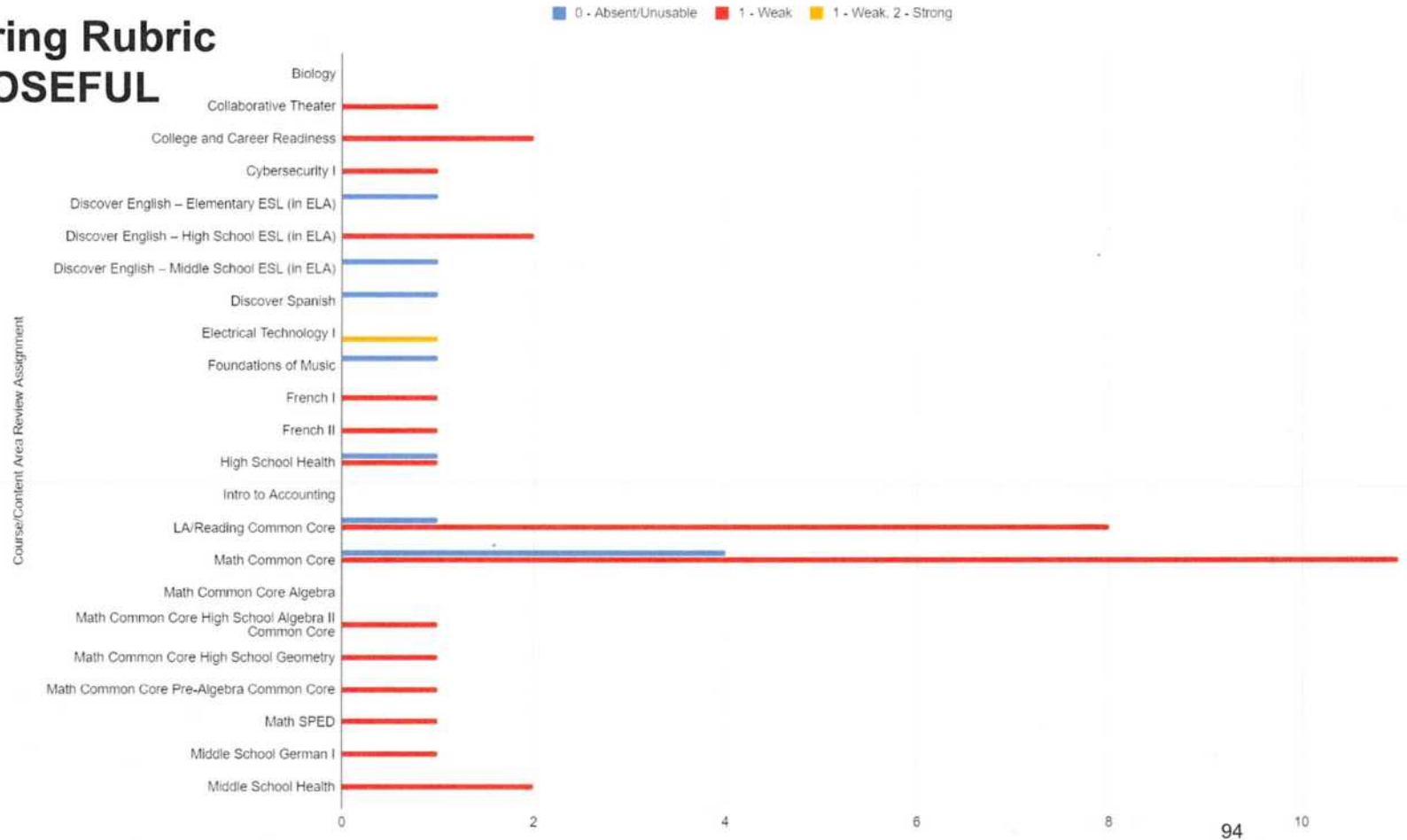
Content Scoring Rubric

Indicator: APPROPRIATENESS





Technology Scoring Rubric Indicator: PURPOSEFUL

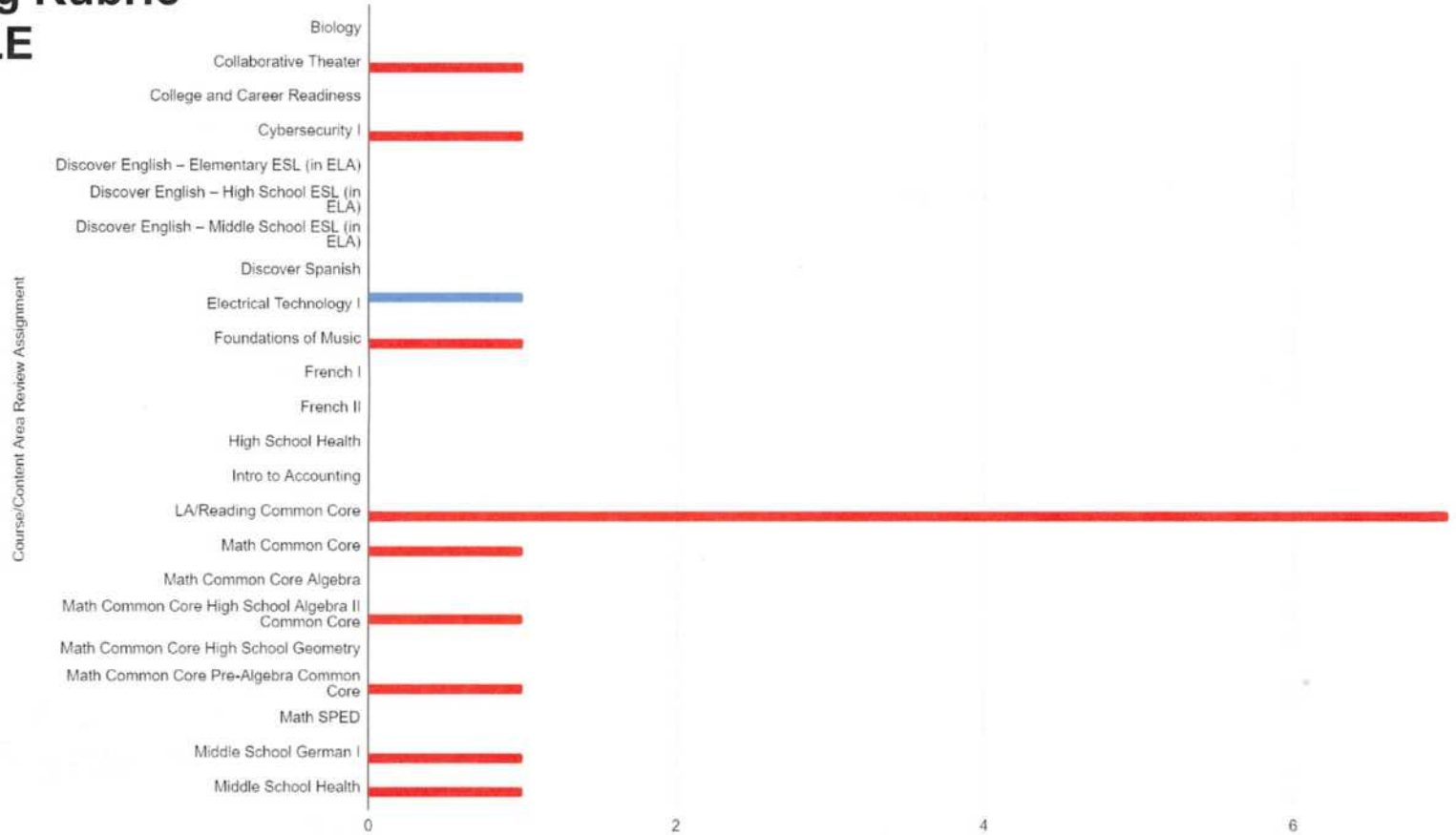




Technology Scoring Rubric

Indicator: RELIABLE

0 - Absent/Unusable 1 - Weak

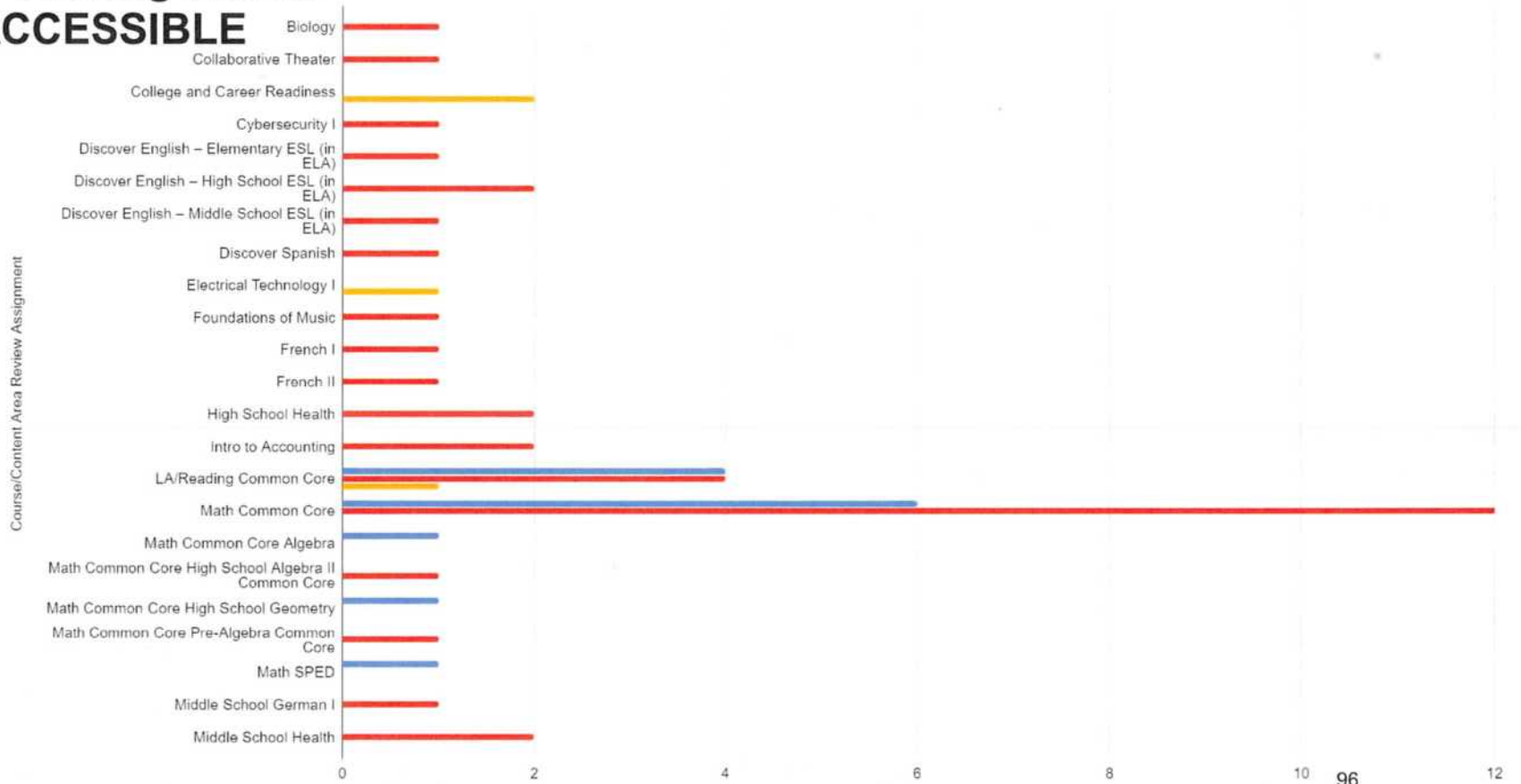




Technology Scoring Rubric

Indicator: ACCESSIBLE

0 - Absent/Unusable 1 - Weak 2 - Strong

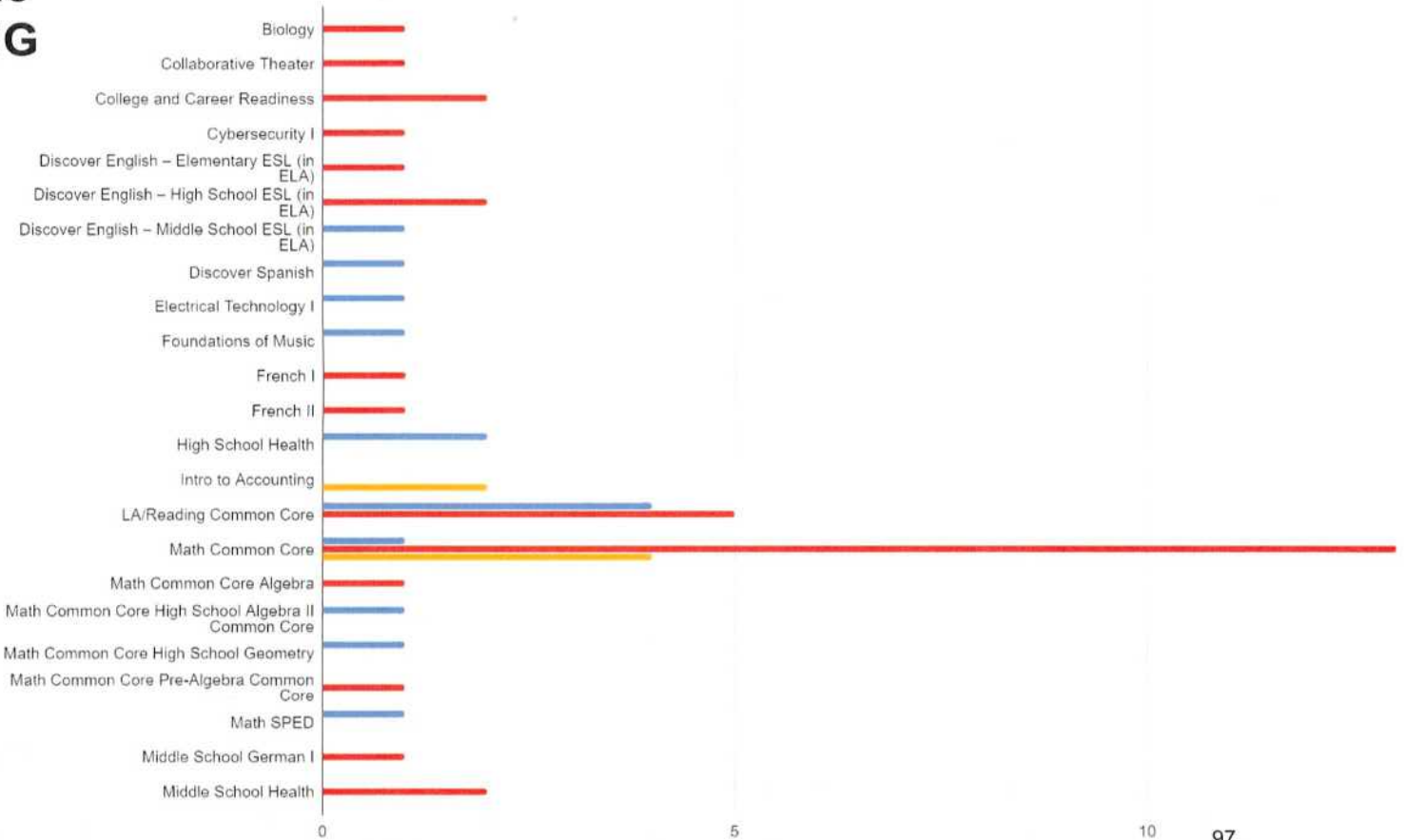




Design Scoring Rubric Indicator: MOTIVATING

0 - Absent/Unusable 1 - Weak 2 - Strong

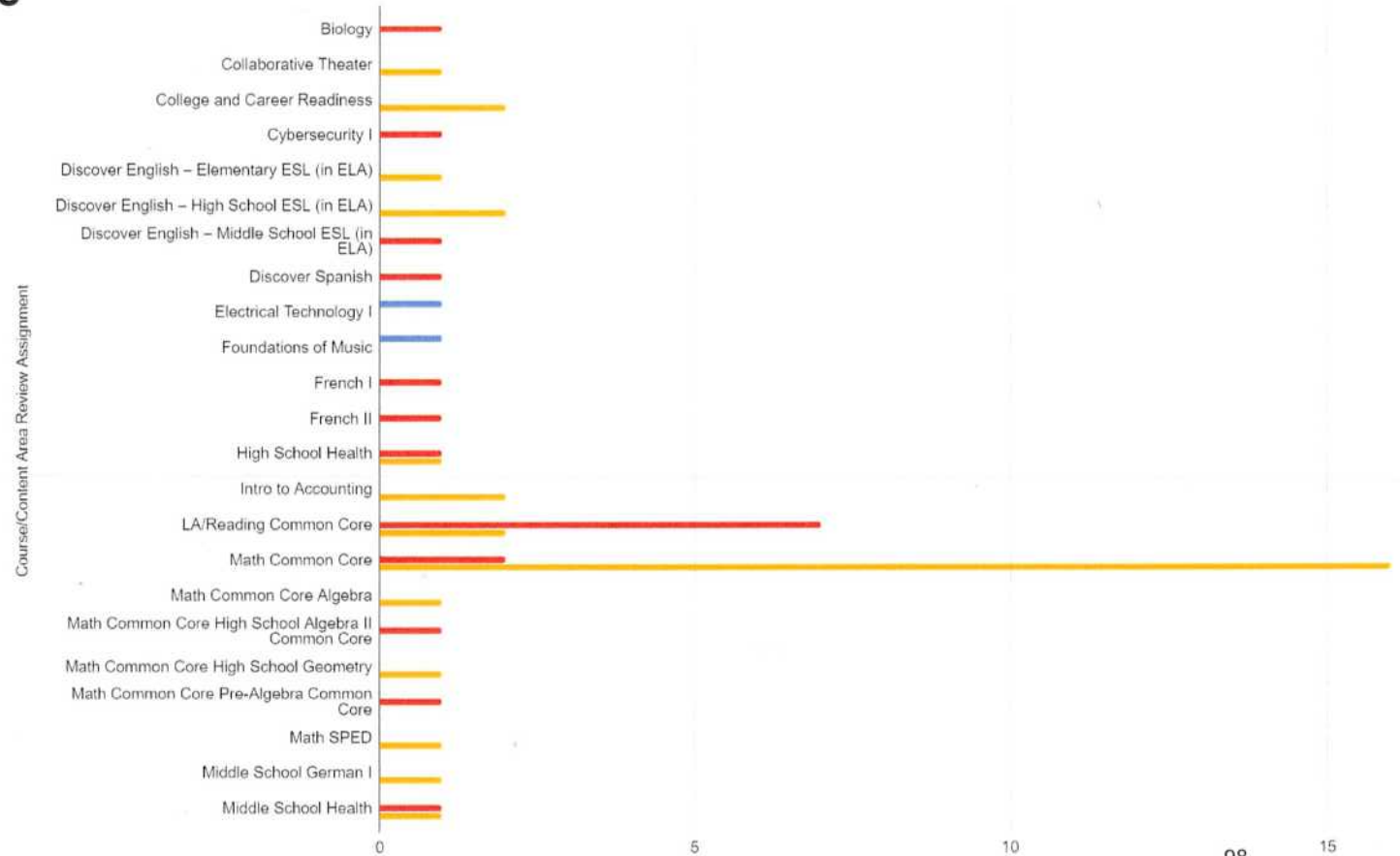
Course/Content Area Review Assignment





Design Scoring Rubric Indicator: CLEAR

0 - Absent/Unusable 1 - Weak 2 - Strong





Design Scoring Rubric

Indicator: USER-FRIENDLY



Appendix I: Review Panel Comments on Standards Alignment

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Acellus Alignment Issues to Hawaii Core Standards responses

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. Word problems should be an opportunity for students to use problem solving and critical thinking skills but that is not the case here.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. Lack of problem solving, communicating reasoning, using concrete models or drawings, etc.

The course does not present an integrated ELA program as called for in the Common Core State Standards, whereby reading, writing, speaking, and listening are woven together with a complex and engaging text at the center of instruction. The majority of the texts reviewed are not the complex engaging texts that would be worthy of time and attention, nor are they examined in detail in these lessons. There is very little close reading of the text to dig deeper into its meaning, explore its vocabulary, or better understand its syntax. While one of the 4th-grade units did have several texts on the topic of space, the lessons did not seem intentionally designed to deepen knowledge and vocabulary. There was no analysis of the texts provided, so it is unclear what the

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. I would not use this resource because students are just being shown steps to solve addition and subtraction fraction problems and are not being shown or given a solid understanding of what is happening when doing the computations. Connections are not being made.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. No concrete > pictorial > abstract progression when teaching. This is very important when teaching young students how to count.

This review had mostly low scores across the board. The content is not rigorous, nor is it aligned to NGSS, and it is not 3-dimensional. Students are not doing sense-making, developing models, or designing and conducting experiments. Though there were songs and images that addressed grade-level appropriate content and were engaging at times, there was no depth to the content. It may have been more appropriate when Hawai'i was using HCPS, but no longer appropriate now that Hawai'i has adopted NGSS.

On the plus side, the high school curriculum uses authentic texts, short stories, and speeches, such as: the Gettysburg Address, Kennedy's Inaugural Address "The Gift of the Magii", "T he "Interlopers". The texts cover a range of genres and there are a series of text-dependent questions to help unpack them. However they are not unpacked in a way that would be aligned to the common core, reading and then closely discussing and writing about the evidence in the texts. The only way to respond is via multiple choice questions.

There are no opportunities for speaking and building upon one another ideas in the curriculum. There are no suggestions for how the teacher might do this with his/her students, not prompts or build in collaboration technology.

It is unclear how the special lessons are integrated into the platform, without them there are no writing opportunities and there does not appear to be the type of writing to sources using evidence that is such a hallmark of the common core. The writing process is absent. There are no designated times for feedback.

The overall design and flow of the units is unclear. There doesn't appear to be a culminating task (the exams are just a random assortment of the same multiple-choice questions from the lessons). There is no clear line of inquiry connecting the texts and the tasks in a particular unit.

The teacher is clear in some videos but a bit confusing in the others and there are some pronunciation issues with vocabulary words - bravado is pronounced incorrectly. Many times it is just the teacher speaking, no textual or graphic support.

There does not seem to be enough explicit and clear instruction or a gradual release of responsibility. There were certain places where it was really unclear what the point was. The examples used to support Bias-(step 338) were very unclear. The academic vocabulary words were very random. They were not connected to a short story that was in the unit but instead another short story. The vocabulary lessons and actually the lessons as a whole are not very engaging. A clip from Kennedy's actual speech (a clip) is shown so there is a least an attempt at engagement. The controversial issues lessons were very confusing. The use of the term literature and the examples didn't match and then the problem set didn't seem to match the lessons. Lesson 340 seems to be about rhetorical devices but the teaching is not clear or strong

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor.

Besides not being aligned to any of the HCSSS, the content is questionable at times, there is little to no engaging features (the teachers sometimes mispronounces words) and the quiz is static and does not measure anything but a little (unimportant) rote memorization. Pictures also sometimes contain stereotypes.

It is not aligned to the HCSSS (even the inquiry standards) and I feel that either indoctrination or a bias toward thinking a certain way i.e., "American culture." (That is very difficult to define and certainly would be almost impossible for a 3rd grade student to do.

Hawaii Content and Performance Standards (HCPS) III for Fine Arts are not stated nor found in the course steps. Step videos and the problems do not address the HCPS III for Fine Arts and its benchmarks. Each step provides a basic foundation of music gear to beginning level students. The students are not actively engaged in critical thinking.

The problems are insufficient to gauge the effectiveness of the resource. The video is overly simplistic or contains extraneous information. The problems mostly consist of 2 option multiple choice. The choices are overt.

Usage of materials with errors and bias. Inconsistent content materials may present challenges for student learning.

The videos and problems are targeting K-5 but the problems and videos are overly simplistic for students above age 5. All the features are outdated and are not interactive.

The interface seems outdated. It does not sustain student motivation. I had my fourth-grade daughter look at the videos and the problems with me and she said, "They need to come up with better facts and better videos. Either include it in the video or don't include it in the problems."

From the teacher's perspective, because there are so many different places to navigate, it may be a little difficult to find things. Some items were hard to locate from the teachers' perspective. Within the course itself, it was easy to navigate because the steps are linear. Based on the teacher interface, navigation is clunky and not intuitive. Overall, the directions are missing, unclear, or inaccessible. It is poorly designed.

Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. Standard algorithm for subtraction is not mandatory until Grade 4. The least Acellus could have done was provide other strategies for the students to learn to do operations with subtraction.

These steps received low marks across the board. The work is not aligned to standards for this grade level and students do not engage in sensemaking. There are minimal supports to address all learners. This is unlikely to engage or motivate the target audience with new learning.

This resource does not align to the standards and everything about it is outdated.

Lacks alignment to standards and benchmarks. There is little or no reference to standards, health topic areas, and benchmarks. Lessons do not include a stated purpose or objective. Most times person in video just starts talking and does not give purpose, objectives, definitions or summarize previous lesson. There is no variety to structure of lessons. There is a video and a quiz that relies on recall, not stimulating or thought provoking to the student.

Instructor is knowledgeable about subject matter, content is adequate for introductory level, use of videos and animated graphics is effective to support instruction. However, it does not clearly align to our local career pathway standards; so supplemental instruction is needed.

This resource lacks academic credibility and based on the steps reviewed, addresses content that is inappropriate for this age level. As a result, concepts are dangerously oversimplified. If I were a parent, and this was the resource my child was using for their education, I would be livid. I am very concerned that students will be stunted in their learning development if they engage with this platform for a full school year. It does not address content standards and does not engage students to develop critical thinking and communication skills, nor does it motivate them to want to keep learning.

These steps received low marks across the board. The work is not aligned to standards for this grade level and students do not engage in sensemaking. There are minimal supports to address all learners. This is unlikely to engage or motivate the target audience.

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These steps received low marks across the board. The work is not aligned to standards for this grade level and students do not engage in sensemaking. The instructor does not seem to have an understanding of the material and perpetuates misconceptions. There are minimal supports to address all learners. This is unlikely to engage or motivate the target audience.

These steps received low marks across the board. The work is not aligned to standards for this grade level and students do not engage in sensemaking. There are minimal supports to address all learners. This is unlikely to engage or motivate the target audience.

This resource lacks academic credibility and provides inaccurate and/or misleading information. I was very disturbed by the inaccuracies in the "Free African Americans" lesson. The lessons do not address content standards and do not engage students to develop critical thinking and communication skills, nor do they motivate students to want to keep learning.

Even with some lessons that are correct and fairly interesting, they don't align to our state standards.

This resource lacks academic credibility and provides inaccurate and/or misleading information. The lessons do not address substantial areas of the content standards and do not engage students to develop any of the 4 C's.

It does not match our standards

These steps received 0 or 1 in most categories and 2 for only one category with regard to video/audio features. The course is not aligned to the HCPS III World Languages standards or the national WRSLL for middle school. Students do not engage in interpersonal, interpretive, and presentation communication. There is minimal comprehensible input and opportunity for meaningful interactions with the language. The grammar-translation approach is unlikely to engage or motivate the students.

The reviewed steps received low marks across the board. The content is not aligned to HCPS III World Languages or the national WRSLL standards and is not differentiated for the different grade levels. Students do not engage in interpersonal, interpretive, and presentation communication. The instruction does not reflect best practices to teach language for proficiency (see ACTFL's Guiding Principles for Language Learning). There is minimal comprehensible input and opportunity for meaningful interactions with the language. The audiolingual approach, repetitions, and the use of the same lesson structure for all lessons are unlikely to engage or motivate the students.

These steps received 0 or 1 in most categories and 2 for one category related to tech/visual/audio features. The course is not aligned to the HCPS III World Languages standards or the national WRSLL for high school level 2. Students do not engage in interpersonal, interpretive, and presentation communication. There is minimal comprehensible input and opportunity for meaningful interactions with the target language. The grammar-translation approach used for lesson design and instruction is unlikely to engage or motivate students.

These steps received 0 or 1 in most categories and 2 for one category related to tech/visual/audio features. The content is not aligned to the HCPS III World Languages standards or the national WRSLL for high school level 1. Students do not engage in interpersonal, interpretive, and presentation communication. There is minimal comprehensible input and opportunity for meaningful interactions with the language. The grammar-translation approach applied to lesson design and instruction is unlikely to engage or motivate students.

To me, the program lacks clarity and a sense of purpose. The information presented was often incorrect or poorly explained and seems like it would create a lot of confusion and frustration for students (it did for me). there is a lack of differentiation, no opportunities for students to collaborate, critical thinking is virtually non existent, and the units of study do not appear to be aligned to the common core standards. i would certainly not recommend this as a stand alone program, but some of the video or activities could possibly be incorporated as a supplement for a teacher to use, but it seems like their are far too many better resources to use (often free) that could be used. The learning goals are not always stated or easily inferred and the disjointed progression of the material makes it difficult to find much value in the steps that I reviewed.

Not aligned with many of our standards and the lesson is unclear and potentially divisive given its racial content

Do not use this unit in Acellus. Lacks alignment to the Common Core State Standards for Mathematics content and Standards for Mathematical Practice. The content in the unit and steps that I reviewed isn't being instruction using the Common Core shifts of focus, coherence or rigor. The lesson manual and syllabus doesn't even match what the kids are doing as assignments.

Hawaii adopted the WIDA ELD standards in 2009, recognizing that "English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes" (p. 4, WIDA Amplification of the ELD). The WIDA Standards Framework consists of a set of interactive and interdependent components that are designed to help all educators who plan for or directly instruct ELs. The Can Do Philosophy fits our commitment to Equity that we recognize all of our ELs bring cultural, experiential, and linguistic practices, skills, and ways of knowing from their homes and communities. In our Promise Plan we state, "One of the strategic opportunities for empowering a multilingual society is to "improve equity through EL achievement by systematically building school and complex area capacity to design high-quality EL programs using evidence-based instruction and inclusive practices" (Promise Plan p. 7). There was no evidence-based instruction observed in Acellus. The EL Guidance Manual outlines the expectations for the EL program, and recent policies have been implemented to support our teachers with becoming HQ and Sheltered Instruction Qualified so that ELs receive direct English instruction and are adequately supported throughout the day. When I asked the representative if the Acellus instructors had TESOL certification or background, I was told that they did not. We require that high-quality instructional materials are aligned to WIDA ELD standards; are inclusive of all language domains and the pedagogical vision of the standards; are content-rich and rigorous; are accessible to all students to promote equity; can be customized for local context; and are grounded in research and best practice. Acellus does not meet our requirements.

The alignment to the standards is not strongly evident in the reviewed units. The content overemphasized knowledge acquisition and body systems with little reference to or development of the full range of health literacy skills (comprehending concepts, analyzing influences, accessing valid and reliable resources, interpersonal communication, decision-making, goal-setting, self-management, advocacy). The unit assessments only included multiple choice questions that focused on recalling the video content. The lack of diversity in the images also contributes to the recommendation.

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I consulted with OSSS, and we agree that the Warning Signs lesson should be removed from the course. To ensure student safety during instruction, there need to be safety precautions, access to support resources, and updated content that align with best practices and safe messaging for suicide prevention education to youth. Self-paced delivery, lack of specific resources (i.e., immediate access to a supportive adult, crisis phone/text lines), and misconceptions are very concerning.

I also recommend that the Defense Mechanisms lesson be removed.

Hawaii adopted the WIDA ELD standards in 2009, recognizing that "English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes" (p. 4, WIDA Amplification of the ELD). The WIDA Standards Framework consists of a set of interactive and interdependent components that are designed to help all educators who plan for or directly instruct ELs. The Can Do Philosophy fits our commitment to Equity that we recognize all of our ELs bring cultural, experiential, and linguistic practices, skills, and ways of knowing from their homes and communities. In our Promise Plan we state, "One of the strategic opportunities for empowering a multilingual society is to "improve equity through EL achievement by systematically building school and complex area capacity to design high-quality EL programs using evidence-based instruction and inclusive practices" (Promise Plan p. 7). There was no evidence-based instruction observed in Acellus. The EL Guidance Manual outlines the expectations for the EL program, and recent policies have been implemented to support our teachers with becoming HQ and Sheltered Instruction Qualified so that ELs receive direct English instruction and are adequately supported throughout the day. When I asked the representative if the Acellus instructors had TESOL certification or background, I was told that they did not. We require that high-quality instructional materials are aligned to WIDA ELD standards; are inclusive of all language domains and the pedagogical vision of the standards; are content-rich and rigorous; are accessible to all students to promote equity; can be customized for local context; and are grounded in research and best practice. Acellus does not meet our requirements.

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As an online resource, this course content would need to be facilitated by a teacher and include supplemental engaging activities to fill in the areas lacking engagement and alignment to the CTE pathway standards.

The approach for spelling is not based on current research on explicit instruction. Spelling patterns started off at a Kindergarten CCSS level though eventually did move to grade 2 spelling patterns. However, the patterns were not reinforce in latter activities nor did it provide sufficient practice. This would require much teacher intervention in practicing and reading words that follow the spelling patterns.

needs additional support materials to give more depth and activities for each unit

HCPS III for Fine Arts, benchmarks, goals and objectives should be included in each step/lesson to allow students to understand their expectations.

Allow students time for hands on activities to apply concepts being taught in each step/lesson.

Supplemental activities need to be added for students actually to apply and use these concepts being taught. It may include observing how students design costumes or sets as well as use the different stage lighting.

Closely monitor Closed Captioning and make any necessary updates. Review video and questions to address bias'.

A glossary of definitions may be helpful for students to refer back. When introducing new vocabulary, share it visually. The course needs to be created based on the appropriate grade-level standards. In Acellus, one Theatre course addresses both Middle and High school.

Integrate interactive components to enhance the learning experience.

Access on Chromebooks limited. Possibly allowing teachers to access content on any platform would be helpful.

Providing other ways for students to access content to meet the diverse needs of students would be helpful (i.e. have printed handouts, interactive videos, etc.).

Incorporate more interactive elements as well as connecting concepts to the student interests could help to motivate students. Adding examples of students in action on site.

Reduce some of the "clicks" so that the teacher can easily find what it is that he/she is trying to locate.

The course is not coherent. It is a music history course rather than a music appreciation course for all the steps except for the last step. The last step asks the viewer to perform an aria or concerto and compose your own piece. It ends with a contemporary/pop music video of a student's original composition with high production value. It is not a performance of any of the types of compositions covered in the previous steps.

The information is weak and is nothing beyond a couple of facts. It is un-stimulating and I think would bore a student very quickly.

The content provided in these materials would not help a high school physical science student gain proficiency in the targeted standard or related skills. The instructional activity provided does not provide an engaging experience for the student, nor does it provide formative feedback to support learning. There are no opportunities for differentiation or for accommodating instruction for special needs. Some errors were noted in the provided content.

**Appendix J: Alignments to the Common Core State Standards/Performance Assessment
for English Language Arts, Mathematics and Science**

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	Alignment Issues	Bias/Fairness/Sensitivity Issues	Accessibility Issues	General Item Writing Practice	Content/Other
Math	<p>Misalignment to Standards and Grade Level Expectations</p> <p>(e.g., about 20% of the items in the Grade 8 CC Pre-Algebra Final exam were below grade level)</p>	<p>Vocabulary and images may be inappropriate and in some cases trigger negative emotions from students (e.g., pasture in a 3rd grade word problem as part of the context and sheriff images)</p>	<p>Many of the items refer to a 'green box' or use colors in the images that are challenging for the visually impaired and/or color blind students to see (e.g., yellow lines graphed on a coordinate plane)</p> <p>Are there similar accessibility tools for the assessment as offered in the Smarter Balanced Summative and Interim Assessments (e.g., Text-to-Speech)?</p>	<p>Unnecessary images in the stem of the items may distract students on the assessment</p> <p>Language in the stem and prompt of items are not clear</p>	<p>Incorrect use of math vocabulary (e.g., 8th grade final exam states 'solve an expression' rather than 'evaluate an expression')</p> <p>Math terminology needs to be included in the stem of the items to introduce geometric figures accurately (e.g., 'Two parallel lines are shown.' or 'A transversal cuts through a set of parallel lines as shown.')</p> <p>Incorrect notation in some of the geometry items (e.g., labeling with degrees when the students are finding the value of x and not the measure of the angle)</p> <p>Items are not written to assess higher order thinking (many are DOK 1 items)</p> <p>Limited Functionality: For Constructed Response items, it seems like the keypad functionality seems to be limited (e.g., entering a fraction, accepting multiple representations (1/2, 0.5)) because students have to enter a number in each box (see cell G2)</p> <p>After students enter a number in a response box, it doesn't seem like students can go back and change their entry (e.g., entering the x- and y-coordinates of an ordered pair)</p>
ELA/L	<p>Misalignment to Standards and Grade Level Expectations - At various points the situations/scenarios are above grade level, while the expectations are aligned to below-grade-level standards if aligned to grade-level standards at all, as the design of item stems leaves a lot of room for interpretation and there were no item specifications provided.</p>	<p>1. There does not seem to be an agreement amongst the items about grade-level-specific construct relevant vocabulary (https://portal.smarterbalanced.org/library/en/ela-construct-relevant-vocabulary.pdf) - sometimes CRV definitions are provided and other times they are not and at the same grade level; no standardized text seems to be used to determine grade-level appropriate general vocabulary, e.g., EDL/Children's Writer's Handbook.</p> <p>2. Inappropriate scenarios, both at the topic level (e.g., an item about a child "falling hard" is deceptively simple but certainly a bias/sensitivity issue for many reasons, or an item about a magician and his particular trick) and at the grade level (e.g., one item asked students to think about "publishing," which as a concept seems over a Grade 3 student's head, especially on a pre-test).</p> <p>3. Bias/sensitivity issues - does not seem to be a controlling guide around bias/sensitivity, e.g., regarding gender bias, there were items about girls/fashion and boys/saving others.</p>	<p>1. In items where students are meant to listen to a prompt, the button is hard to find so students will likely think they aren't able to listen to the passage or sentence once more.</p> <p>2. Unclear what testing supports there are for students. For example, there are sometimes highlighted/underlined portions that students must use to respond correctly. How will blind students be able to engage with these items?</p>	<p>1. Quite a few stems are either too open-ended (making all answer options defensible), unclear/awkwardly phrased (what is the task that the student is meant to complete?), or point directly to the key (e.g., same text in the stem, stem, and key).</p> <p>2. Awkward stem phrasing, e.g., "that sentence correctly" or "which pronoun gives greatest intensity" or "which idea is an example of factual writing that isn't descriptive". Could all be better phrased for appropriateness, clarity, and to attend to standard alignment.</p>	<p>1. No potential for constructed response items, e.g., short answers, and, therefore, offers few opportunities for students to demonstrate writing skills. Like Math, mainly DOK 1 items and no opportunities for higher order thinking.</p> <p>2. The pre-test blueprint should match the emphasis of CCSS, and it seems to place most of its emphasis on Language standards, and items do not provide sufficient opportunity to demonstrate student's reading comprehension or writing skills.</p> <p>3. Grade-level exam (as opposed to a pre-test) does not allow for students to demonstrate content knowledge at various performance levels. Many of the items are low complexity, with text complexity and stems being possibly multiple grades below grade level.</p> <p>4. Context is critical for ELA items and many of the items do not have sufficient context/explanation.</p>

<p>Science</p>	<p>A "quick review" of Acellus's Middle School and Biology materials was conducted but the primary focus was on Grade 5. The Next Generation Science Standards (NGSS) provide a framework for three-dimensional science teaching and learning in grades K-12 and set expectations for what students should be able to know and do in science. There are five major conceptual shifts that accompany the NGSS. Science teaching and learning should be three-dimensional, reflecting science and engineering in the real world. Science concepts and practices build from K through 12, with an emphasis on focus, coherence, and scientific literacy. Content is not a collection of isolated facts to be memorized, rather a body of knowledge to be discovered through understanding phenomena and designing solutions to engineering problems. Engineering is integrated into NGSS as an application of scientific knowledge to solving practical problems and real-world challenges.</p>				<p>Although Acellus shows a "paper alignment" to the NGSS, the 3-dimensional nature of NGSS and the focus of having students engage in learning science through engaging in learning about and understanding phenomena in the real world seems to be lacking. The emphasis appears to be on vocabulary development (i.e. Vocabulary Drills) and "factoids", largely missing out on the application of science and engineering practices and cross-cutting concepts, thus, there is likely to be limited development of understanding beyond the lower depths of knowledge. Without experiences working across the 3 dimensions to solve real world problems students are likely to find it difficult to demonstrate proficiency on the state-wide summative science assessments. Overall Content Adequacy: Content is inadequate to fully support the learning goals of NGSS (Score: 1)</p>
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Lessons from Acellus-Requesting to delete:

Step	Course	Grade Level	Workgroup	Lesson Title	Issue	Acellus Response
90-91	Basic SS Concepts	MS	Problems	Beginning a New Nation	Picture on slides for problems 1-4 is a white female figure with braids wearing a Native American headdress	10/26 – Image removed from problem.
90-91	Basic SS Concepts	MS	Problems	Beginning a New Nation	[REDACTED]	10/26 – Problem deleted.
92-93	Basic SS Concepts	MS	Problems	European Immigration	[REDACTED]	10/26 – Problem deleted.


92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/26 – Problem deleted.
92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/26 – Problem deleted.
92-93	Basic SS Concepts	MS	Problems	European Immigration	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/26 – Problem deleted.


71	World History-SEd	HS	Problems	Abraham and the Covenant	Whole unit	10/26 – Lesson removed from course.
71	World History-TLC	HS	Problems	Abraham and the Covenant	Whole unit	10/26 – Lesson removed from course.
73	World History-SEd	HS	Problems	Moses and the Israelites	Whole unit	10/26 – Lesson removed from course.
73	World History-TLC	HS	Problems	Moses and the Israelites	Whole unit	10/26 – Lesson removed from course.
75	World History-SEd	HS	Problems	Solomon's Temple	Whole Unit	10/26 – Lesson removed from course.
75	World History-TLC	HS	Problems	Solomon's Temple	Whole Unit	10/26 – Lesson removed from course.

77	World History- SEd	HS	Problems	Jesus of Nazareth	[REDACTED]	10/28 – Problem deleted.
77	World History- TLC	HS	Problems	Jesus of Nazareth	[REDACTED]	10/28 – Problem deleted.
77	World History-SEd	HS	Problems	Jesus of Nazareth	[REDACTED]	10/28 – Problem deleted.
79	World History-SEd	HS	Problems	Jesus: Parables and Teachings	Whole unit	10/26 – Lesson removed from course.
79	World History-TLC	HS	Problems	Jesus: Parables and Teachings	Whole unit	10/26 – Lesson removed from course.

79	World History-SEd	HS	Problems	Jesus: Parables and Teaching	[REDACTED]	10/26 – Lesson removed from course.
81	World History-SEd	HS	Problems	Crucifixion of Jesus	Whole unit	10/26 – Lesson removed from course.
81	World History-TLC	HS	Problems	Crucifixion of Jesus	Whole unit	10/26 – Lesson removed from course.
85	World History-SEd	HS	Problems	Muhammad and the Angel Gabriel	Whole unit	10/26 – Lesson removed from course.
85	World History-TLC	HS	Problems	Muhammad and the Angel Gabriel	Whole unit	10/26 – Lesson removed from course.
131	World History I	HS	Problems	Christian Apostles and Churches	Whole unit	10/26 – Lesson removed from course.

	Language Arts/Reading-Common Core	K	Problems	Comparing Characters	Illustration girl [REDACTED] Boy says [REDACTED] [REDACTED]	10/27 – Special Lesson was revised.
	Language Arts/Reading	K	Video	Common Nouns for People	The illustrations for “policeman” (this should be police officer), firefighter, and doctor are all boys. The girls are depicted as artists or actresses	10/26 – Lesson temporarily removed. Refilming initiated to incorporate updated criteria.
5	Social Studies	5	Problems	The People of America	Native Americans mentioned once.	10/26 – Problem deleted.
11	Social Studies	K	Problems	Getting Along	Problems 1-10	10/26 – Lesson removed from course.
19	Social Studies	K	Problems	Rules at School	Problems 1-10	10/26 – Lesson removed from course.

	Grade 1 Language Arts/Reading- Common Core	1	book	Jobs Problems 1-8	Boys were depicted as a fireman, policeman, builder, pilot, farmer, detective, magician. Girls were depicted as nurse, baker, grocery clerk, dancer, artist. One girl was an astronaut	10/26 – Removed from course.
	English	7	Lesson manual	Making Inferences About Characters	As an example in the lesson manual -  Manual says that because the passage infers that Billy is wearing a gorgeous shirt, he probably is rich.	10/27 – This example was removed from Lesson Manual.
	English	8- HS		Readings	8th -Call of the Wild, Paul Revere's Ride, Much Ado about Nothing, War of the Worlds, Casey at Bat, Beowulf, one short story by O'Henry, HS - numerous male authors	10/26 – Paul Revere's Ride and Beowulf were taken down. Additional filming initiated to incorporate more literature written by female authors.

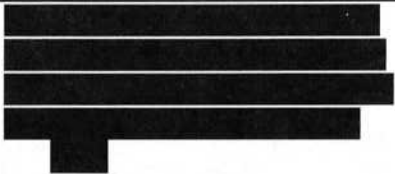
231-232	Social Studies	4	Problems	Alaska and Hawaii	Whole unit	10/26 – This lesson was replaced with new lessons filmed for each of these states.
231-232	Social Studies	4	Problems	Alaska and Hawaii	The only question about the fall of the Hawaiian Monarchy asks what Queen Liliuokalani did when the United States arrived. 	10/26 – This lesson was replaced with new lessons filmed for each of these states.
231-232	Social Studies	4	Video	Alaska and Hawaii	Presenter mispronounces Queen Liliuokalani's name (which is only mentioned once in the unit)	10/26 – This lesson was replaced with new lessons filmed for each of these states.

	Language Arts	3	Overall		<p>Male Books Tommy's Trouble, King Arthur, The Man who Didn't Smile, Craig Plants a Seed, Jamal the Brave (only book involving a black character), The case of the messed up office, Icarus and the Wings of Wax, Freddy's Silver Spurs, Henry Raises Chickens, American Heroes: George Washington, Alex Hatches Chickens,</p> <p>Female Books Rosina and the Fairy Dance Refreshments, Jamie, Patty's Second Chance, The Princess and the Pea, Becky and the Fairy, The Picnic Treat, Jenny's Kitten</p>	10/27 – Four female books have been added to the course.
	Language Arts	3	Video	Real Life Connections Adjectives	<p>The word being used was, Brave. Woman on video says, [REDACTED] [REDACTED] [REDACTED] [REDACTED] The sentence is: [REDACTED] [REDACTED] The beginning part of the video involved the description of a girl as friendly.</p>	10/27 – Lesson temporarily removed. Refilming initiated to incorporate updated criteria.

Step	Course	Grade Level	Workgroup	Lesson Title	Issue	Acellus Response
30	Social Studies	4	Problems	Rich Culture	[REDACTED] [REDACTED]	10/27 – Problem deleted.
52-53	Social Studies	4	Problems	Industry Grows	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	10/27 – Problem deleted.
86-87	Social Studies	4	Problems	Life of the Narragansett People	Whole Unit	10/27 – Lesson deleted.
86-87	Social Studies	4	Problems	Life of the Narragansett People	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	10/27 – Lesson deleted.
90-91	Social Studies	4	Problems	Beginning a New Nation	Entire slide deck	10/27 – Lesson deleted.

	High School English 1	9	Problems	Practice with Run On Sentences	One of the problems is to correct the following sentence. "I want to know God's thoughts; all the rest are just details."	10/27 – Special Lesson was removed from course.
11	US History II 1877-21st Century	10	Problems	Religious Debate	Essay assignment- Religious Debate	10/27 – Special Lesson was removed from course.
11	US History II 1877-21st Century	10	Problems	Religious Debate	Essay assignment - Religious Pluralism	10/27 – Special Lesson was removed from course.

34-35	US History A	10	Problems	First Great Awakening	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/27 – Problem deleted.
66-67	US History A	10	Problems	KKK	<p>Slide with a cartoon of a smiling, hooded KKK member and a soldier with "white league" written on his pocket (?) grasping hands (with a skull and bones) over a cowering black family.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Same cartoon is presented again in another slide with the same question.</p>	10/28 – Problem deleted.

						10/28 – Problem deleted.
66-67	US History A	10	Video	KKK	Cartoon of donkey labeled "KKK" and two figures hanging from a tree with one holding a bag labeled "Ohio"	10/28 – Video edited to remove this slide.
64	US History A	10	Video	Carpetbaggers /Scalawags	Compared Civil War "cleanup" to cleaning up after Hurricane Katrina in New Orleans.	10/28 – Video edited to remove reference to Katrina.

	US History A	10	Problems	Jobs for Women	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/27 – Problem deleted.
95-96	US History A	10	Problems	Jobs for Women	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/27 – Problem deleted.
95-96	US History A	10	Problems	Jobs for Women	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/27 – Problem deleted.

94	US History A	10	Problems	Jobs for Immigrants	Whole unit	10/27 – Lesson removed from course.
	US History A	10	Problems	Ellis and Angel Island	Whole unit - focus on immigration and national origin	10/27 – Lesson removed from course.
15	Grade 2 Science	2	Problems	Lab: Do Plants Need Water	Two problems in the set are completely irrelevant to the topic of the lesson.	10/27 – Two problems were removed.
208	Grade 2 Science	2	Video	Investigating Properties of Matter	At 2:50 in the video, the teacher changes her voice and intonation when she says, [REDACTED] [REDACTED] [REDACTED]	10/28 – Video was edited.

161	Middle School Integrated Science 1	Middle School	Video	Fresh Water As A Resource	Teacher creates a "us vs. them" scenario when she implies that everyone in the U.S. has easy access to fresh water simply by turning on their tap.	10/28 – Video was edited.
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69-70	Social Studies	6	Video	Social Pyramid	[REDACTED]	10/28 – Video was edited.
85-86	Social Studies	6	Problems /Video	Abraham and the Covenant	Whole unit	10/27 – Lesson removed from course.
89-92	Social Studies	6	Video/ Problems	The Exodus, Pt 1 and Pt 2	2 units	10/27 – Lessons removed from course.
182-187	Social Studies	6	Video/ Problems	Hinduism: Brahman and Multiple Gods; Hinduism: Dharma, Karma and Samsara; Hinduism: Karma,	3 units	10/27 – Lessons removed from course.

				Samsara and Moksha		
279-280	Social Studies	6	Video/ Problems	Jesus: Parables and Teachings	Whole unit	10/27 – Lesson removed from course.
281-282	Social Studies	6	Video/ Problems	Death of Jesus	Whole unit	10/27 – Lesson removed from course.
2	SEL	Elem	Video	Personal Characteristics, Strengths and Values	[REDACTED]	10/28 – Video was edited.
3	SEL	Elem	Problems 1-20	Personal Characteristics, Strengths and Values	[REDACTED]	10/28 – Problem deleted.
5	SEL	Elem	Problems 1-21	True Down to the Core	[REDACTED]	10/28 – Problem deleted.

6	SEL	Elem	Video	Controlling Your Life	Uses: artist, musician, firefighter, policeman or scientist Depicts female musician; male police officer and scientist	10/28 – Lesson removed from course.
7	SEL	Elem	Problems 1-19	Controlling your Life	Only 2 out of 7 activity questions use girl names	10/28 – Lesson removed from course.
9	SEL	Elem	Problems 1-16	Boundaries and Responsibilities	██████████ ██████████████████ ██████████████████ ██████████████████	10/28 – Problem deleted.
10	SEL	Elem	Video	Be Inspired	Uses: Firefighters, fireman, policeman, teachers Firefighter, police are men; teachers are woman; science teacher is male	10/28 – Lesson removed from course.
13	SEL	Elem	Problems 1-16	Be Considerate and Respectful	██████████████████ ██████████████████ A photo depicts an angry female with boxing gloves punching male in the face (both wearing street clothes) 1 out of the 9 pictures depicts a non-Caucasian person.	10/28 – Problems have been revised to include more diversity.

17	SEL	Elem	Problems 1-20	Personal Care	[REDACTED]	10/28 – Problem was reworded.
2	SEL	MS	Video	Personal Characteristics, Strengths and Values	[REDACTED]	10/28 – Video was edited.
4	SEL	MS	Video	True Down to the Core	Image of person praying (hands together in front of chest, head faced toward the sky) amongst trees, superimposed with the quote [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	10/28 – Lesson removed from course.

5	SEL	MS	Problems 1-9	True Down to the Core	[REDACTED]	10/28 – Lesson removed from course.
6	SEL	MS	Video	Controlling Your Life	fireman, policeman	10/28 – Lesson removed from course.
10	SEL	MS	Video	Be Inspired	policeman	10/28 – Lesson removed from course.
2	SEL	HS	Video	Personal Characteristics, Strengths and Values	[REDACTED]	10/28 – Video was edited.
4	SEL	HS	Video	True Down to the Core	Image of person praying (hands clasped in front of chest, head faced toward the sky) amongst trees,	10/28 – Lesson removed from course.

					<p>superimposed with the quote,</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
5	SEL	HS	Problems 1-9	True Down to the Core	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	10/28 – Lesson removed from course.
6	SEL	HS	Video	Controlling Your Life	Fireman, policeman	10/28 – Lesson removed from course.
10	SEL	HS	Video	Be Inspired	policeman	10/28 – Lesson removed from course.

15	Health	MS	Problems 1-15	Steps In Decision Making	[REDACTED]	10/27 – Problem was revised.
20	Health	MS	Video	Your Health Goals	[REDACTED]	10/28 – Video was edited.
13	Health	HS	Video	Public Health	[REDACTED]	10/28 – Video was edited.