Comprehensive Wisconsin High School Textbook Study



A comprehensive report on the coverage, accuracy, and neutrality of textbooks and the transparency of Wisconsin's school districts.

August 4, 2014

Wisconsin GrandSons of Liberty would like to thank those educators who thoughtfully responded to our request for information. Dozens of districts excelled in their professionalism and demonstrated a sincere commitment to the communities they serve and students they educate. Their insight was invaluable to this study.

Also, without the help of volunteers who spent hours reviewing textbooks for this study, we owe a debt of gratitude. Your time and efforts are very much appreciated.

For Mary

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Executive Summary

The project was designed with three components: Find what textbooks are currently being used in classrooms, review them for accuracy and neutrality in presentation, and provide parents with a handbook to encourage and assist them to become more involved. After beginning the project, a fourth component, the issue of school transparency was added.

The subjects selected were algebra, geometry, US history, world history, civics, world geography, and economics from 374 school districts in Wisconsin that teach grades 10-12. Volunteers reviewed texts for specific words, phrases, key concepts and Common Core State Standards (CCSS) alignment. A pilot study was conducted using texts from Waukesha and Milwaukee County school districts to determine the feasibility and project potential.

Overall, 80% of the textbooks listed had copyright dates which predate CCSS adoption by Wisconsin in 2010. Analysis of the reviewed books revealed that CCSS aligned algebra and geometry texts were generally neutral, however, non-aligned texts such as civics, US history and world history exhibited some measure of bias. The full report details some specific examples of the bias found in the texts. The evidence leads us to conclude that bias and inaccuracies existed in texts prior to the adoption of CCSS. Information was analyzed by subject as well as by publisher. Several volunteers reviewed the textbooks following instructions designed to standardize the method of review. None of the volunteers are professional book reviewers and the results give an idea of the general level of coverage, accuracy, and neutality of common textbooks in Wisconsin. The process of reviewing textbooks was designed to encourage parents and community members to review the textbooks and other materials used in their own districts to determine if the materials meet with their own expectations for students.

Additionally, an analysis of the spending on textbooks by Wisconsin school districts was performed and is detailed along with the impact of the implementation of CCSS on educational publishers. Analysis revealed that there are seven layers of administration to Wisconsin public education. The agencies involved are heavily intertwined and the costs of administration are difficult to determine.

An unexpected problem quickly appeared in terms of transparency of some of the school districts and the potential of collaboration with WASB and CESA to deny Open Records Request (ORR).

More than 37% of the school districts either did not respond to or denied the ORR. Upon clarification as to the objective, many – about a quarter of districts - still would not respond, denied the request or ceased communication. To be clear, 37% of Wisconsin secondary school districts violated the state's Open Records Request law (Statute 19.31-19.39) and Textbooks law (Statute 118.03) that requires the creation and maintenance of a list of all approved and utilized textbooks within the district.

Additionally, it appears that some collusion is evident between some of the school districts and certain WASB units for the intent of withholding this information from the public. There were 41 districts that sent response letters containing the same phrases and words that denied the request. Overall, there were five different types of canned denial letters sent by the 41 school districts. Wisconsin GrandSons of Liberty is sufficiently distressed by the number and severity of the violations that they believe it necessary to file a formal complaint against the non-compliant districts with the Wisconsin Attorney General's Office.

The report includes a handbook designed for parents and grassroots groups to conduct their own evaluation of the textbooks in their local school districts. This study inadvertently mirrored, in methodology and conclusions, a similar, although more narrow, study of US history books conducted by the Wisconsin Policy Research Institute in 2002.

Wisconsin's adoption and implementation of the CCSS is but one small part of the educational issues facing the state. An overburdening bureaucracy, profligate spending, lack of transparency, ideological bias in teaching materials, and much more suggest that it is time for a comprehensive reform of education in Wisconsin.

Intent of Report:

In 2010, the State of Wisconsin's Department of Public Instruction (DPI) adopted the Common Core State Standards (CCSS). For three years this adoption went relatively unnoticed by those outside the educational community as districts aligned language arts and math curricula and materials, and trained teachers in the new standards.

In 2013, opponents of the CCSS began efforts to repeal this adoption citing loss of local control of curricula, indoctrination of children with CCSS aligned lessons and texts, the unconstitutionality of expanding the Longitudinal Database, increase in testing and assessments, and the costs associated with CCSS adoption.

As a result of this opposition, the Wisconsin legislature passed the 2013-2015 biennial budget which included provisions that would more fully study and identify issues and concerns about CCSS in Wisconsin: the DPI and the legislature were to hold public hearings on the CCSS, the current standards were to be compared to the CCSS, and the Legislative Fiscal Bureau was to report on the costs associated with full implementation versus stopping implementation.

The provisions addressed one of the main concerns that the Wisconsin GrandSons of Liberty (WiGOL) have with the CCSS: The State of Wisconsin adopted new standards without knowing the implementation costs on a district or state level and neither the DPI, nor the legislature, had performed a cost analysis prior to adoption in 2010. However, it would not be until the public hearings were held that other issues, like the expansion of the Longitudinal Database and its subsequent violation of student privacy, as well as the abdication of local authority to unaccountable federal and corporate entities, would come to light.

One additional concern also arose: On social media, and during the hearings, opponents referred to lessons that predated CCSS implementation as a reason to oppose the CCSS. These lessons not only predated the CCSS adoption, but also several examples were from subjects that had no CCSS, such as science and history. There was a general misunderstanding as to what the CCSS are and how they tie to teaching materials currently used in Wisconsin schools. This detracted from the key problems of the CCSS and gives the impression that the inaccurate and revisionist lessons were the product of CCSS adoption and implementation.

The lack of definitive information on current teaching materials and how they compare to CCSS aligned materials, and the apparent misunderstanding of the CCSS and how they relate to the teaching materials currently used in Wisconsin schools, prompted WiGOL to undertake this project.

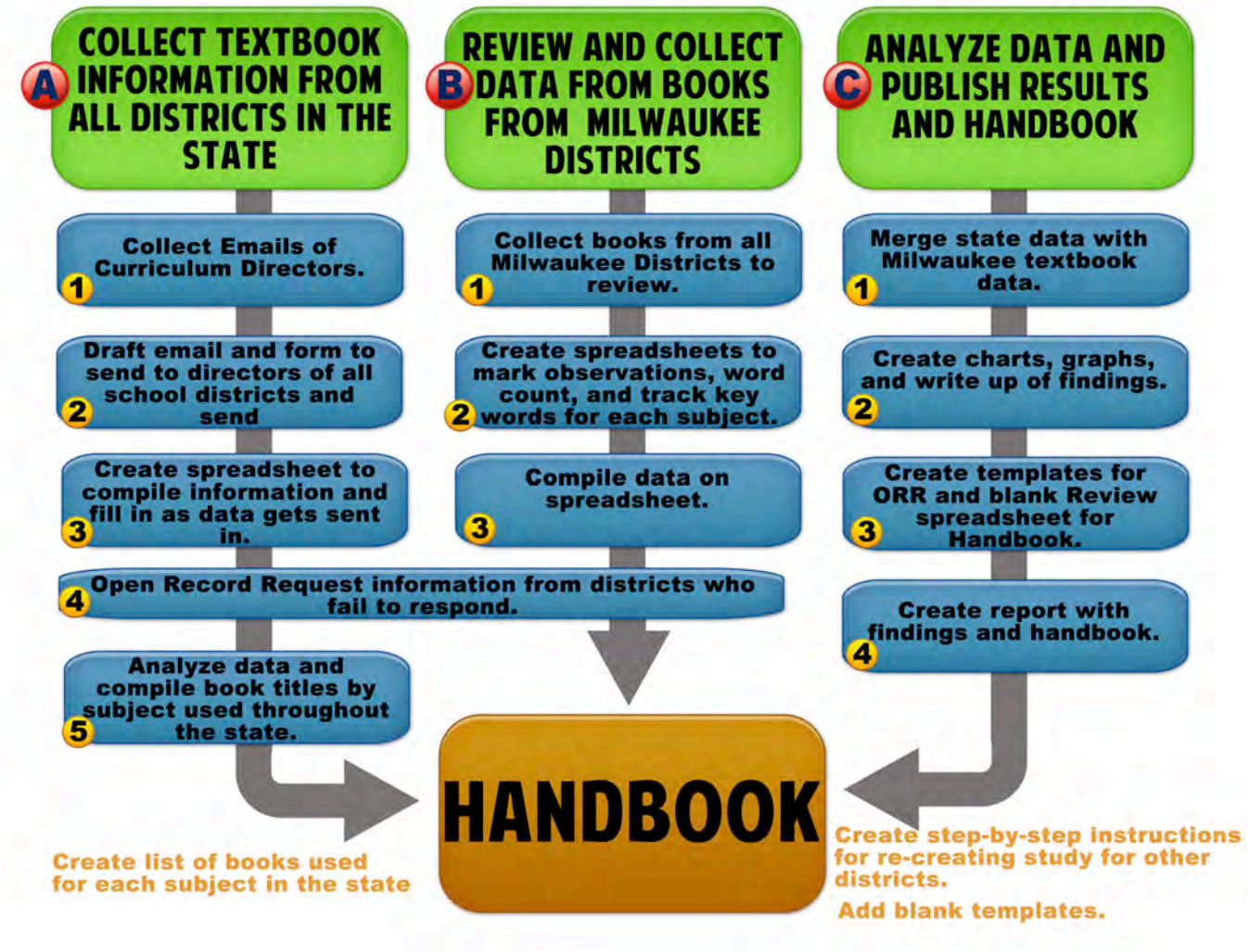
The intent is to:

1. Provide a baseline for parents and concerned citizens across the state to fully understand, and become involved in, the curricula choices and teaching materials used in their individual districts and to provide tools to help them identify and address materials that are not accurate or are misleading.
2. Foster a dialogue between the public and school districts to lead to a better understanding of how the curriculum is affected by the change in standards.
3. Identify which teaching materials are currently being used in Wisconsin that are CCSS aligned.
4. Compare spending from prior to 2010 and after 2010 to see the actual change in costs to districts to align with the CCSS.

Method:

The project was designed with three components: Find what textbooks are currently being used in classrooms in Wisconsin, review several of the current textbooks to look for accuracy and neutrality in presentation, and provide parents with a handbook to encourage and assist them to become more involved in and familiar with the curriculum and teaching materials used in their specific districts. After beginning the project, a fourth component, the issue of school transparency was added to the project.

Overview of Project Steps



Collection of Statewide Textbook Data

With the purpose of reviewing the most commonly used textbooks from across the state, in October of 2013, WiGOL compiled a list of Curriculum Directors, Directors of Instruction and District Superintendents, and their email addresses, from 374 school districts in Wisconsin that teach grades 10-12. The information was obtained through the DPI's database and individual school district websites. For some districts the information wasn't available through those sources and the districts were called to obtain the email addresses.

To consolidate the information, seven general subject areas were selected. An Excel spreadsheet was created that included fields for textbooks in those areas for each grade. The subjects selected were algebra, geometry, U. S. history, world history, civics, world geography, and economics. The informal request asked districts for the ISBN (International Standard Book Number) of the books used in those subject areas for each grade, or information that would definitively identify the text used (author, publisher, copyright, and book title). Additional fields included if the text or material was CCSS aligned, the year the material was adopted by the district, whether or not the material was available for public review, and lastly, what other materials were used to teach those general courses.

On December 5, 2013, an informal email was sent to all 374 districts that contained the spreadsheet as well as the text:

> *To Whom it May Concern,*
>
> *I am informally requesting information about the textbooks used in the following subjects for grades 10, 11, and 12 in our school district:*
>
> *US History*
> *World History*
> *Geometry*
> *Algebra*
> *Civics*
> *Economics*
> *English*
> *World Geography*
>
> *The information will be used to share with parents of the school district who may have heard some inaccurate information about Common Core.*
>
> *It is my intention to give people the tools to find out what's really being taught in the classrooms by providing them with a list of books that they can review or research on their own. I thank you in advance for your time in assisting me complete this project. If at all possible, I would really appreciate getting the response back by January 6th. You can use Adobe Acrobat or Adobe Reader to fill in this form and when you are finished, click Submit to send the list back to me.*
>
> *Thank you,*

Once the information was returned from the districts, a list of textbooks used statewide and their ISBN numbers would be analyzed to find the most common textbooks used across the state so that WiGOL could review the texts to determine if the books present information in a neutral manner and if the information presented in the text is accurate.

Review of Textbooks

In October of 2013, WiGOL contacted the following districts and schools to request the use of the textbooks used in the seven course areas of algebra, geometry, civics, U. S. history, world history, world geography, and economics in order to review the textbooks as part of the pilot study that would identify the steps necessary to obtain materials from schools and methods for reviewing textbooks.

WiGOL contacted 21 districts to obtain textbooks to review. Two districts were in Waukesha County and the remaining districts were in Milwaukee County:

Brown Deer
Cudahy
Elmbrook
Franklin Public
Greendale
Greenfield
Milwaukee Hamilton
Milwaukee Academy of Science
Milwaukee Collegiate Academy
Muskego-Norway
Nicolet UHS
Oak Creek-Franklin Joint
Saint Francis
Shorewood
South Milwaukee
Tenor High School
Veritas High School
Wauwatosa
West Allis-West Milwaukee
Whitefish Bay
Whitnall

To quantify the data collected from each book, spreadsheets were created to count 30 keywords or topics (Appendix A-Section 1):

Bill of Rights
Capitalism
Christianity
Climate Change (Green, sustainability, global warming/cooling)
Communism
Conservative
Constitution
Democracy
Discrimination
Diversity
Fascism
Global (community, development, or industry)
Holocaust
Human Rights
Justice (Economic, environmental, racial, or social)
Judaism
Liberal
"Living" Constitution
Marxism
Minority
Muslim
Normandy
Occupy
Progressive
Racism
Redistribution
Republic
Socialism
Unions
Welfare (social programs, general, assistance)

Subject specific sheets (Appendix A-Section 2) were also created to include topics specific to each general course area. Reviewers were asked to mark what key ideas were covered in the text and to what level, if the topic was accurately covered, and if it was presented neutrally or showed bias, and were asked to present examples of biased or inaccurate information in the text with the specific page numbers. Each level of coverage and accuracy was assigned a point value to quantify the books over all accuracy and coverage of the subject. Instructions were written to help insure multiple people reviewed the texts consistently across all subject areas and to also add to the final handbook for parents.

Analysis

Once all the information was collected from the school districts from across the state and the common books reviewed, all data was merged with the data collected from the pilot study districts. Annual financial reports for each district obtained from the DPI were then added to the districts' data. Analysis of the data would reveal:

- The current status of the textbooks used in Wisconsin
- The number of language arts and match textbooks that are currently aligned to the CCSS.
- The coverage, accuracy and neutrality of information presented in the most common texts used statewide.
- Publishers used most frequently.
- Spending trends associated with CCSS adoption.
- Print and instructional media spending.
- Variances in spending from 2010-2012 compared to average spending in 2000-2009.
- Level of alignment and progress towards full CCSS adoption.

School Transparency

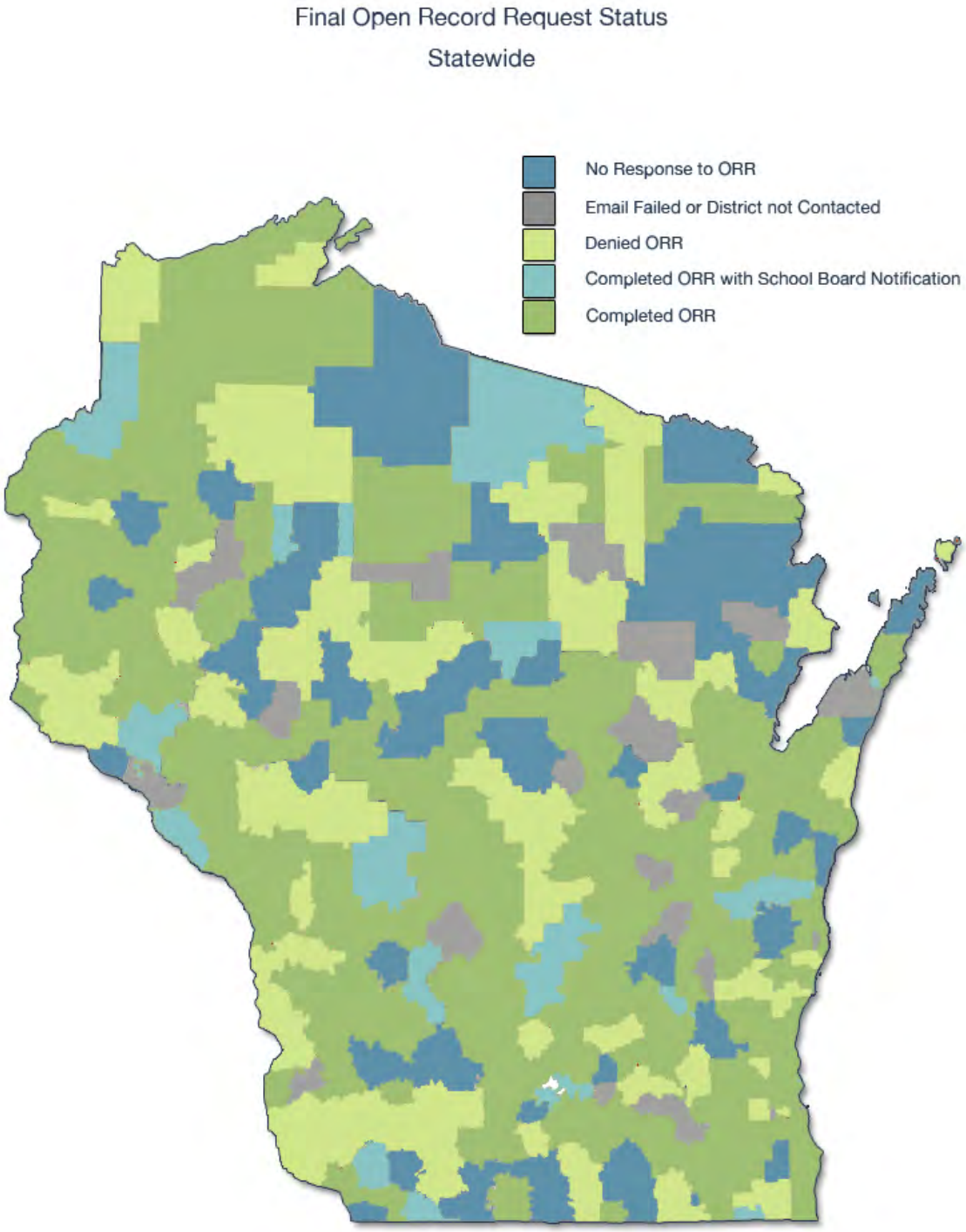
The first step of the project was designed to just gather information and use that to assist in the second and third portions of the project. However, it became clear shortly after beginning the first step that obtaining the information on textbooks was going to take longer and be more involved than originally anticipated. Of the 374 informal requests sent on December 5, 2013, only 29 districts (7.75%) responded:

Results of December 5, 2013 Request:

Completed Request	26
Denied Request	1
Email Failed	14
Did not Respond	331
Requested an Open Records Request be sent	2

On January 15, 2014, a formal open records request (ORR) was sent to the schools that failed to respond, sent to different emails for those districts whose email addresses failed in December, as well as to the districts that requested formal open records requests (Appendix B-Section1).

A third email was sent to districts that failed to respond on February 8, 2014. Additional emails requesting the textbook information were sent to the school boards of those districts who failed to respond on February 16, 2014, and the directors of 2 Wisconsin Association of School Board (WASB) districts on February 21, 2014. In total, 1594 emails were sent and received to obtain the textbook information for 223 school districts in Wisconsin.



As of June 7, 2014, 143 days after the ORR was sent, the cumulative results of the ORR and informal request are as follows:

Results of ORR Sent January 15, 2014:

Completed	223
Denied	72
Email Failed	14
No Response	65

With the data provided by the 223 school districts, WiGOL continued with the second and third steps to the project and after evaluating the time and effort involved with obtaining that information, added the fourth component on school transparency.

Summary of Findings from the Process of Requesting Data

The ORR asked for textbook information on seven subject areas taught in high school. The request was broad enough to provide districts with the opportunity to send information in the most efficient manner possible. The only strong requirement was that enough information be provided to definitively identify the textbook and edition. An ISBN number - or title, publisher, and copyright - were necessary to identify specific textbooks.

A spreadsheet was provided to assist staff primarily because it was easier to write down the book ISBN's than to dig through existing records like purchase orders, school board approved textbook lists, text book inventories and online course syllabi that contained textbook information. Several districts did use the provided spreadsheet or sent emails with the texts listed, but others used the spreadsheet as a way to deny the request stating that they were not obligated under law to create a record.

Those districts that denied the request based on their interpretation of having to create a record were sent a clarification (Appendix B-Section 2) indicating that the record could exist and did not need to be created. In total 79 districts were sent clarifications of the ORR to who either responded that the records did not exist, or there was a large fee required, or that they required personal and identifying information in order to receive the information. After the clarification was sent, 45 districts responded by providing an existing record, 5 did not respond to the clarification, and 28 continued denying the request saying that that type of record didn't exist.

To present the information about the transparency of the districts and the relative helpfulness each district provided, information pages were made for each district that includes information on how each responded.

District Sheets

Every district that teaches high school courses has a corresponding district sheet (Appendix H) that contains the final status of the records request, the level of completion, the number of days and emails it took to get the information from the district, notes on the email correspondence, transparency score and ranking, textbook spending per year, enrollment, and total cost, instructional and textbook costs per student by year.

> *Final Status*: Districts either denied, completed, did not respond, or emails sent to them failed. Multiple attempts to try and find the appropriate person to email requests to for those districts that failed or did not respond were made. Some districts do not have enough information on their websites or required that you provide personal information in order to send someone in the district an email. There were 65 districts that never responded to any emails sent to the district directly or to the school board. Because we wanted to remain anonymous during the request period, we did not call in order to protect the anonymity of the project.
>
> *Level of Completion*: The 223 districts that completed the ORR did so at varying levels of completion. Several districts provided all the requested information and were very helpful, others provided some information but left out the information asking about CCSS alignment or if the texts and materials could be reviewed by the public. Details of the level of completion are on the data sheets to provide a general idea of the helpfulness of the district.

Number of Days to Close Request: The initial ORR was sent on January 15th. This number represents the number of days between that date and the date the information was sent. Any attempts to get information from districts that indicated they were working on the request, stopped responding, had failed emails, or never responded, ended on June 7, 2014. The count of days assigned to these districts does not indicate they sent information, but that they failed to provide the requested information in 143 days after sending the request.

Number of Emails: Each district was sent an informal request in December for a list of textbooks. Those that didn't respond were sent a formal open records request on January 15, 2014. A third request for information was made to those districts that still failed to respond on February 8, 2014. There were 79 districts that were sent clarifications of the requests, and numerous other contacts with districts to obtain information. In total, 1594 emails were sent or received.

Last Email Contact: The person who was last contacted or sent the final correspondence regarding the request.

School Board Member Contacted: School Board Presidents were sent the ORR when districts stopped responding or did not respond to any of the three requests that were sent. This resulted in the following districts sending information:

Cochrane-Fountain City
Durand
Horicon
Kiel
Ladysmith-Hawkins
Lakeland
Madison Metropolitan
Monona Grove
Montello
New Holstein
Northland Pines
Platteville
Portage
Shorewood
Shullsburg
Sturgeon Bay
Tomah
Wausau
Webster
Weston
Wilmot
Wonewoc-Union Center

WASB District President Contacted: In a final attempt to reach some districts or to get information from districts that stopped responding or had insufficient denials, emails were sent to the WASB District President to see if they could entice their members to send the requested information. Both WASB Directors that were sent emails, Rick Eloranta and Wanda Owens of WASB districts 5 and 9, respectively, were sent emails on February 21, 2014 for the school districts in their WASB region that failed to respond or stopped responding. These emails resulted in no additional response from the listed districts.

Request Notes: During the five months of correspondence with the 374 districts, notes were kept on the progress of each request. Comments about the correspondence and other information are provided here.

Transparency Score: Each district was assigned scores based on the timeliness, courteousness, level of completion, final status and other factors. Positive points were given for meeting or exceeding expectations, negative points were assigned when districts were discourteous, unhelpful, or provided less than what was requested. (Appendix C)

Transparency Ranking: After the districts' transparency scores were totaled, each was ranked against all other districts.

CESA Unit: There are 14 Cooperative Educational Service Agencies (CESA) in Wisconsin that are a governmental subdivision between school districts and the state superintendent. Each CESA unit serves as a link between other districts, DPI, and the public.

Textbook Spending: Expenditure object code 470 *(Used only with functions and sub-functions in the 100 000, 300 000 series)* for the spending on textbooks used in instruction. Using the annual reports provided on the DPI website, this amount was pulled for each district for years 2000-2012. This object code includes books and workbooks, other than library and reference, acquired for instructional use. The cost of textbook rebinding and repair is also included here. Library books are coded under Object 432, "Library Books."

Instructional Media Spending: Expenditure object code 430 *(Used only with functions and sub-functions in the 100 000, 222 000 series)* Materials, other than textbooks and rentals that serve an instructional function and are

not classified as a supply or equipment. If the item is cataloged and housed in a central library or media center, function 222 000, "Library Media" is used. Included in this object is the cost of site licenses for instructional software purchases. Also included are library automation software, online instructional software and related software components or licenses. Spending for all districts, but Milwaukee, was provided from DPI's annual reports.

Highest Spending Per Pupil and Year: Total textbook spending and enrollment from the DPI's annual reports and shows the year the district spent the most on textbooks per pupil as well as the amount.

Average Spent per Pupil from 2000 to 2009: Shows the average amount spent per pupil on textbooks prior to the adoption of the CCSS.

Average Spent per Pupil from 2010-2012: Shows the average amount spent per pupil on textbooks after CCSS adoption.

Change in Average Spending Prior to CCSS and after CCSS adoption: This percentage shows the change in spending on textbooks from before CCSS to after CCSS adoption.

Educational Costs: The total annual educational costs for districts include instruction, transportation, and community and food service costs. To get the cost per student, each total was divided by the enrollment from the DPI's reports.

Instructional Costs: Instructional costs include only those costs associated with instructing students. Transportation, food service, and community expenditures are excluded from this total. Other instructional costs include staff salaries, pensions and benefits, library media, materials.

Textbook Spending as a % of Total Instructional Spending: This percentage shows how much of the instructional costs per pupil are spent on textbooks.

Textbook Spending as a % of Total Educational Spending: This percentage shows what portion of educational costs are used on textbooks.

Apple Ratings: Districts were assigned an apple rating based on their overall transparency score.

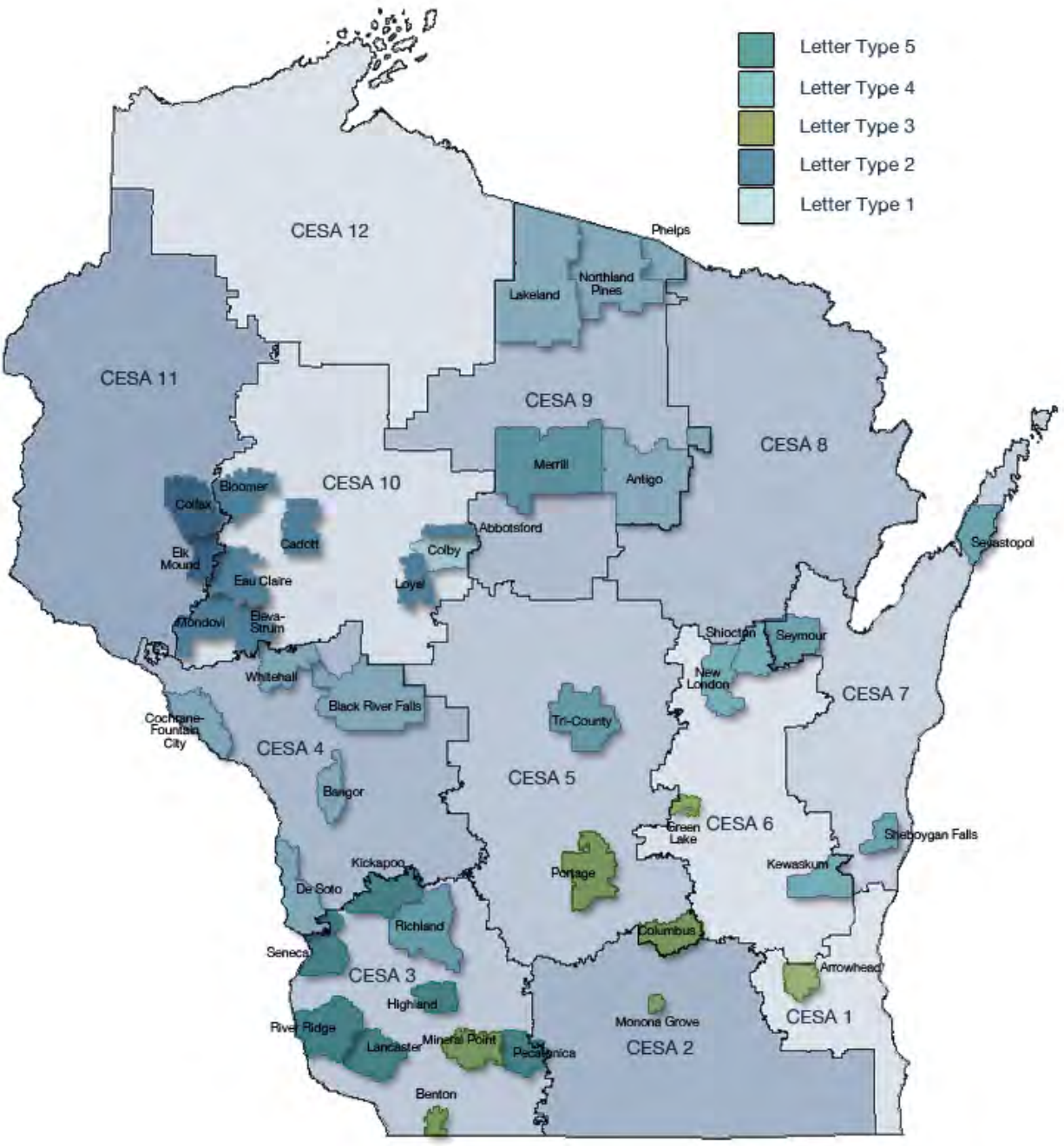
Apple Rating	
Transparency Score	*Apples*
20 to 30	5
10 to 19	4
0 to 9	3
-1 to -10	2
-11 to -19	1
-21 to -40	0

Canned Denial Letter: There were 41 districts that sent response letters containing the same phrases and words that denied the request.

Overall, there were five different types of canned denial letters sent by the 41 school districts (Appendix D-Sections 1-5). All districts were sent additional information to clarify that the records could be existing records. Additionally, emails were sent to school board members of 9 districts that did not respond to the clarification.

Final Status of District Sending Canned Responses	
Final Status	Total Districts
Denied	20
Completed after clarification	15
Completed after school board ORR was sent:	6

Districts Sending the Same Denial Letters
By CESA District



Fees

Wisconsin's Open Records law states that you may charge for "the actual, necessary and direct cost" of locating records, if the costs exceed $50, and for the actual cost of photocopies. The Wisconsin Department of Justice advises that copying fees under the Open Records law should be "around 15 cents per page and that anything in excess of 25 cents may be suspect." The ORR WiGOL sent noted this and asked to be notified if the fees were to exceed $50. Districts that charged fees were sent clarifications to make sure they were not doing more work than necessary to provide the requested information.

In total, 33 districts requested payment for fees to cover cost to collect the information or for copying fees. Of those, WiGOL sent 10 districts payment to obtain records, two of which, Peshtigo and Big Foot, failed to provide us with the documents we requested. Big Foot attempted to send their information via email, but the file was too large to be delivered to our inbox. WiGOL sent a request to Big Foot to send a smaller file, but there was no response to this request. Peshtigo would not provide the documents in digital form and refused to scan the document to send via email after payment was received and despite having been notified prior to sending payment that the requested documents were to be sent to our email address.

The average list of textbooks provided by the responding districts consisted of, on average, 8.73 unique textbook ISBNs and the time taken to compile the information totaled less than $50 and resulted in no fees charged for the records. The maximum amount paid for records was $50 to Adams-Friendship, who sent the requested information along with a bill for payment. Ripon also sent a bill for 12 hours of time to compile the data, $178, and without prior notification that the amount was over $50, payment was not sent. Other districts listed several hours to gather the information or records: Luck District required 20 hours, Belleville quoted 6, and Gilman responded with a fee that included 11 hours of teacher time plus one hour for a secretary to compile the information and send.

Fifteen districts failed to reduce their fees after clarification. Several districts did not give an explanation to the costs associated with complying with the request and did not respond to clarifications or requests to determine the details of the charges. Others provided approximate times and hourly amounts.

Below are some examples of the fee charges:

- La Crosse School District initially quoted a fee of $350, but after the revised ORR was sent, they provided an existing document that contained all textbooks for all grades and courses.

- Rhinelander School District indicated the fee would be $15 an hour, but did not indicate how many hours it would take to complete the request.

- Stockbridge School District quoted $350 to cover the cost of the textbooks, which WiGOL could effectively purchase and then pick up from the district office.

- Kenosha School District quoted over $600 to retrieve and review the records, but then dropped their fee to $34 for copying after they received clarification of the request. The copying charge covered 140 pages in total. Two 1 page documents contained textbook information for 8 books,. The remaining 138 pages were a course description catalog, which contained none of the requested information and is available online, for free, at http://www.kusd.edu/sites/default/files/document-library/english/hs-course-catalog-14-15.pdf. The average price per copy was .24 cents.

- Central/Westosha initially quoted $500 in order to fulfill the request. They were sent an email to clarify the request and in return, they reduced their fee amount to $225. The invoice did not indicate what the cost was for and only listed the total amount to complete the request.

Districts Charging Fees for ORR Information			
District	**Original Fee Quoted**	**Fee After Clarification**	**Fee Charged and Paid by WiGOL**
Adams-Friendship	$50.00		$50.00
Athens	Over $50.00		Did not send payment.
Baldwin-Woodville	$350.00		No fee.
Belleville	$93.00		Did not send payment.
Beloit	$1.44		$2.00
Big Foot*	$265.00		$20.89
Blair-Taylor	$400.00		Did not send payment.
Cambria-Friesland	$1,000.00	$19.40	Did not send payment.
Central/Westosha	$500.00	$224.00	Did not send payment.
Crandon	$60.00		Did not send payment.
Elkhorn	$78.60	$19.00	No fee.
Ellsworth	$75.70		Did not send payment.
Evansville	$55.76		Did not send payment.
Fall River	$50.00		No fee.
Gilman	$615.84		Did not send payment.
Green Bay	$50.00		No fee.
Hudson	$5.00		$5.00
Kenosha	$600.00		$34.00
La Crosse	$350.00		No fee.
Lancaster	$50.00		Did not send payment.
Lodi	$50.00		Did not send payment.
Luck	$500.00		Did not send payment.
Merrill	$0.40		$1.00
Montello	$50.00		No fee.
Niagara	$60.00		Did not send payment.
North Crawford	$100.00		Did not pay fee.
Onalaska	$33.23		$33.23
Oostburg	$60.00		Did not send payment.
Osceola	$350.00		No fee.
Peshtigo*	$0.75		$1.00
Potosi	$200.00		No fee.
Rhinelander	$50.00		Did not send payment.
Ripon	$178.00		No fee.
River Falls	$360.00		Did not send payment.
Saint Croix Falls	$100.00		No fee.
Seneca	$73.00		Did not send payment.
South Shore	$15.00		$15.00
Stockbridge	$350.00		Did not send payment.
Superior	$50.00		Did not send payment.
West Bend	$0.75		$1.00
Westfield	$72.01		Did not send payment.
Wisconsin Rapids	$164.00		Did not send payment.
Grand Total	**$7,517.48**		**$163.12**

Helpful Districts

Part of the project was to determine the relative helpfulness of districts and their willingness to answer questions about curriculum and teaching materials. To that end, there were several districts that provided the requested information quickly and were courteous in their responses that should be noted. They showed an interest in providing the public with information and were transparent with the information they had.

Districts offered information about the CCSS and how they related to the materials, offered to speak with parent and community groups, and provided additional resources for parents and community members to find information about the teaching materials used and the curricula at their school districts. Below are some examples:

- Oak Creek-Franklin, Sheboygan, and La Crosse School Districts provided lists of textbooks for all grade levels and all subjects.

- Cedar Grove-Belgium sent additional information on the courses offered as well as the textbooks.

- Beaver Dam showed an interest in sharing information with the public.

- Burlington and De Pere sent the requested information quickly and without delay.

- Denmark, Frederic, and Hilbert, despite not having existing records to send to fulfill the request, filled out the spreadsheet that was sent as a courtesy.

- Edgerton offered to speak to parent groups, share the textbooks and discuss the curriculum as well as answered several questions about the CCSS. Equally helpful was Waunakee School District, which offered several methods for parents to get more information on the standards, completed the request quickly, and answered additional questions respectfully.

- Galesville-Ettrick-Trempealeau District sent PO's and links to sites that outline curriculum goals along with other policies. They also sent their course catalog to comply with the request.

- Kettle Moraine and Prentice School Districts provided thoughtful answers to the questions regarding the CCSS and provided information for parents to review the curriculum.

- Lake Geneva-Genoa City was very helpful and will let parents review books at home. This district was very positive about sharing their curriculum.

- Potosi and Prairie du Chien School District Administrators personally went and gathered the information to complete the request.

- Northern Ozaukee and Cuba City both responded to the first, informal request for information. Northern Ozaukee district never sent a list of textbooks, stating that there was no list to send, but answered several questions about the standards and was very courteous. Cuba City sent their online curriculum quickly, but the information on the website did not contain information we requested

Lack of Records

Documents sent by districts responsive to the request included textbook inventories, purchase orders, curriculum catalogs with textbook information, photocopies of textbook covers and title pages, school board approved textbook lists, links to online curriculum websites, and several sent back the attached spreadsheet that was attached with each request. ORR Textbook information is stored on multiple existing records at each district, but the name of the document is not necessarily the same at each district, nor is the time it takes to retrieve the information the same from district to district.

The majority of districts recognized existing textbook documents would not have the status of CCSS alignment or whether the books could be reviewed by parents, but sent the document and answered the CCSS and parental review questions in emails without requiring the specific name of the document be included in the ORR. Other districts, however, denied the request because the exact document requested in the ORR did not exist or the ORR did not specify the exact name of the document.

Wisconsin State Statute 118.03 requires lists of textbooks adopted by the school board to be maintained and filed with the school district clerk[1]. The second ORR sent to districts that denied the original request specifically included "school board approved textbook lists" as an acceptable list to meet the request.

Despite being sent the revised ORR, 28 districts continued to deny there were any records on textbooks or stopped responding to emails after the revised ORR was sent.

In total, those districts that stated they have no textbook records spent $6,906,937 on textbooks from 2009 to 2012:

Object 470 Amounts from DPI Annual Reports of Districts with No Existing Records of Textbooks					
District	FY 2009 Spending	FY 2010 Spending	FY 2011 Spending	FY 2012 Spending	Total
Abbotsford	$58,754.36	$45,021.12	$86,005.88	$20,183.85	$209,965.21
Almond-Bancroft	$18,875.75	$12,016.11	$5,319.39	$4,131.39	$40,342.64
Antigo	$40,291.87	$108,908.04	$33,683.74	$19,936.01	$202,819.66
Athens	$26,324.84	$27,901.23	$20,704.08	$9,399.71	$84,329.86
Bangor	$25,298.78	$33,445.07	$19,778.11	$44,114.61	$122,636.57
Black River Falls	$81,313.03	$91,676.94	$53,028.50	$15,343.71	$241,362.18
Cadott	$69,041.54	$37,683.91	$12,308.74	$120,846.34	$239,880.53
Colby	$57,212.97	$30,967.53	$43,869.14	$25,712.13	$157,761.77
Darlington	$54,111.38	$52,257.41	$35,103.14	$15,083.57	$156,555.50
De Soto	$5,556.55	$5,508.78	$35,388.55	$5,045.33	$51,499.21
Eau Claire	$544,488.44	$379,782.29	$308,693.68	$416,916.04	$1,649,880.45
Ellsworth	$17,931.80	$82,220.94	$34,424.11	$37,548.77	$172,125.62
Gresham	$16,686.04	$12,020.76	$4,254.91	$9,619.40	$42,581.11
Hayward	$83,318.27	$41,132.56	$46,168.51	$74,660.69	$245,280.03
Johnson Creek	$69,261.96	$73,269.48	$112,390.91	$84,578.23	$339,500.58
Kewaskum	$73,727.85	$271,297.58	$64,789.06	$52,742.54	$462,557.03
Lancaster	$70,659.53	$70,690.37	$22,526.19	$56,831.11	$220,707.20
Mineral Point	$37,964.77	$59,517.93	$56,612.40	$83,442.60	$237,537.70
New Berlin	$205,976.27	$123,802.07	$91,752.75	$149,827.44	$571,358.53
Niagara	$40,830.88	$10,968.77	$20,699.54	$49,238.32	$121,737.51
Owen-Withee	$26,062.70	$24,347.07	$32,513.07	$13,845.39	$96,768.23
Phelps	$18,948.64	$9,045.45	$3,027.45	$2,994.66	$34,016.20
Rhinelander	$215,023.34	$125,270.17	$106,646.92	$101,781.54	$548,721.97
Shiocton	$21,468.71	$54,923.27	$3,818.63	$9,990.58	$90,201.19
Stanley-Boyd	$81,818.93	$99,460.50	$60,523.15	$57,605.81	$299,408.39
Tri-County	$22,084.33	$58,740.09	$31,007.49	$18,266.30	$130,098.21
Whitehall	$17,614.32	$38,298.87	$27,698.91	$53,691.77	$137,303.87
				Total:	**$6,906,936.95**

[1] "Wisconsin Legislature: 118.03." Wisconsin Legislature: 118.03. N.p., n.d. Web. 26 July 2014. <https://docs.legis.wisconsin.gov/statutes/statutes/118/03>.

No Response

A significant number of districts failed to respond in any manner to any of the several emails requesting information about textbooks. Emails that were no longer functioning, were returned as failed emails and were counted separately from those that did not respond.

- 19 districts stopped responding after communication was established via email.
- 63 districts failed to respond to any of the 3 emails sent
- 11 of those districts that failed to respond sent automatic "read request" messages after the first ORR was sent in January.
- 8 districts required personal information (phone number, fax number, address) and stopped responding after WiGOL responded that state law does not require divulging personal information.
- Winter School District stopped responding directly after WiGOL sent a response to the question "how do you handle those districts that are not interested in sending on the information?" They were sent an additional email after that exchange to ask for status, but there was no response.
- Dodgeville's first response was "Is this for real?" and was inadvertently sent to WiGOL's email address. In February, after being sent an email asking for the status of the ORR, the district responded that they were working on the request. In March, when the requested information had not yet been sent, another email was sent to the district asking for the status of the request. There was no response to the email in March from the district.

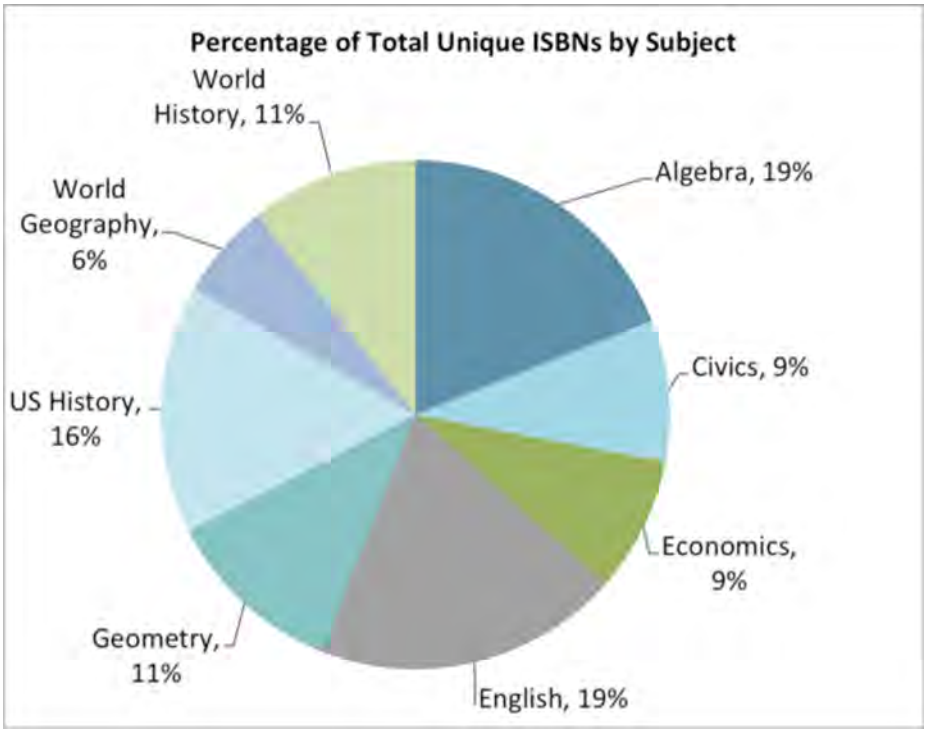
Summary of Findings from the Data Obtained from the ORR

As stated, the initial goal with this aspect of the project was to gather the books used at each district with high school courses and normalize the data for analysis in order to produce the most commonly used textbooks for each subject. The most common books would then be reviewed in the second part of the study.

Information sent to WiGOL was compiled into an ISBN database that contained the district information, subject, grade level, book title, ISBN, publisher, and copyright. Missing information was found online if enough detail was given for each book listed and all ISBN numbers were converted to ISBN 13. Additional fields were included for supplemental materials, if parents or the public can review the material, the year the text was adopted by the district, and if the text was CCSS aligned.

Districts sent, on average, 8.73 textbooks in their responses. There were 1,887 total unique textbook ISBNs sent for the requested grades and subjects. Oak Creek, Sheboygan and La Crosse sent an additional 1,512 book titles for all grades and subjects. Grafton, Holmen, La Crosse, Merrill, Milwaukee Collegiate Academy, Mount Horeb, Prairie Farm, Royall, St. Croix, Tomah, Two Rivers, Waunakee, Whitewater, and Wild Rose sent extensive lists of supplemental English readings.

Some subjects are no longer taught as separate courses in some Wisconsin school districts. Geography, civics and economics are three courses now taught as part of other courses resulting in fewer of these textbooks being on the lists of books returned by the districts.



The compiled data shows the most commonly used textbooks statewide as well as the general age of the textbooks on the data sent through the ORR. Overall, 18% of the textbooks listed had copyright dates prior to 2000.

Count of Unique ISBNs with Copyright Prior to 2000			
Subject	***Prior to 2000***	***After 2000***	***% Prior to 2000***
Algebra	39	358	10.89%
Civics	17	170	10.00%
Economics	26	162	16.05%
English	137	366	37.43%
Geometry	20	216	9.26%
US History	47	298	15.77%
World Geography	22	116	18.97%
World History	31	201	15.42%
Total	339	1887	17.97%

Textbook Information and Reviews by Subject

The most common books used in Wisconsin were sourced and purchased for review by WiGOL. The information that follows shows the results of the information submitted by the districts through the ORR as well as the information discovered during the textbook review process.

For each subject, there is a table showing the coverage, accuracy and neutrality scores for each textbook reviewed for 30 keywords. Additionally, word counts and word clouds are presented for each subject except for algebra, geometry and English. Word clouds are graphic representations of the prevalence of specific words in text; words that appear more frequently are larger than those that appear less frequently.

Both algebra and geometry had none of the keywords selected in the reviewed texts with the exception of the words "diversity", which appeared 14 times in word examples, and "unions", which may have been used in terms of math unions or in word examples. Both words appeared in algebra texts. While neither subject contained many of the selected keywords, both contained word problems that used other terms or themes that have the potential to promote certain issues and present social ideas in a less than neutral manner.

English was not part of the ORR and no English books were reviewed for the study. The data presented is from the data submitted from districts that provided the information as a courtesy.

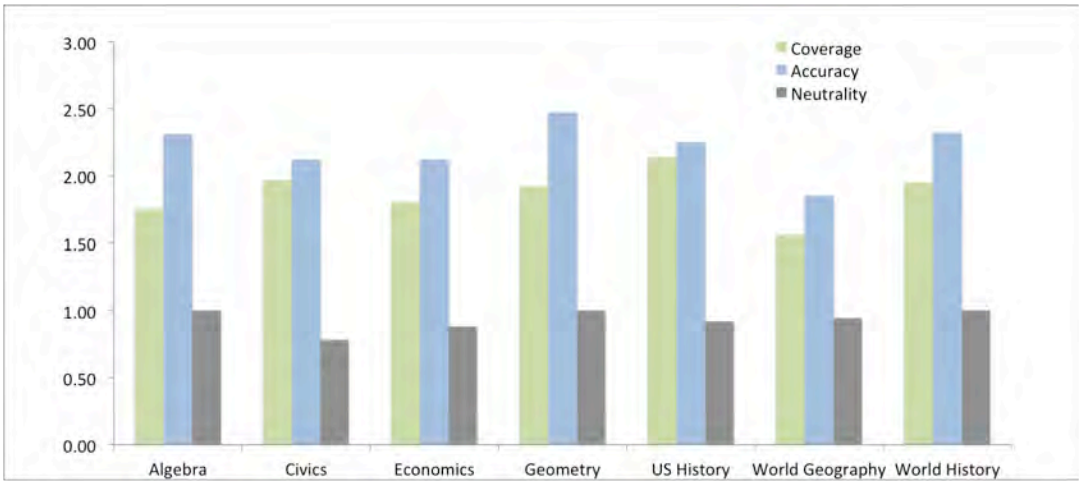
Several volunteers reviewed the textbooks following instructions designed to standardize the method of review. None of the volunteers are professional book reviewers and the results give an idea of the general level of coverage, accuracy, and neutality of common textbooks in Wisconsin. WiGOL conducted numerous training sessions for the purpose of instructing volunteers on how to review the texts with an eye toward neutrality and personal bias negation during the review procedure. The process of reviewing textbooks was designed to encourage parents and community members to review the textbooks and other materials used in their own districts to determine if the materials meet with their own expectations for students.

Further analysis of the reviewed books revealed that most texts tended to be neutral in their presentation of information. Each book was rated for their coverage, accuracy and neutrality on subject specific topics and key ideas. Information was analyzed by subject as well as by publisher. Coverage and accuracy had ratings of 0-3 points, 0 being no coverage and poor accuracy and 3 indicated thorough coverage and good accuracy. A neutrality score of 1 indicated there was little to no bias and 0 indicated there were examples of bias.

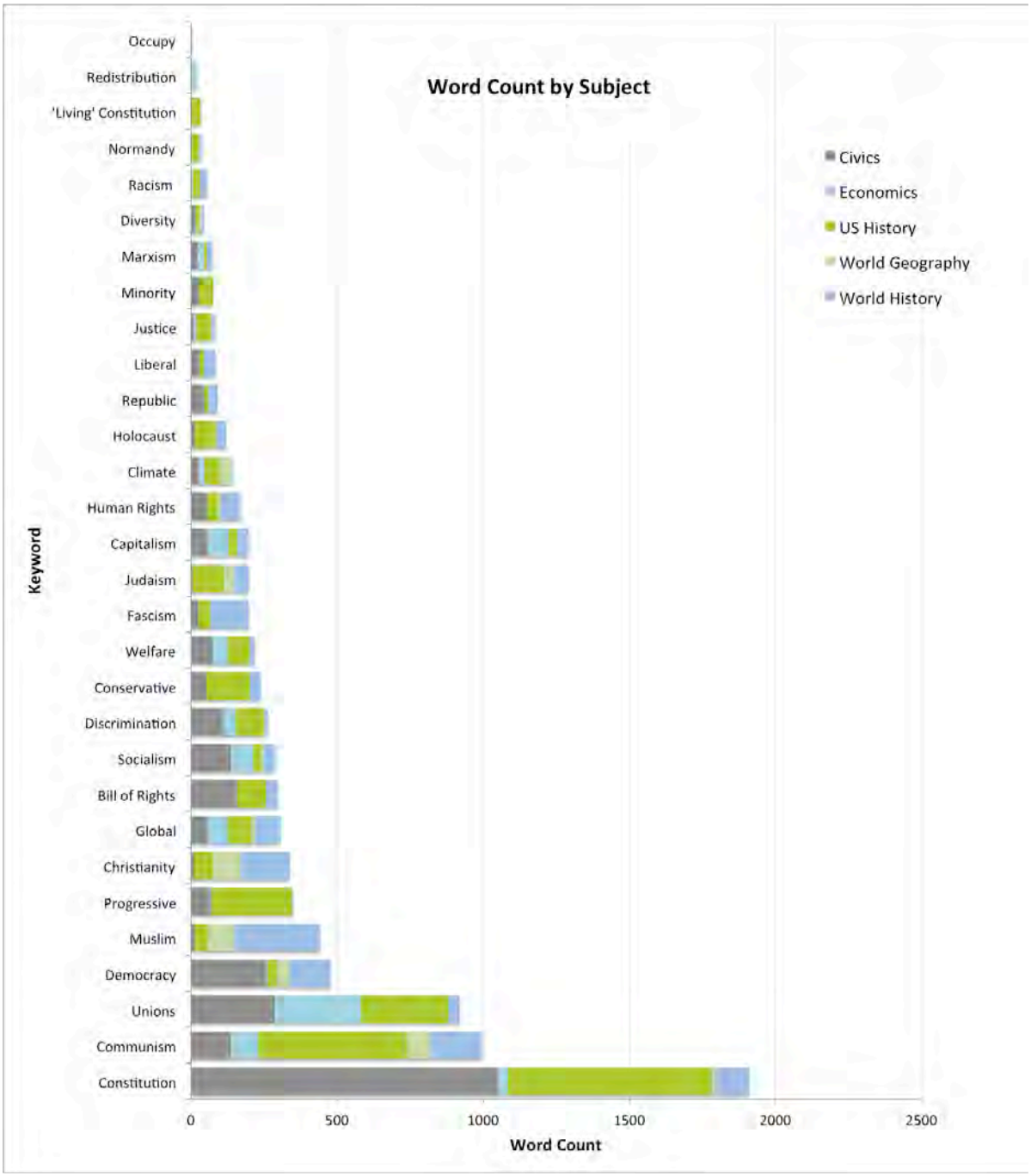
Coverage, Accuracy and Neutrality Ratings by Publisher

Publisher	*Coverage*	*Accuracy*	*Neutrality*
College Preparatory Mathematics (CPM)	1.28	2.06	1.00
Glencoe/McGraw Hill	1.87	2.11	0.93
Holt McDougal	2.19	2.44	1.00
Holt, Rinehart & Winston	2.44	2.16	0.82
Key Curriculum Press	2.24	2.00	1.00
McDougal Littell	2.08	2.52	0.97
National Geographic School Pub	1.28	1.74	1.00
Pearson/Prentice Hall	1.96	2.09	0.88
Prentice Hall	2.10	2.32	0.85
Grand Total	**1.98**	**2.24**	**0.92**

Coverage, Accuracy and Neutrality Scores by Subject



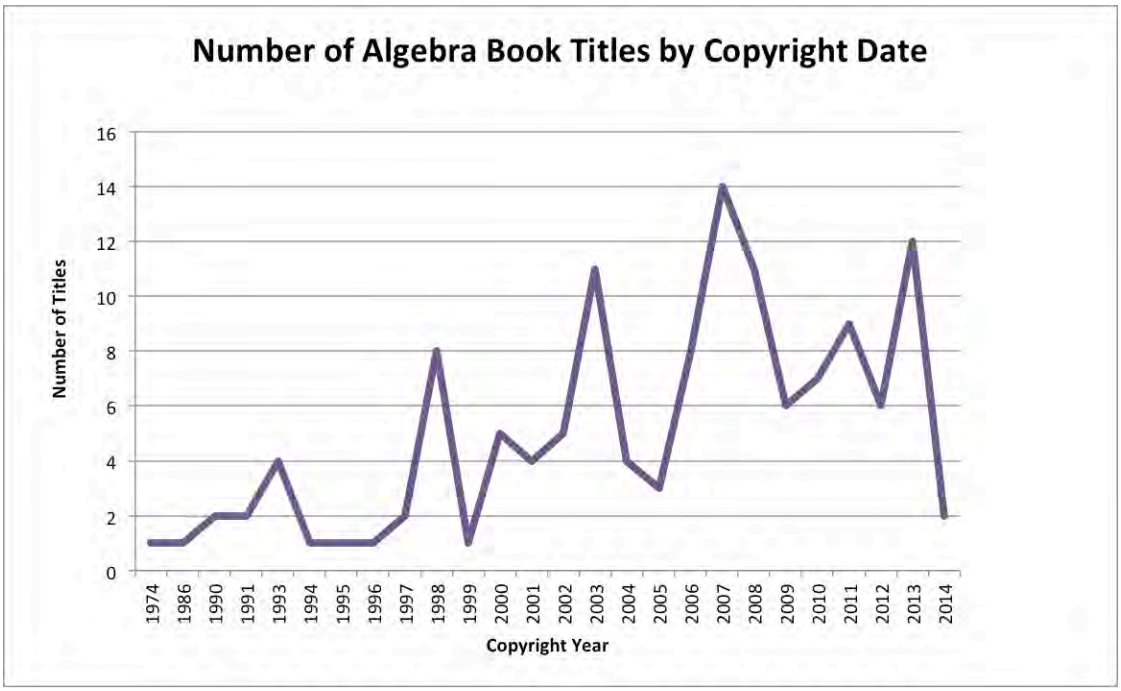
Word counts were conducted by searching the index and text for the 30 keywords. Once the index had been reviewed, each page listed in the index was reviewed and each instance of the word was recorded. Common terms like union, global and justice can have multiple meanings. For instance, union could be a mathematical term, refer to the Union in the Civil War or the European Union, or labor unions.

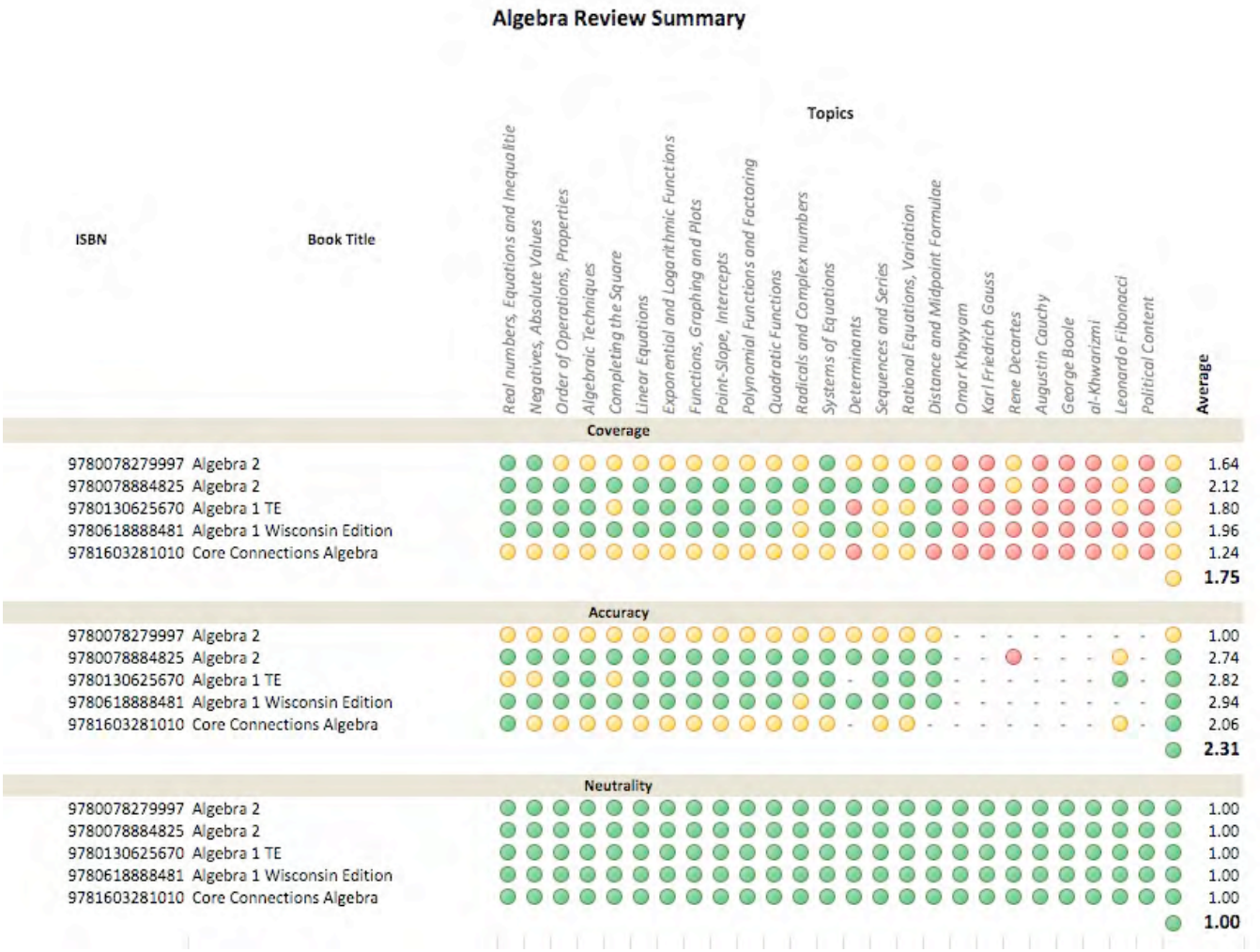


Algebra

There were 199 districts that sent algebra textbook information. In total, 398 unique textbook ISBNs were submitted. The oldest copyright date was from 1974-"Algebra 2 with Trigonometry." The year with the highest number of unique ISBN copyright dates was 2007. Prior to 2010 and the adoption of the CCSS, there were 22 publishers used for algebra texts in Wisconsin: Glencoe/McGraw Hill, McDougal Littell, and Prentice Hall provided over 68% of the algebra textbooks statewide. From 2010 to 2014, only 12 publishers provided algebra textbooks: Glencoe/McGraw Hill provided 25%, Holt McDougal provided 11%, Pearson/Prentice Hall provided 16%, and College Preparatory Mathematics provided 35% of all algebra textbooks. The remaining 8 provided 13% of the algebra textbooks.

Top Algebra Books by Title		
Book Title	**Publisher**	**Count of Districts**
Algebra 1	Glencoe/McGraw Hill	28
Algebra 1	McDougal Littell	19
Algebra 2	McDougal Littell	18
Algebra 2	Glencoe/McGraw Hill	14
Algebra 1 Wisconsin Edition	McDougal Littell	13
Core Connections Algebra	College Preparatory Mathematics (CPM)	13
Algebra and Trigonometry Structure and Method - Book 2	McDougal Littell/Houghton Mifflin	9
Algebra 1	Prentice Hall	8
Algebra 1 Common Core Edition	Holt McDougal	7
Algebra 1: Applications, Equations, Graphs	McDougal Littell	7





Glencoe/McGraw Hill's 2010 edition of "Algebra 2" and Prentice Hall's 2004 edition of "Algebra 1" used several "Real World" situations in their texts that focused primarily on the environment , community organizing, and work of government agencies.

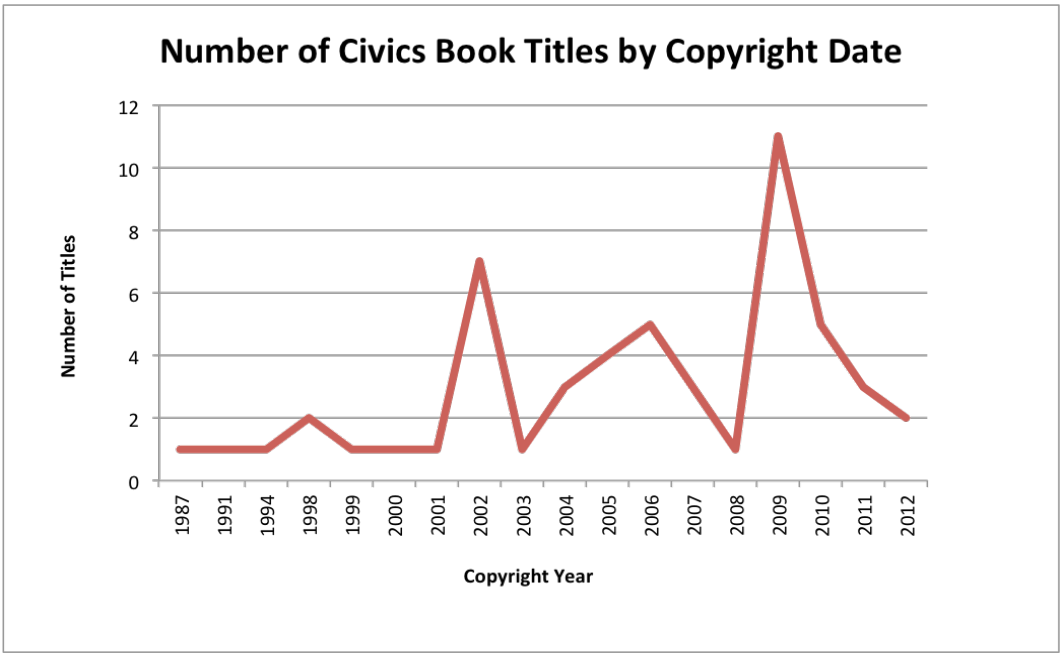
From "Algebra 1":

- *Issue: Community Service Example 3 - Page 198: Finding the Whole – Water Supply 3 – Discusses volunteering at a hospital in order to fulfill the high schools requirement for community service.*
- *Issue: Community Service Exercise - Page 200: Proportions and Percent Equations - Store Exercises: #19: The question is to figure out how many hours to "volunteer" for her school's requirement for community service. The answer is 30 hours for her school's requirement. How is this "volunteering" when it is required? How do the courts then give out sentences for community service as a punishment when the schools are stating that community service is required? Won't that be confusing for our young adults that one is a punishment and one is "volunteering" a wonderful service?*

Civics:

There were 142 districts that sent 170 unique ISBNs. The oldest textbook is from 1987, "American Government Principles and Practices." The year with the highest number of unique ISBNs is 2009. From 2000-2014, 28 publishing companies provided civics textbooks to Wisconsin schools. The largest share, 87%, of those textbooks came from Glencoe/McGraw Hill, Holt McDougal, and Pearson.

Top Civic Books by Titles		
Book Title	**Publisher**	**Count of Districts**
Magruder's American Government	Pearson/Prentice Hall	34
United States Government: Democracy in Action	Glencoe/McGraw Hill	21
Civics Today: Citizenship, Economics, and You	Glencoe/McGraw Hill	16
Civics: Government and Economics in Action	Pearson/Prentice Hall	9
Government in America: People, Politics and Policy	Pearson	9
American Civics	Holt, Rinehart & Winston	7
Civics: Responsibilities and Citizenship	Glencoe/McGraw Hill	5
We the People: The Citizen and the Constitution	Center for Civic Education	5
Government Alive! Power, Politics and You	Teachers' Curriculum Institute	4
The Framework of Your Wisconsin Government	Wisconsin Taxpayer Alliance	4



The most frequently word in the reviewed civics books was "Constitution". It appeared most often in Prentice Hall's textbook "Magruder's American Government", copyright 2010. This book is in use Elmbrook School District. Examples from the book indicate that while the word appeared 352 times, it was not necessarily used with neutrality or accuracy. This version of "Magruder's American History" had the lowest neutrality and accuracy scores, and scored low for coverage of topics and key ideas. Another version of the same book, copyright date of 2000, rated higher in all three categories. There are 21 versions of "Magruder's American History" in use at 34 school districts in Wisconsin.

The second civics book with low scores for neutrality was "Civics: Responsibilities and Citizenship".

From "Civics: Responsibilities and Citizenship":

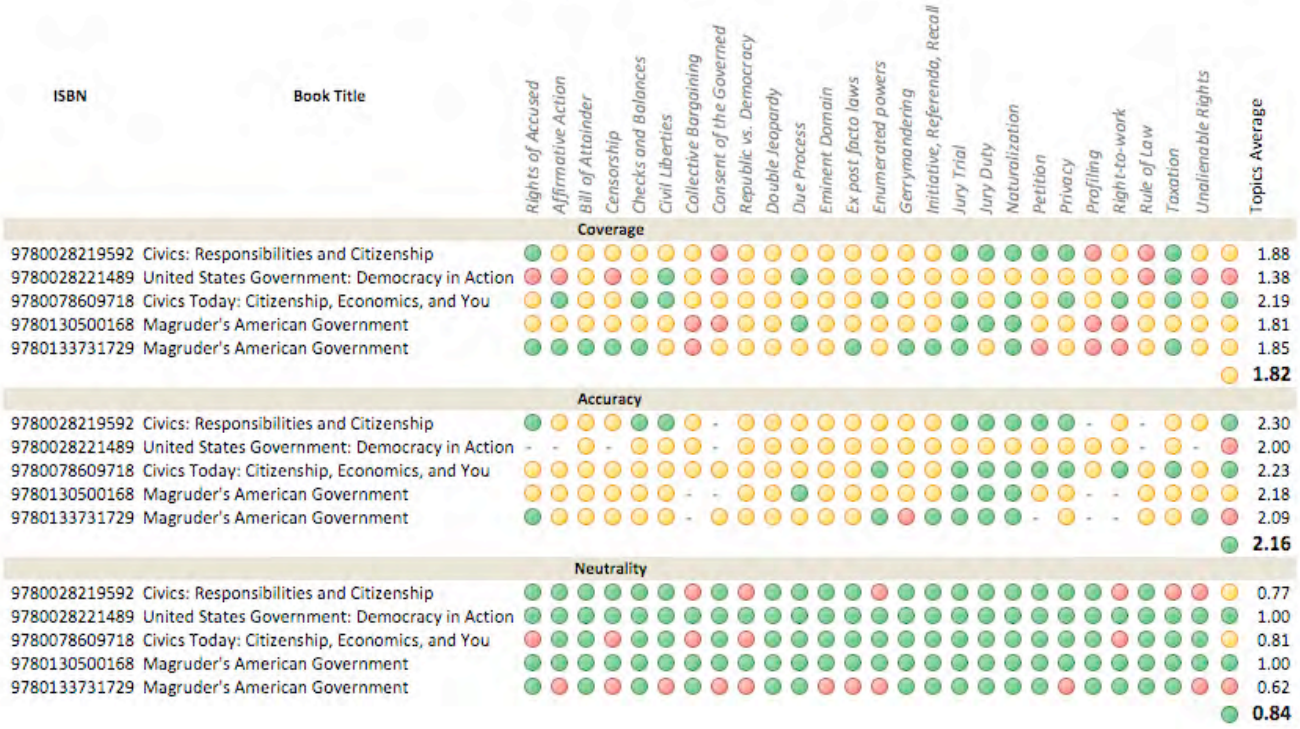
- *Legal System-even though the text states that the Constitution is the law of the land, the President does have the power to make laws as well. Text sites Lincoln's Emancipation Proclamation as proof the president can make laws.*
- *American Economy-No information concerning long-term effects of government involvement in the economy. No discussion of inflation resulting from polices of printing money.*
- *Free Enterprise System-The government is looked upon as playing a vital role in ensuring economic growth. Government policies are aimed at strengthening the economy, solving economic problems, and protecting the economic interests of citizens.*



Image 1-Civics Keyword Word Cloud

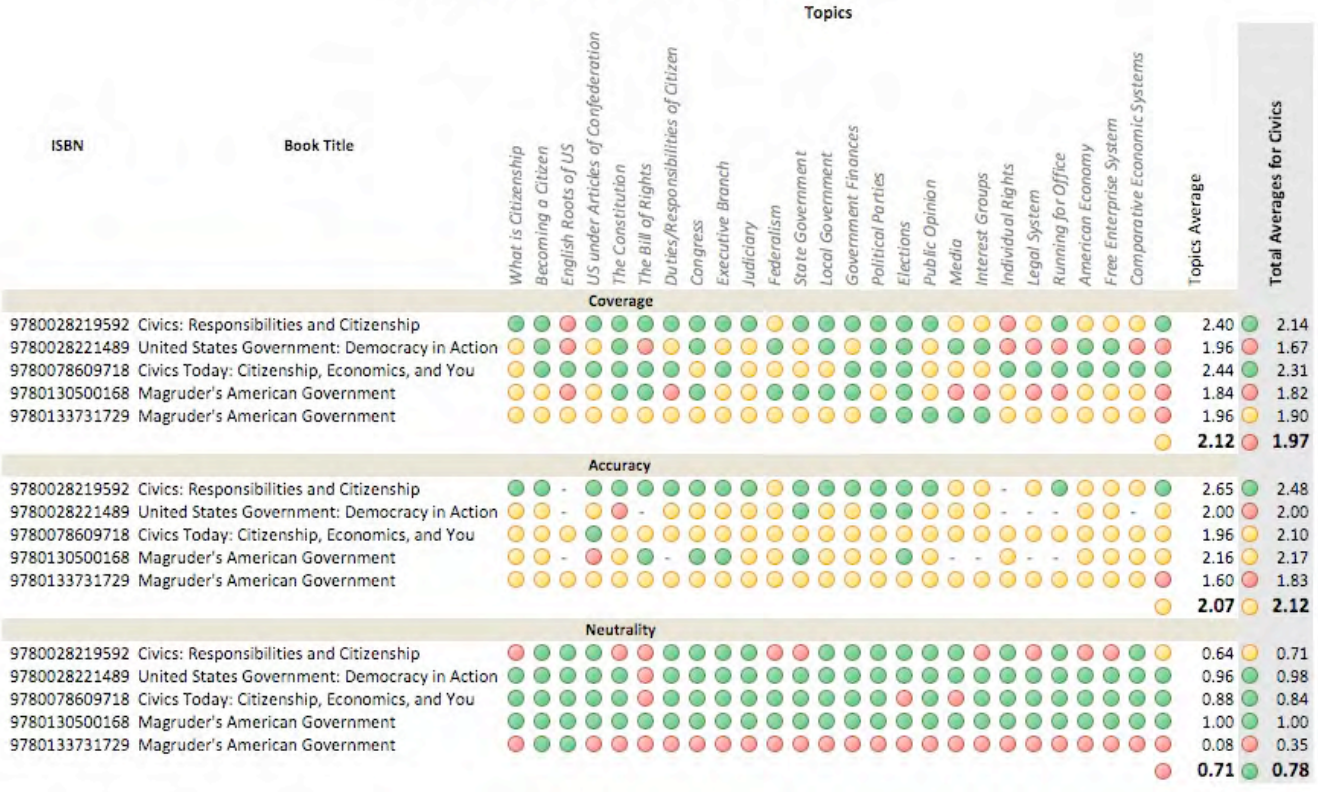
Civics Reviewed Texts Keyword Count	
Keywords	*Count*
Constitution	1051
Unions	286
Democracy	256
Bill of Rights	158
Socialism	138
Communism	137
Discrimination	111
Welfare	74
Progressive	65
Global	59
Capitalism	57
Human Rights	54
Conservative	53
Republic	47
Liberal	30
Minority	26
Climate Change	26
Fascism	25
Marxism	23
Holocaust	15
Diversity	14
Muslim	12
Christianity	10
Justice	9
Judaism	6
Redistribution	3
'Living' Constitution	1
Normandy	1
Total	**2747**

Civics Review Summary - First Set of Topics



ISBN	Book Title	Rights of Accused	Affirmative Action	Bill of Attainder	Censorship	Checks and Balances	Civil Liberties	Collective Bargaining	Consent of the Governed	Republic vs. Democracy	Double Jeopardy	Due Process	Eminent Domain	Ex post facto laws	Enumerated powers	Gerrymandering	Initiative, Referenda, Recall	Jury Trial	Jury Duty	Naturalization	Petition	Privacy	Profiling	Right-to-work	Rule of Law	Taxation	Unalienable Rights	Topics Average
Coverage																											
9780028219592	Civics: Responsibilities and Citizenship																										1.88
9780028221489	United States Government: Democracy in Action																										1.38
9780078609718	Civics Today: Citizenship, Economics, and You																										2.19
9780130500168	Magruder's American Government																										1.81
9780133731729	Magruder's American Government																										1.85
																											1.82
Accuracy																											
9780028219592	Civics: Responsibilities and Citizenship							-													-		-				2.30
9780028221489	United States Government: Democracy in Action	-	-		-				-															-		-	2.00
9780078609718	Civics Today: Citizenship, Economics, and You																										2.23
9780130500168	Magruder's American Government							-	-												-	-		-			2.18
9780133731729	Magruder's American Government							-													-	-		-			2.09
																											2.16
Neutrality																											
9780028219592	Civics: Responsibilities and Citizenship																										0.77
9780028221489	United States Government: Democracy in Action																										1.00
9780078609718	Civics Today: Citizenship, Economics, and You																										0.81
9780130500168	Magruder's American Government																										1.00
9780133731729	Magruder's American Government																										0.62
																											0.84

Civics Review Summary - Second Set of Topics

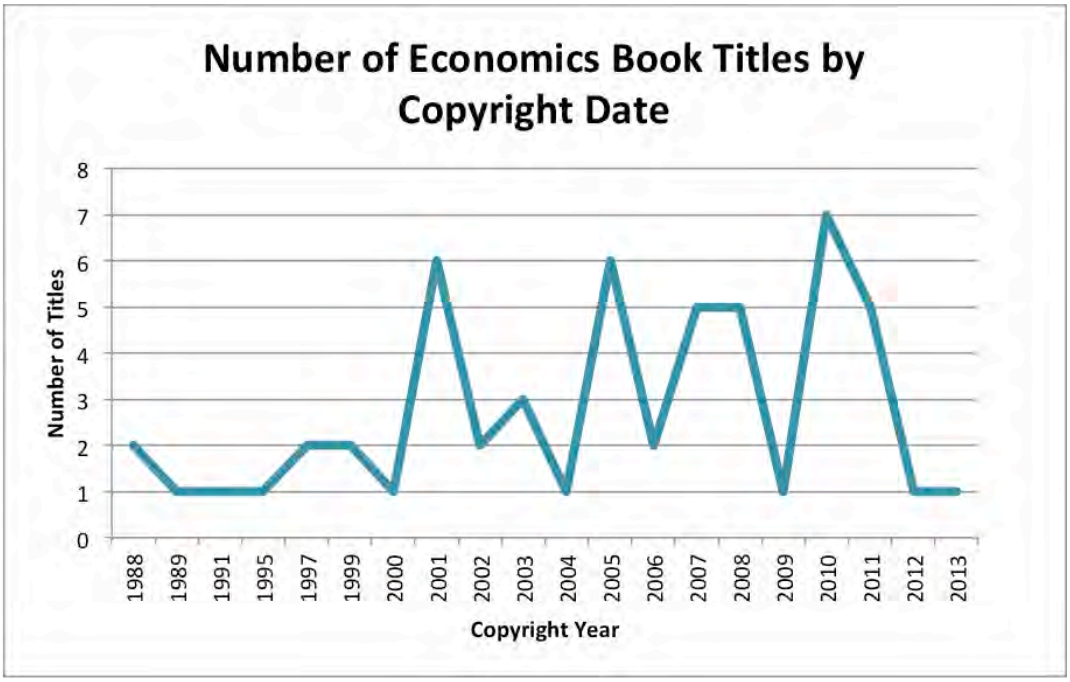


ISBN	Book Title	What is Citizenship	Becoming a Citizen	English Roots of US	US under Articles of Confederation	The Constitution	The Bill of Rights	Duties/Responsibilities of Citizen	Congress	Executive Branch	Judiciary	Federalism	State Government	Local Government	Government Finances	Political Parties	Elections	Public Opinion	Media	Interest Groups	Individual Rights	Legal System	Running for Office	American Economy	Free Enterprise System	Comparative Economic Systems	Topics Average	Total Averages for Civics
		Topics																										
Coverage																												
9780028219592	Civics: Responsibilities and Citizenship																										2.40	2.14
9780028221489	United States Government: Democracy in Action																										1.96	1.67
9780078609718	Civics Today: Citizenship, Economics, and You																										2.44	2.31
9780130500168	Magruder's American Government																										1.84	1.82
9780133731729	Magruder's American Government																										1.96	1.90
																											2.12	**1.97**
Accuracy																												
9780028219592	Civics: Responsibilities and Citizenship			-																-							2.65	2.48
9780028221489	United States Government: Democracy in Action			-		-														-	-	-			-		2.00	2.00
9780078609718	Civics Today: Citizenship, Economics, and You																										1.96	2.10
9780130500168	Magruder's American Government			-			-											-	-		-	-					2.16	2.17
9780133731729	Magruder's American Government																										1.60	1.83
																											2.07	**2.12**
Neutrality																												
9780028219592	Civics: Responsibilities and Citizenship																										0.64	0.71
9780028221489	United States Government: Democracy in Action																										0.96	0.98
9780078609718	Civics Today: Citizenship, Economics, and You																										0.88	0.84
9780130500168	Magruder's American Government																										1.00	1.00
9780133731729	Magruder's American Government																										0.08	0.35
																											0.71	**0.78**

Economics

There were 129 districts that sent 162 unique ISBNs. Three books, "Economics" by McDougal Littell, "Economics: Principles and Practice", and "Economics: the Science of Cost, Benefit and Choice" had the oldest copyright dates from 1987. The year with the highest number of unique ISBNs is 2010. Five publishing companies, Glencoe/McGraw Hill, Holt, Rinehart and Winston, McDougal Littell, Prentice Hall, and Worth provided 62% of economic textbooks statewide. Overall, since 2000, 23 publishers have provided textbooks for economics.

Top 10 Economics Book Titles		
Book Title	**Publisher**	**Count of Districts**
Economics: Principles and Practice	Glencoe/McGraw Hill	25
Economics: Principles in Action	Prentice Hall	15
Economics: Today and Tomorrow	Glencoe/McGraw Hill	11
Economics and Junior Achievement Economics	Holt, Rinehart & Winston	7
Economics: Concepts and Choices	McDougal Littell	7
Economics	Holt, Rinehart & Winston	6
Economics	Prentice Hall	6
Krugman's Economics for AP	Worth Publishers	6
Economics: Principles, Problems and Policies	McGraw-Hill	5
Economics	McGraw-Hill	4
Economics by Krugman	Worth Publishers	4
Economics TE	Pearson/Prentice Hall	4



Word counts for the economics textbooks reviewed showed a high number of words or phrases with "union". This can be in reference to the European Union or labor unions. The most common economics book in Wisconsin was rated neutral in its coverage of the keywords and topics. The lowest scoring textbook in all three categories was "Economics:

Today and Tomorrow", copyright 1995. Seven versions of this particular textbook are in use in twelve school districts across the state.

Some examples of what was found when reviewing this text:

- *p. 416, par. 1, describes how one function of government is to redistribute income and provide for public well being also to provide public goods.*
- *p. 417 contains a section on redistribution of income*

Paul Krugman's economics books are in use in 10 districts in the state. The most frequent occurrence of the words "justice" (economic, racial, social, environmental, etc.) and "welfare" (social programs and general assistance) occur in this book. The book also heavily favors Keynesian economics.

In "Economics" by Pearson/Prentice Hall these examples were identified:

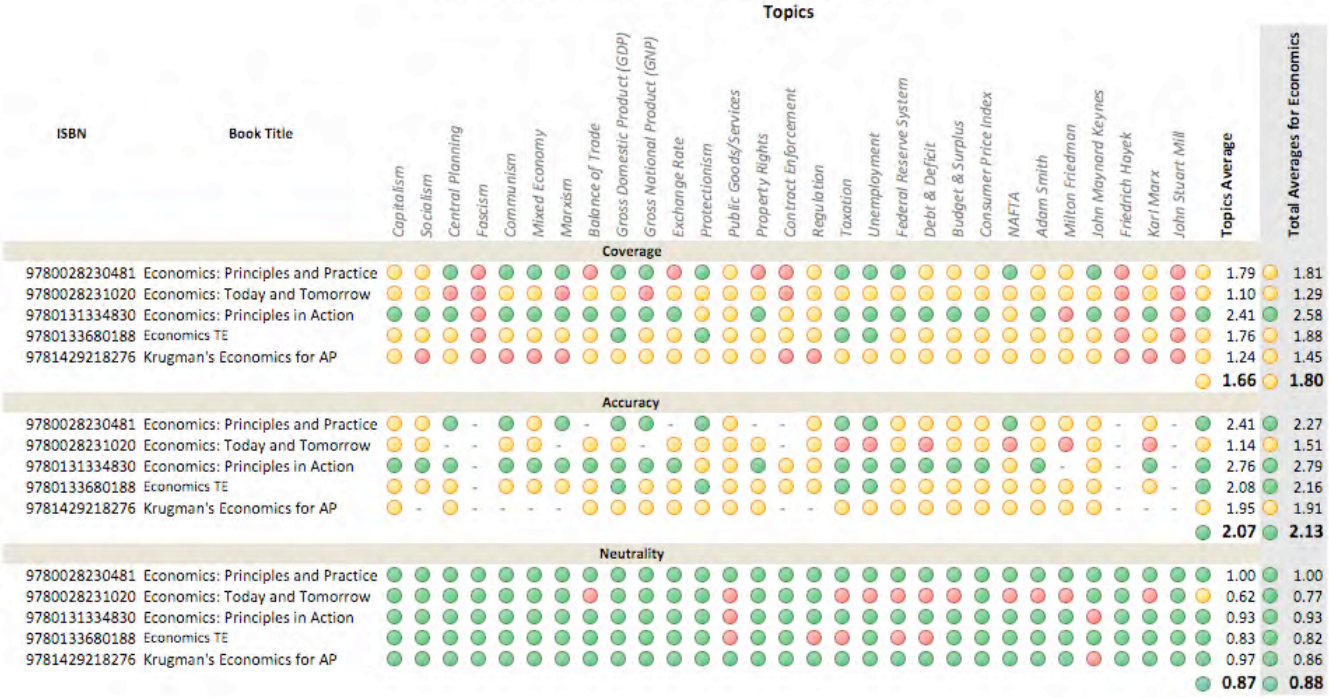
- *Page 363 "in this section, you will learn why most Americans believe that the person who earns more money should pay a higher percentage of income in taxes," and "An overwhelming majority of citizens today consent to having a portion of their earnings taken by the government" both lack citations or sources.*
- *Page 381: "Because they are democracies, local governments manage their money in accordance with priorities set by elected local government officials."-*
- *"Public Goods/Services-Subject is accurate but biased. Government does everything right. All examples of government involvement center on building roads, bridges, or aiding people when they are in a disaster. Nothing is stated about the long-term affect of government programs/bureaucracy. Nor tendency of government to use road tax dollars for other programs (the political side of spending).*
- *The textbook contains instructions for teachers to ask the students: What is responsible for causing poverty and what can the government do to eliminate this problem?*



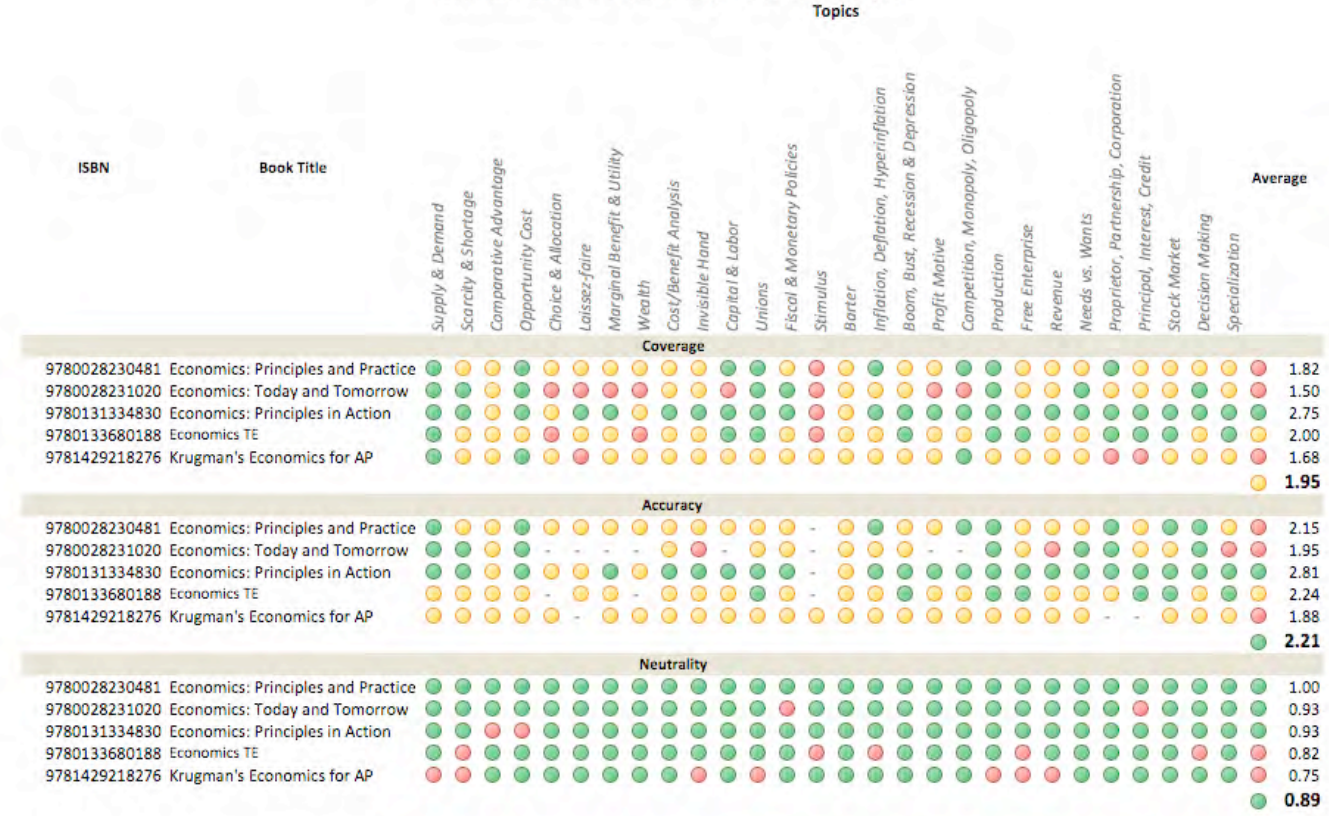
Image 2-Economics Keyword Word Cloud

Economics Reviewed Texts Keyword Count	
Keywords	*Count*
Unions	295
Communism	92
Socialism	75
Capitalism	72
Global	67
Welfare	50
Discrimination	42
Constitution	33
Climate Change	20
Marxism	20
Redistribution	17
Justice	9
Democracy	6
Racism	6
Progressive	4
Diversity	3
Minority	2
Occupy	2
Bill of Rights	1
Total	**816**

Economics Review Summary - Second Set of Topics



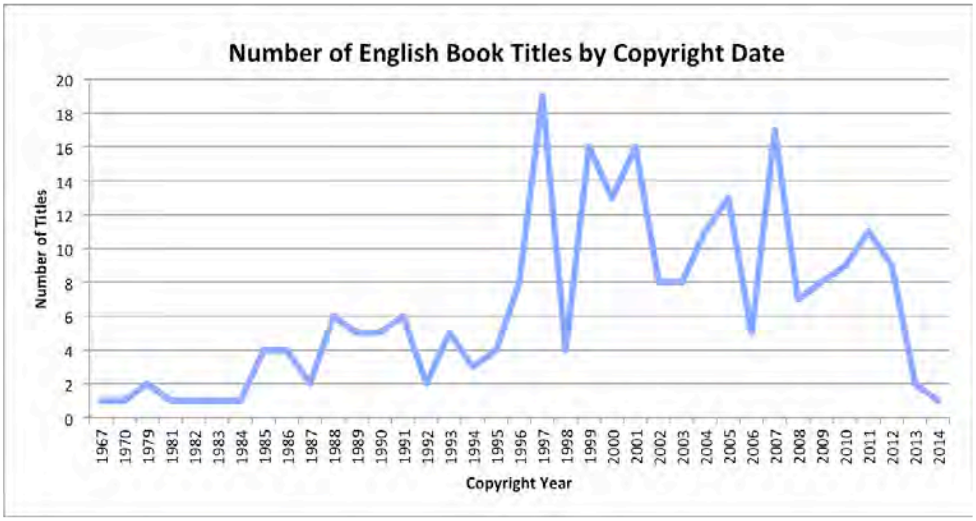
Economics Review Summary - First Set of Topics



English

English was not one of the subject areas originally within the scope of the ORR nor was it a subject included in the textbook review portion of the study. It did appear on the spreadsheet provided with the ORR and, as a result, 97 districts sent 366 unique ISBNs. Fifteen districts also submitted more than 275 supplemental texts and novels. There are over 53 publishers with English textbooks in Wisconsin. One of the primary reasons there are so many textbooks for this subject is that districts teach several different English classes.

Top 10 English Book Titles		
Book Title	**Publisher**	**Count of Districts**
Literature Timeless Voices, Timeless Themes; The American Experience	Pearson/Prentice Hall	12
Language of Literature: American Literature	McDougal Littell	10
Elements of Literature 4th Course	Holt, Rinehart & Winston	9
Literature	Pearson/Prentice Hall	7
The Language of Literature	McDougal Littell	7
Elements of Literature 5th Course	Holt, Rinehart & Winston	6
Elements of Literature 3rd Course	Holt, Rinehart & Winston	5
Everything's an Argument with Readings	Bedford/St. Martin's	5
Language Network	McDougal Littell	5
Literature: American Literature	Holt McDougal	5
Literature: The American Experience	Pearson/Prentice Hall	5
Perrines Literature, Structure, Sound and Sense	Cengage Learning	5
The Language of Literature: American Literature	McDougal Littell	5
Writers Inc.: A Student Handbook for Writing and Learning	Great Source Education Group	5



English texts also span the greatest period of time from 1967 to 2014. Classic British and American literature texts are used as sources and do not change year to year, unlike other subjects that require constant updating. Those books with the earliest copyrights include:

- "England in Literature", Scott Foresman & Company, 1979
- "Adventures in World Literature", Holt McDougal, 1970
- "Major British Writers", Harcourt Brace Jovanovich, Inc., 1967
- "United States in Literature", Scott Foresman & Company, 1979

Geometry

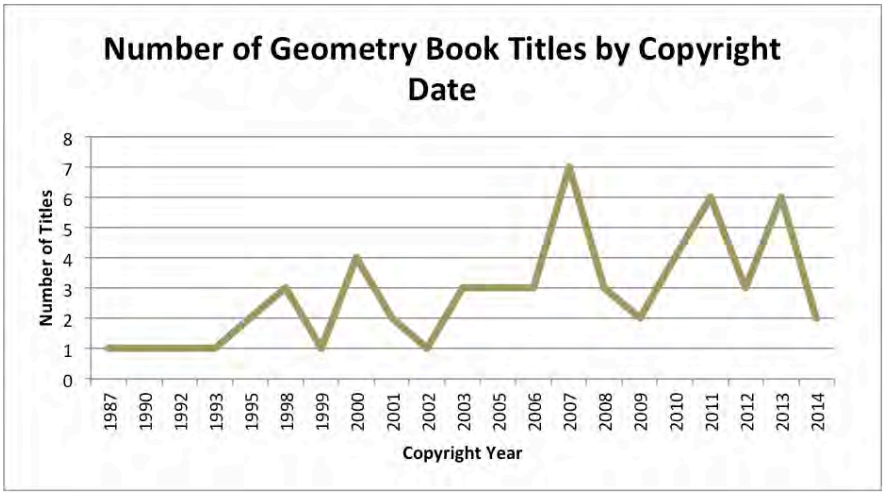
Districts that sent geometry textbook information totaled 190. The total number of unique ISBNs submitted was 216. Glencoe/McGraw Hill, McDougal Littell and its subsidiaries, Key Curriculum Press, and College Preparatory Mathematics make up 88% of the books used in Wisconsin geometry classrooms. Since 2010, 56 districts have brought in new geometry texts, 45 of which were aligned to the CCSS. Of those districts that did not specify if the text was specifically CCSS aligned, 3 indicated that other materials were used to bring the course into alignment with the CCSS.

Districts that have not purchased new, CCSS aligned textbooks are aligning the course with supplementary software, like Geometer's Sketchpad Software, Engage Common Core units, or teacher created materials that are CCSS aligned.

Kettle Moraine school district explained the alignment of textbooks in this manner:

> *"Answering the question "Is the resource Common Core aligned?" is challenging. Most of the texts were purchased for district use prior to the writing of the Common Core State Standards. Due to the timing, publishers did not have the opportunity to measure alignment. The CCSS is what students are to know or be able to do, and textbooks are resources for helping students and teachers access the skills and knowledge outlined in the standards. District resources are used as tools to help students attain and grow across a continuum of standards; they are not intended to be a sole source of instruction."*

Top 10 US Geometry Books by Titles		
Book Title	**Publisher**	**Count of Districts**
Geometry	McDougal Littell	25
Geometry	Glencoe/McGraw Hill	20
Discovering Geometry: An Investigative Approach	Key Curriculum Press	16
Geometry Wisconsin Edition	McDougal Littell	12
Core Connections Geometry	College Preparatory Mathematics (CPM)	10
Geometry: Integration, Applications and Connections	Glencoe/McGraw Hill	10
Geometry	Holt McDougal	8
Geometry	McDougal Littell/Houghton Mifflin	7
Geometry	Prentice Hall	7
Geometry Connections	College Preparatory Mathematics (CPM)	7



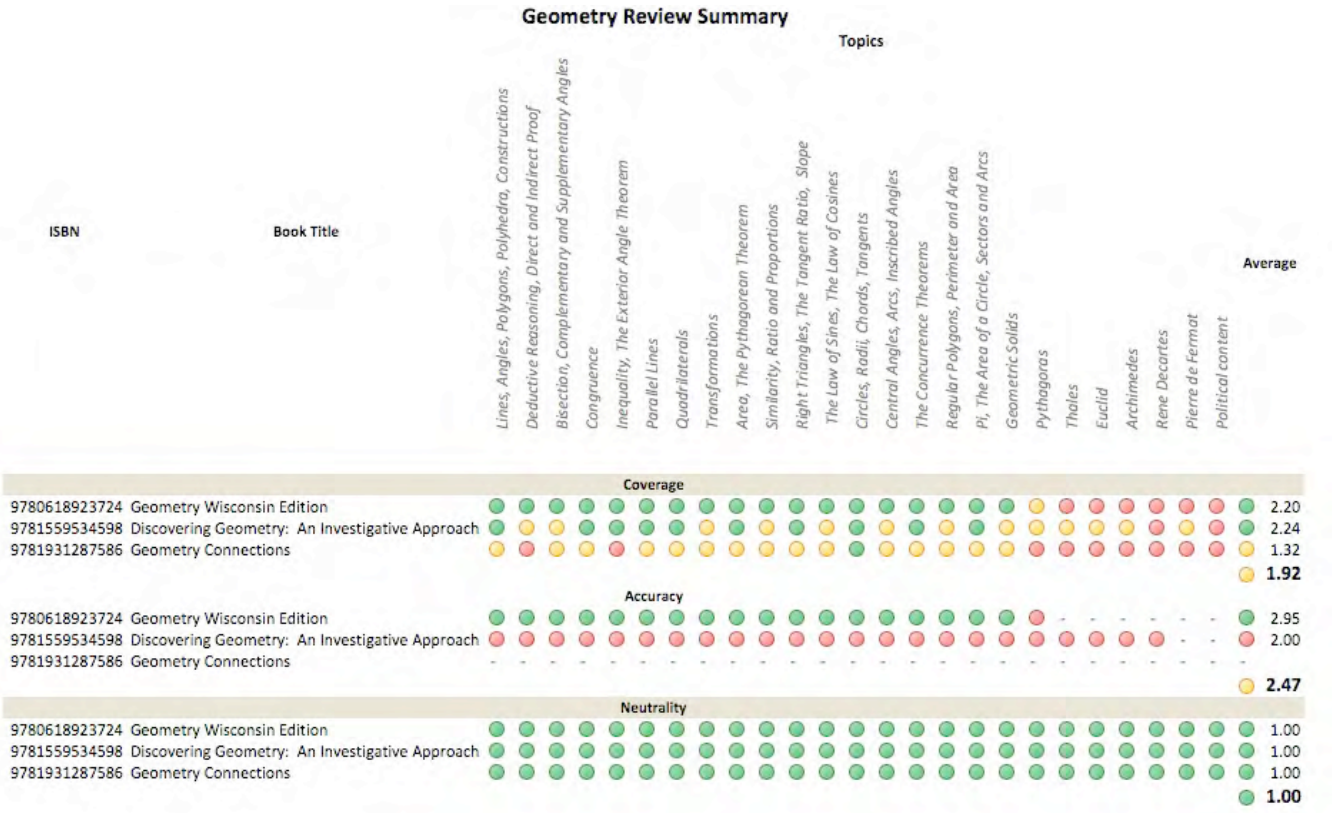
None of the 30 keywords were found when reviewing geometry textbooks. All three books reviewed were rated as neutral. Some of the word problems in the texts touched on issues of eminent domain, gun control, elections, and ethanol. For instance, in the 2007 teacher's edition of "Geometry" by Pearson/Prentice Hall:

- *Page 100: "A Point In Time" - Deductive Reasoning: Example uses Agatha Christie's novels to show Hercules Poirot, uses logical reasoning in solving cases. There is an unnecessary phrase used in the last sentence of the paragraph: "In this and in many subsequent novels, Poirot solves mysteries, not with guns or car chases, but with logical reasoning." There are 4 other "A Point In Time" sections throughout the book, but none of the others veers off the subject of math and science into unnecessary statements.*

In "Discovering Geometry: An Investigative Approach" every day examples were used and presented in a neutral manner.

Districts that have not purchased new, CCSS aligned textbooks are aligning the course with supplementary software or materials like:

- Geometer's Sketchpad Software (CCSS aligned)
- Engage Common Core units
- Teacher created materials
- Handouts and lessons from online.



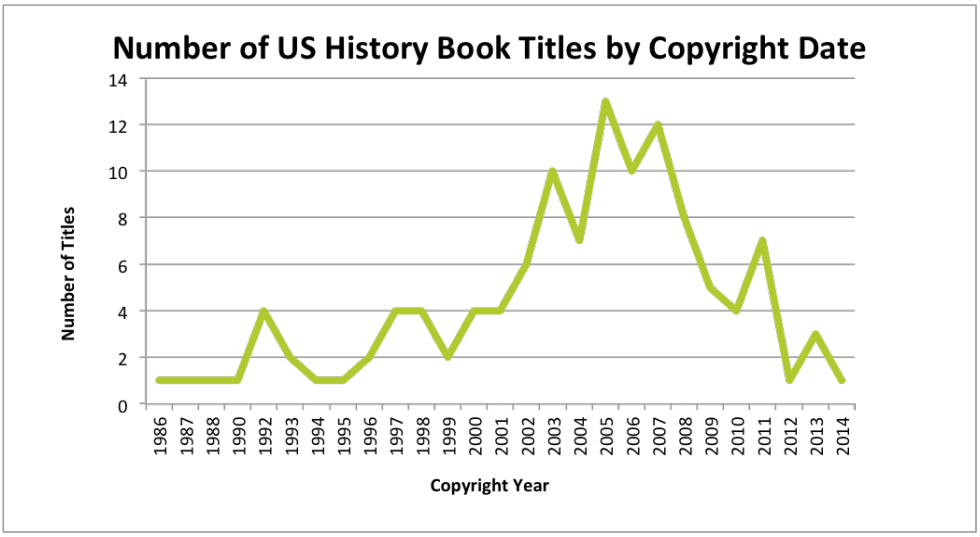
US History

A total of 190 districts sent 298 unique US history ISBNs. The average copyright year is 2004 with the oldest textbook in use from 1986, the newest from 2014. The year with the highest number of unique ISBNs is 2005. Glencoe/McGraw Hill and McDougal Littell are the predominant publishers of US history textbooks for Wisconsin schools and have provided 47% of the textbooks. Overall there are 26 different publishers who have provided texts for US history.

WiGOL reviewed seven editions of US history texts and found several examples of inaccurate information. Only three texts were identified as neutral in their coverage of key ideas and topics. In McDougal Littell's 2009 edition of "The Americans", an entire chapter was called "The Living Constitution". This text also promotes the idea that government can solve America's problems and that the role of government is to help people and in order to keep people safe, more laws must be enacted.

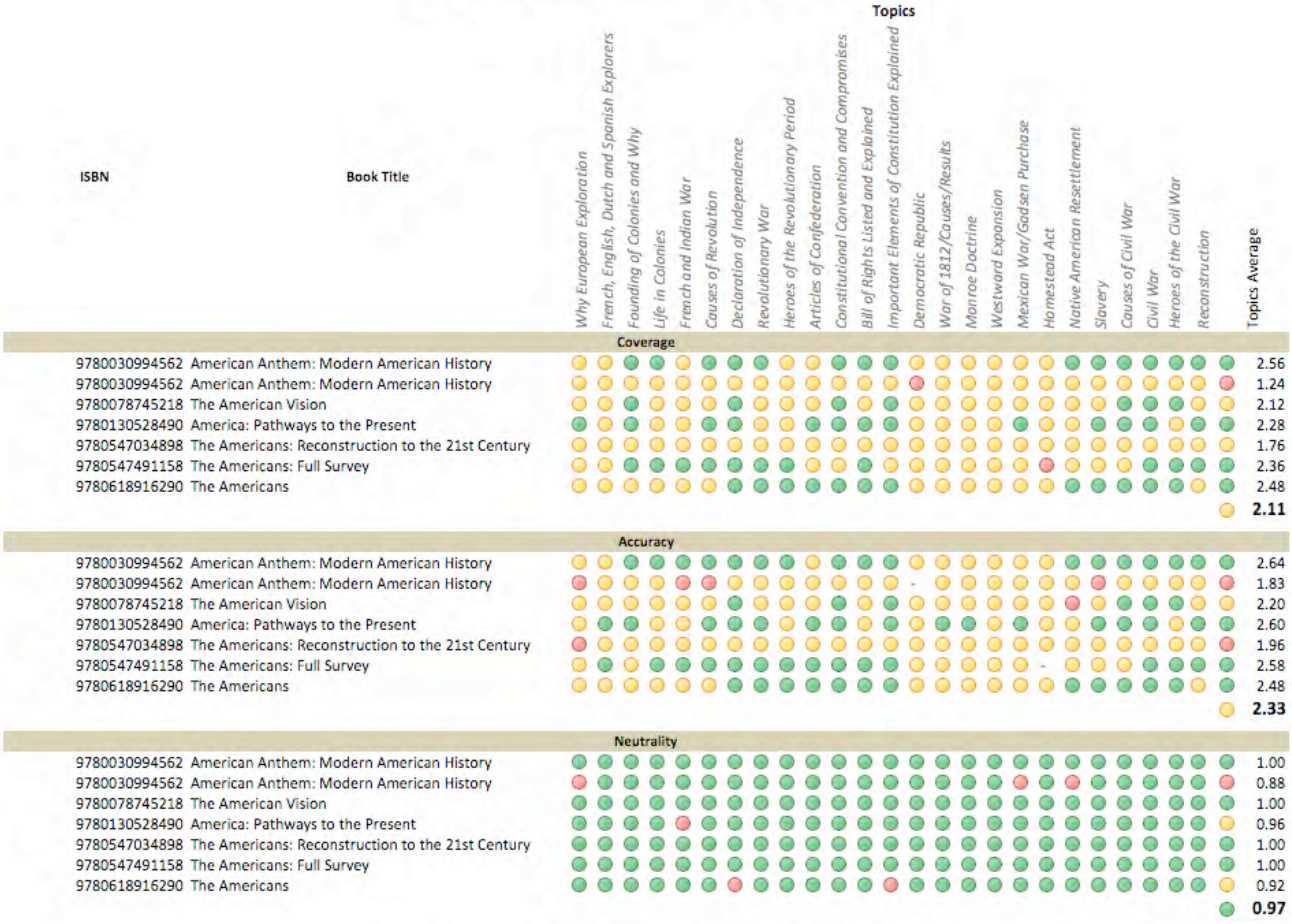
The 2003 edition of Pearson/Prentice Hall's book, "America: Pathways to the Present" minimally covers the birth of the Civil Rights movement and African American office holders. In chapter 16 there is a section on the Jim Crow laws, but no mention of who created them or why.

Top US History Books by Titles		
Book Title	**Publisher**	**Count of Districts**
The American Pageant: A History of the Republic	Houghton Mifflin Company	34
The Americans: Reconstruction to the 21st Century	McDougal Littell	26
The Americans	McDougal Littell	23
The American Vision	Glencoe/McGraw Hill	15
America: Pathways to the Present	Pearson/Prentice Hall	13
The American Vision: Modern Times	Glencoe/McGraw Hill	9
American Odyssey: The United States in the 20th Century	Glencoe/McGraw Hill	8
American History: A Survey	McGraw-Hill	6
The American Republic Since 1877	Glencoe/McGraw Hill	6
The Americans: Full Survey	Holt McDougal	6

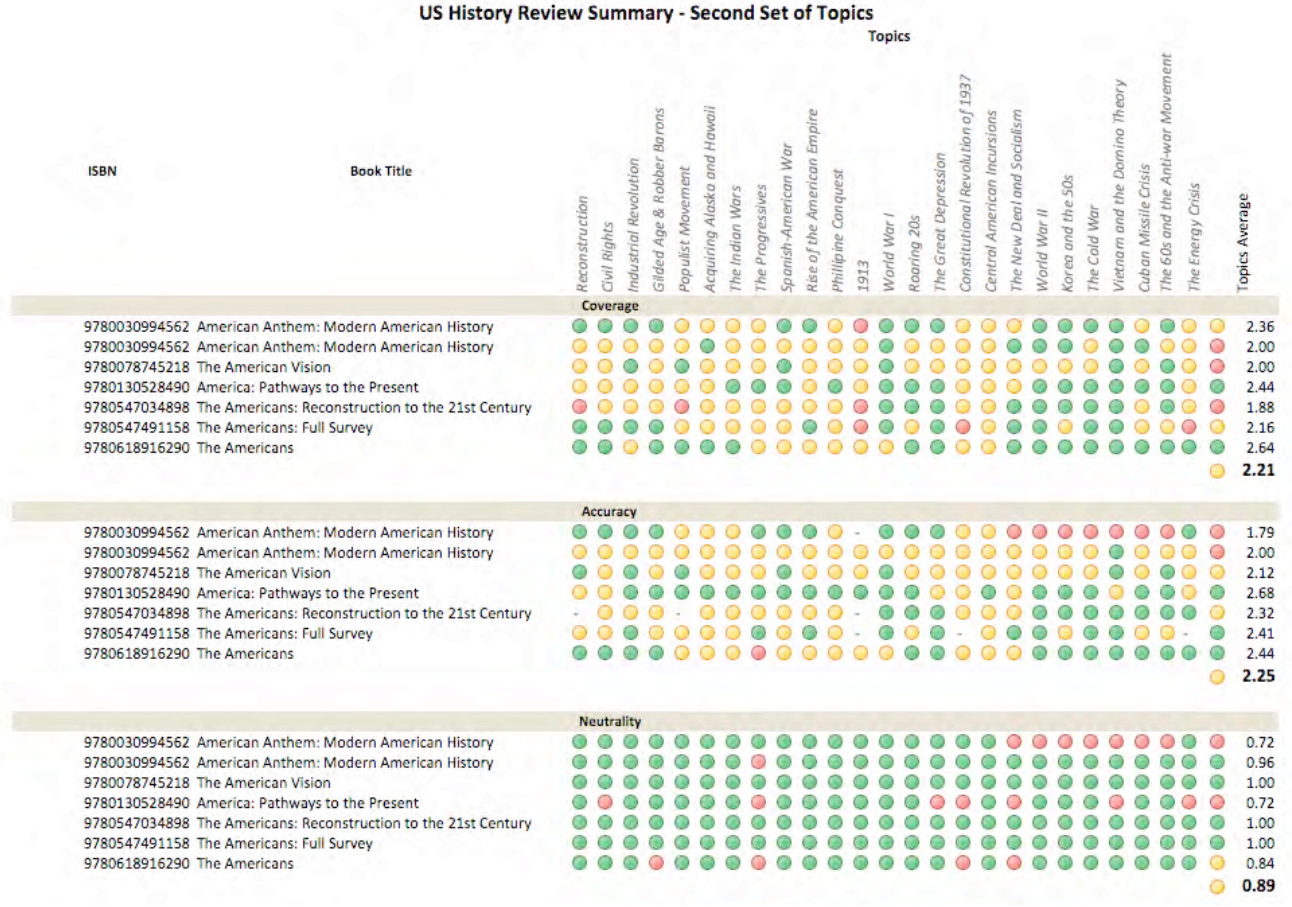


US History Reviewed Texts Keyword Count	
Keywords	*Count*
Constitution	698
Communism	511
Unions	300
Progressive	277
Conservative	148
Judaism	106
Discrimination	98
Bill of Rights	97
Global	79
Welfare	76
Holocaust	68
Christianity	65
Climate Change	51
Justice	49
Minority	48
Muslim	46
Fascism	40
Human Rights	39
Democracy	32
'Living' Constitution	31
Capitalism	28
Normandy	26
Socialism	26
Racism	25
Liberal	15
Diversity	12
Marxism	10
Republic	10
Occupy	2
Total	**3013**

US History Review Summary - First Set of Topics



US History Review Summary - Second Set of Topics



US History Review Summary - Third Set of Topics

ISBN	Book Title	Mideast Terrorism	Nixon and Impeachment	Resurgent Conservatism and Reagan	The Space Program and Moon Landings	Mideast Wars	Resurgent Liberalism	Liberty and Freedom	Self government	Taxation	Manifest Destiny	Democracy vs. Republic	Equality before the law	Abolition	Temperance	Civil Rights	Individualism	Federalism	Anti-trust	Class warfare	Segregation	Nullification	Racism	Secession	Topics Average	Total Averages for US History
Coverage																										
9780030994562	American Anthem: Modern American History																								2.09	2.34
9780030994562	American Anthem: Modern American History																								1.52	1.59
9780078745218	The American Vision																								1.83	1.99
9780130528490	America: Pathways to the Present																								1.74	2.16
9780547034898	The Americans: Reconstruction to the 21st Century																								2.17	1.93
9780547491158	The Americans: Full Survey																								1.74	2.10
9780618916290	The Americans																								2.57	2.56
																									1.95	**2.10**
Accuracy																										
9780030994562	American Anthem: Modern American History																								2.22	2.22
9780030994562	American Anthem: Modern American History					-					-														1.90	1.91
9780078745218	The American Vision													-											2.09	2.14
9780130528490	America: Pathways to the Present					-										-		-		-					2.25	2.53
9780547034898	The Americans: Reconstruction to the 21st Century							-																	2.55	2.26
9780547491158	The Americans: Full Survey					-		-		-						-									2.00	2.35
9780618916290	The Americans																								2.13	2.36
																									2.16	**2.25**
Neutrality																										
9780030994562	American Anthem: Modern American History																								0.87	0.86
9780030994562	American Anthem: Modern American History																								1.00	0.95
9780078745218	The American Vision																								1.00	1.00
9780130528490	America: Pathways to the Present																								0.87	0.85
9780547034898	The Americans: Reconstruction to the 21st Century																								1.00	1.00
9780547491158	The Americans: Full Survey																								1.00	1.00
9780618916290	The Americans																								0.74	0.84
																									0.93	**0.93**

Other resources used in US history include the following:

- DVDs, Newspapers, Journals and magazines;
- "Voices of a People's History of the United States" and "A People's History of the United States", by Howard Zinn;
- National Archives, Library of Congress, and other websites;
- Primary sources: Declaration of Independence, the Constitution;
- Novels, biographies and movies;
- Maps, guest speakers, field trips;
- Teacher created materials;
- Resource packages produced by publishers.

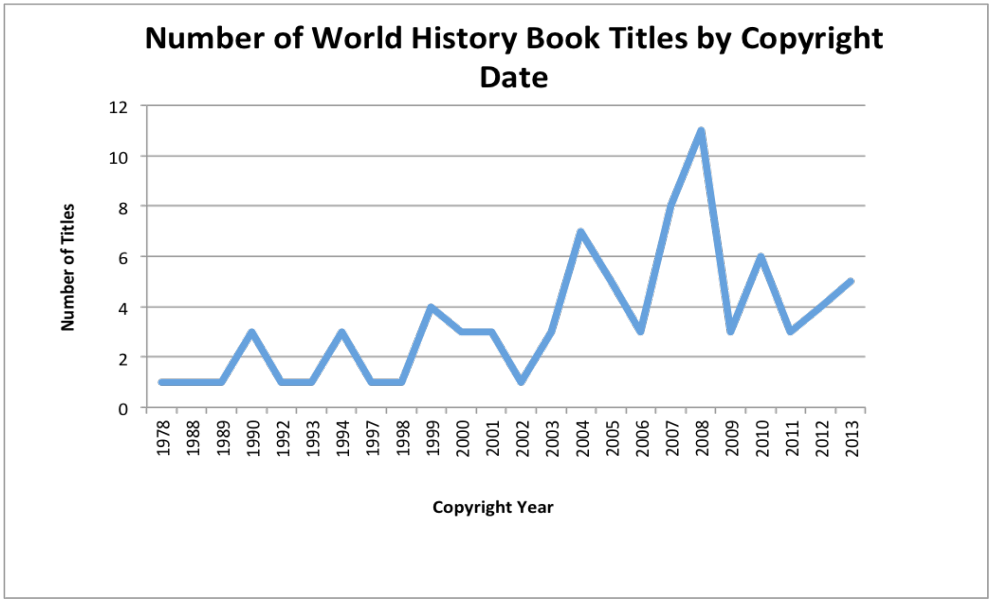


Image 3-US History Keyword Word Cloud

World History

There were 156 districts that sent 201 unique ISBNs. The average copyright year was 2004 with the oldest edition from 1978 and the newest from 2013. The year with the highest number of unique ISBNs is 2008. Glencoe/McGraw Hill and McDougal Littell have provided 51% of the world history textbooks in Wisconsin while the other 21 publishers provide 49% of the world history books.

Top World History Books by Title		
Book Title	**Publisher**	**Count of Districts**
World History: Patterns of Interaction	McDougal Littell	45
World History	Glencoe/McGraw Hill	22
World History: Connections to Today	Pearson/Prentice Hall	8
World History: The Modern Era	Prentice Hall	7
World History: Connections to Today	Prentice Hall	6
World History: The Human Experience	Glencoe/McGraw Hill	6
History and Life	Scott Foresman & Co	4
Traditions and Encounters: A Global Perspective on the Past	McGraw-Hill	4
World History	McDougal Littell	4
World History: Modern Times	Glencoe/McGraw Hill	4



World History Reviewed Texts Keyword Count	
Keywords	*Count*
Muslim	293
Communism	174
Christianity	168
Democracy	140
Fascism	130
Constitution	113
Global	84
Human Rights	67
Judaism	51
Bill of Rights	38
Unions	38
Liberal	37
Socialism	37
Conservative	36
Capitalism	35
Holocaust	32
Republic	28
Racism	23
Marxism	20
Welfare	15
Discrimination	9
Justice	9
Normandy	9
Diversity	8
Climate Change	3
Progressive	3
Total	**1600**

World History Review Summary - First Set of Topics

Topics

ISBN	Book Title	Expanding civilization and culture	Leadership & influential members	Religion and traditions	Trade & products	Transportation & communication	Money & using it or transfering	Taxation and how collected, used	Crime & punishment	Sovereignty & government	Exploration	Sciences & documented proof	Inventions and applications	Religion & practices	Commerce trade	Transportation & communication	Economic system Capitalism	Economic System Communism	Economic System Socialism	Democracy	Monarchy	Republic	Conservative		Topics Average
Coverage																									
9780618187744	World History: Patterns of Interaction																								2.32
9780547491264	World History: Patterns of Interaction																								2.00
																									2.16
Accuracy																									
9780618187744	World History: Patterns of Interaction	-											-												2.60
9780547491264	World History: Patterns of Interaction								-	-			-												2.16
																									2.38
Neutrality																									
9780618187744	World History: Patterns of Interaction																								1.00
9780547491264	World History: Patterns of Interaction																								1.00
																									1.00

World History Review Summary - Second Set of Topics

Topics

ISBN	Book Title	Liberal	Moderate	Media influence	Warfare & government influence	Industrial revolution	Advancing technology	Transportation	Communication	Media influence	Religion & practices	Environmental influences	Energy usage and methods	Welfare & entitlements	Commerce trade	Financial investments	Nationalism & imperialism	Government expansion & purpose	Equal rights & affirmative action	Taxation	Alliances & purpose	United Nations influence	WW I & II effects to world		Topics Average		Total Averages for World History
Coverage																											
9780618187744	World History: Patterns of Interaction																								1.64		1.98
9780547491264	World History: Patterns of Interaction																								1.86		1.93
																									1.75		**1.95**
Accuracy																											
9780618187744	World History: Patterns of Interaction		-	-	-	-			-																2.41		2.51
9780547491264	World History: Patterns of Interaction							-																	2.05		2.10
																									2.23		**2.31**
Neutrality																											
9780618187744	World History: Patterns of Interaction																								1.00		1.00
9780547491264	World History: Patterns of Interaction																								1.00		1.00
																									1.00		**1.00**

In 2002, the Wisconsin Policy Research Institute (WPRI) conducted a study that examined the world history textbooks used in Wisconsin. Their study examined the textbooks for content and bias covering 15 categories to find what was included and excluded in texts. One of the conclusions of the report was:

> "*This review considered where Wisconsin world history texts succeed and don't succeed. Among the 15 category areas listed, it is hard to say where the biggest failure resides, from the excesses of multiculturalism to the total neglect of democracy and free markets. The portrayals of Africa, the Middle East, and Islam are inadequate. Maybe the single most glaring disappointment is the utter failure to underscore the human, political, and economic bankruptcy of communism and its dictators. With communism in particular, Wisconsin students are not learning the proper lessons of history."*[2]

The WPRI report was discovered only after WiGOL completed the review of the textbooks in June 2014, and comparing the two reports shows that WiGOL's method of reviewing the textbooks was similar to that used by WPRI; both examined the texts for keywords and ideas and looked for coverage of content as well as the neutrality of the information presented.

In "Modern World History" by McDougal Littell, some topics are presented more in depth in their "Unresolved Problems of the Modern World " sections. Topics include dangers to the global environment, and states on page 581, "Failure to solve environmental problems will threaten the health of the planet." There is a large focus on current environmental topics in this world history textbook. The inclusion of so much information on this topic leads to the conclusion that the focus of the textbook isn't on the history of the world, but in promoting certain ideological issues.

In some cases, world geography and world history are taught in a single course in Wisconsin. Additional resources used to teach these subjects are:

- Stanford History Education Group's "Read Like a Historian" website (http://sheg.stanford.edu/rlh);
- Google Earth, maps;
- DVDs, slides, magazines, newspapers;
- Primary documents
- Internet resources
- Teacher created materials

A side-by-side comparison of World History and World Geography word clouds:



Image 5-World History Keyword Word Cloud



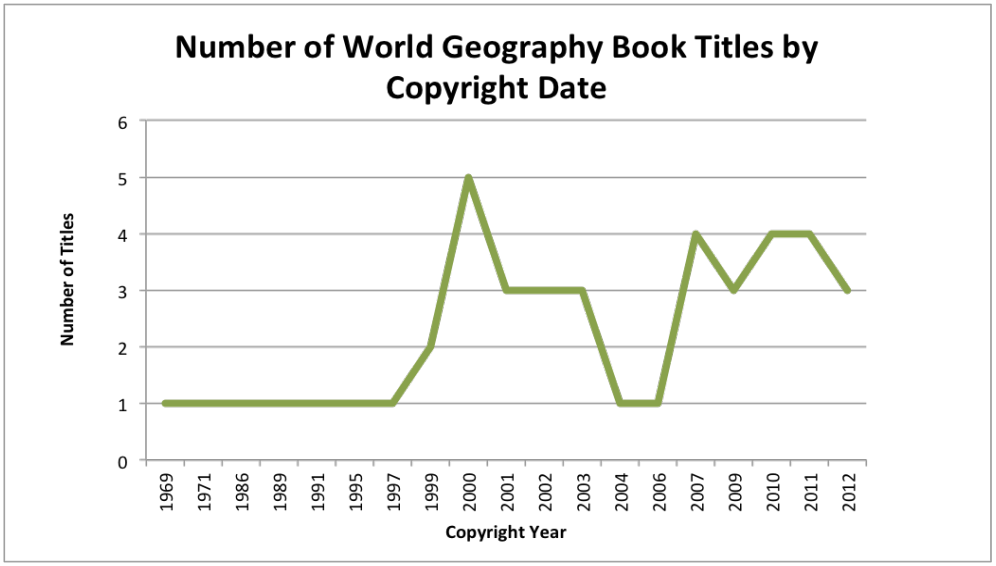
Image 4-World Geography Keyword Word Cloud

[2] "Evaluating World History Texts in Wisconsin Public High Schools." Wisconsin Policy Research Institute, June 2002. Web. 13 July 2014. <http://www.wpri.org/WPRI-Files/Special-Reports/Reports-Documents/Vol15no4.pdf>.

World Geography

World geography had the lowest number of textbook ISBNs submitted by school districts. Only 96 districts provided textbook information in this subject area. Many teach the subject as part of other courses. The number of ISBNs sent total 116. The number of publishers used by school districts for geography also is low with 16. McDougal Littell, Prentice Hall and Glencoe/McGraw Hill provided 71% of all the world geography textbooks used in the state from 2000-2014.

Top 10 World Geography Books by Titles		
Book Title	**Publisher**	**Count of Districts**
World Geography	McDougal Littell	18
World Geography and Cultures	Glencoe/McGraw Hill	13
World Geography Today	Holt, Rinehart & Winston	11
World Geography	Glencoe/McGraw Hill	8
World Cultures: A Global Mosaic	Prentice Hall	7
World Geography : Building a Global Perspective	Prentice Hall	6
World Geography: Building a Global Perspective	Prentice Hall	5
Human Geography: People, Places and Culture	John Wiley & Sons Ltd	3
World Geography	McDougal Littell	3
World Geography TE	McDougal Littell	3
World Geography: A Physical and Cultural Approach	Glencoe/McGraw Hill	3



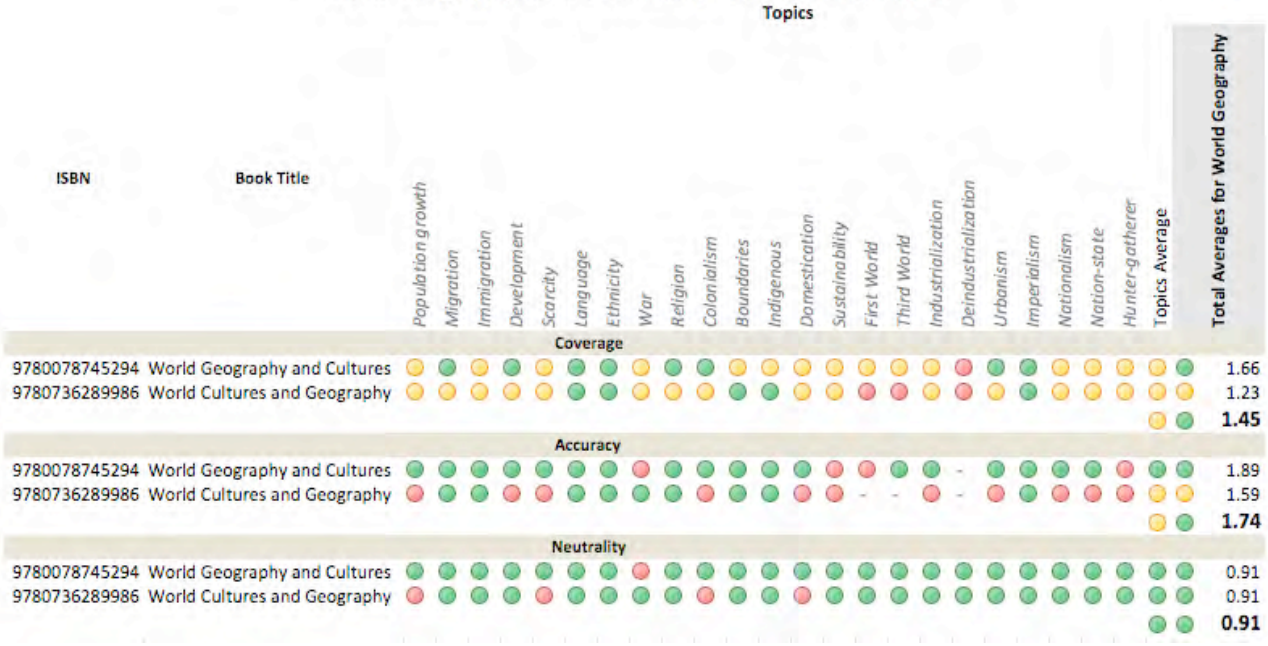
World Geography Reviewed Texts Keyword Count	
Keywords	*Count*
Christianity	94
Muslim	90
Communism	80
Climate Change	43
Democracy	42
Judaism	35
Constitution	16
Global	16
Socialism	12
Human Rights	8
Diversity	7
Capitalism	5
Justice	5
Holocaust	5
Republic	5
Fascism	3
Bill of Rights	2
Welfare	2
Discrimination	1
'Living' Constitution	1
Marxism	1
Racism	1
Total	**474**

World Geography Review Summary - First Set of Topics



ISBN	Book Title	1 Spatial Terms	2 Places and Regions	3 Physical Systems	4 Human Systems	5 Environment and Society	6 Uses of Geography	Weather and Climate	Land Forms and Oceans	Environment and Disasters	Economic Systms & Governments	Population, Migration & Settlement	Natural Resources	Agricultural Practices	Seasons	Cultures	World Trade	Diffusion	Geopolitics	Location Theories	1 Place	2 Location	3 Region	4 Movement	5 Relationships	Topics Average
Coverage																										
9780078745294	World Geography and Cultures																									2.00
9780736289986	World Cultures and Geography																									1.38
																										1.69
Accuracy																										
9780078745294	World Geography and Cultures																									1.96
9780736289986	World Cultures and Geography																									1.71
																										1.83
Neutrality																										
9780078745294	World Geography and Cultures																									0.88
9780736289986	World Cultures and Geography																									1.00
																										0.94

World Geography Review Summary - Second Set of Topics



ISBN	Book Title	Population growth	Migration	Immigration	Development	Scarcity	Language	Ethnicity	War	Religion	Colonialism	Boundaries	Indigenous	Domestication	Sustainability	First World	Third World	Industrialization	Deindustrialization	Urbanism	Imperialism	Nationalism	Nation-state	Hunter-gatherer	Topics Average	Total Averages for World Geography
Coverage																										
9780078745294	World Geography and Cultures																									1.66
9780736289986	World Cultures and Geography																									1.23
																										1.45
Accuracy																										
9780078745294	World Geography and Cultures																		-							1.89
9780736289986	World Cultures and Geography															-	-		-							1.59
																										1.74
Neutrality																										
9780078745294	World Geography and Cultures																									0.91
9780736289986	World Cultures and Geography																									0.91
																										0.91

CCSS Alignment

Currently, very few records exist in Wisconsin's schools that indicate if texts or other resources are aligned with the CCSS. Because there are few existing records that contain this information, the data collected on CCSS alignment in this study relied on the courtesy of districts to respond to the question of alignment. Of the 223 districts that sent textbook lists, 162 also included information on CCSS alignment. In some cases, the information on alignment was found online using the ISBN and information provided by the publishers.

The majority of textbooks used in algebra, geometry and English are not CCSS aligned. However, textbooks are only one resource teachers use to bring courses into alignment with standards. The charts below show the level of textbook alignment for algebra, geometry and English statewide:

Alignment of Algebra Textbooks Statewide



Alignment of English Textbooks Statewide



Alignment of Geometry Textbooks Statewide



Supplementary Materials

The age of the textbooks used in many districts indicates that schools are using other teaching materials in the classroom. Supplemental material information was submitted by 105 school districts and included the following types of materials:

- Worksheets, problem sets
- Khan Academy Software, Kuta Software, Illustrative Math, Common Core Curriculum Companion,
- Online videos, articles, essays, speeches
- Resources from publisher.
- Teacher created activities and handouts
- Other textbooks as references
- Workshop materials
- Government publications and websites like the National Archives and Library of Congress
- DVDs, newspapers, journals, magazines
- Common Core Curriculum maps
- Supplemental novels

Some of the materials are used to supplement older textbooks that are used as reference sources while others are used to bring math and language arts courses into alignment with the CCSS. Responses indicate that there are a large variety of additional resources used with the textbooks to help students achieve the goals set by the standards. Districts across the state made large algebra and geometry book purchases in 2007-2009. The results from the ORR indicate that 28% of all algebra books and 35% of all geometry books used state wide were purchased in this time frame, but no longer meet the requirements as a resource for the adopted state standards. Districts were faced with having to purchase new CCSS aligned texts or supplement their existing textbook resource with other materials.

Supplemental materials are also used because teachers are having difficulty finding aligned textbooks.
The School Superintendents Association released a report in June of 2014 stating 79.8% of respondents are having difficulty finding aligned curriculum and that those materials marketed by publishing companies as being CCSS aligned are not truly aligned with the standards:

> *"The texts the researchers reviewed were found to not differ greatly from previous, pre-CCSS, texts; they lacked the higher-level thinking required by CCSS, and failed to cover 10 to 15 percent of the material stipulated in the CCSS. Despite the trouble finding appropriate texts, 70.1 percent of respondents say they have thrown out some or all materials that are not aligned with the new standards."*[3]

Spending for Object 470 and 430 has inversed over the last 12 years. Costs to place technology in classrooms (broadband, wiring, laptops and iPads for each student) are not included in Object 430 amounts. Kenosha Unified anticipates spending over 1.2 million in Title 1 funding on technology[4]. Currently, the district ratio of computers to students is 1.2 students to every 1 computer, but there is significant disparity between schools. Additionally, district administrators surveyed nationwide indicate that "just under half (41.9 percent) say schools in their states are not ready to implement the online assessment, while 35.9 percent say they lack the infrastructure to support online assessments." [5]

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[3] FINNAN, LESLIE A. . "Common Core and Other State Standards:." . AASA, THE SCHOOL SUPERINTENDENTS ASSOCIATION, June 2014. Web. 22 June 2014. <http://aasa.org/uploadedFiles/Publications/AASA_CCSS_Report.pdf>.
[4] Clegg, Randall, et al. ", A Curriculum Audit of the Kenosha Unified School District." . International Curriculum Management Audit Center, Sept. 2013. Web. 22 June 2014. <http://www.kusd.edu/sites/default/files/document-library/english/Kenosha%20Audit%20FINAL.pdf>.
[5] "WASDA News." . Wisconsin Association of School District Administrators, June 2014. Web. 22 June 2014. <http://c.ymcdn.com/sites/www.wasda.org/resource/resmgr/Newsletters-2014/0614NEWS.pdf>.

Educational Publishers

The quality of the content of K-12 textbooks is not entirely within the control of the school boards or the school district curriculum directors. Primarily the publishing houses determine the content of the material and the school districts are then left to select from the choices offered by a dwindling number of textbook publishers. The content of the textbooks has been historically heavily influenced by the states that make large buys, specifically, California, Florida and Texas. This purchasing control makes the K-12 market very captive. But the domination by these three states is now changing with the shift to the Common Core State Standards (CCSS) as the core standards are now dictating content instead of the largest states themselves.[6]

Over the last couple of decades, consolidation of the publishers through mergers and acquisitions has greatly reduced choice and forced compromise on school boards. Economies of scale have not resulted in lower textbook costs as the market has shrunk due to the proliferation of non-print materials. Digital materials are growing rapidly in usage and represent the future of instructional materials. This fast growing trend introduces a whole new series of problems for parents that seek transparency and the opportunity for input in their school districts.

Academic publishing is an approximately $13.7 billion dollar industry[7] within the United States with the majority of this amount being higher education (college and university) texts and materials for 2013. The secondary (high school) market is a much smaller segment at $3.2 billion dollars for the same year.[8] The total K-12 instructional materials market is estimated to be $8 billion for all print and non-print materials.[9] The textbook market is the second largest publishing category in the United States coming in after the trade market.[10] This segment is composed of hundreds of small publishing firms – many of which are divisions or subsidiaries of the larger houses. 85% of the educational text market is controlled by just three houses: Houghton Mifflin Harcourt Publishing Co., McGraw-Hill Cos., and Pearson Ltd.[11] A list of the publishers in the PreK-12 field that belong to the Association of American Publishers (AAP) can be found on their website.[12] These publishers represent the overwhelming bulk of the K-12 textbook publishers in the United States.

For all of the billions of taxpayer dollars spent on textbooks, this aggregated expenditure comprises just 1% of all public education spending.[13,14] The AAP has published that the average net price of a K-12 textbook was $65 in 2010.[15] The market for printed textbooks is predicted to shrink by half over the next five years.[16] Already, publishers are closing or downsizing print divisions and refocusing on digital materials such as software textbooks and supplemental resource websites.[17] According to Mike Evans, a Pearson Senior VP quoted in a Crain's Chicago Business magazine article, Pearson offers in excess of 200 courses for mobile devices.[18] These devices are typically

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[6] Wilson, Lee. "Texas Doesn't Evolve To Common Core – Textbook Market Power Shifts." The Education Business Blog. N.p., 30 Oct. 2013. Web. 12 July 2014. <http://www.educationbusinessblog.com/2013/10/texas-doesnt-evolve-common-core-textbook-market-power-shifts-2.html>.

[7] "The Future of Educational Publishing." Thad McIlroy – Future Of Publishing ». N.p., 1 July 2013. Web. 13 July 2014. <http://thefutureofpublishing.com/industries/the-future-of-educational-publishing/>.

[8] Strahler, Steven R. "Textbook case of a dying biz." Crain's Chicago Business. N.p., 5 Mar. 2012. Web. 13 July 2014. <http://www.chicagobusiness.com/article/20120303/ISSUE01/303039966/textbook-case-of-a-dying-biz>.

[9] "Instructional Materials Funding Facts." The Association of American Publishers. N.p., n.d. Web. 13 July 2014. <http://publishers.org/schoolfundingfacts/>.

[10] Owen, Laura Hazard. "What Apple Is Wading Into: A Snapshot Of The K-12 Textbook Business." Gigaom. N.p., 21 Jan. 2012. Web. 13 July 2014. <http://gigaom.com/2012/01/21/419-the-abcs-and-123s-of-apple-and-the-k-12-textbook-market/>.

[11] Strahler, Steven R. "Textbook case of a dying biz." Crain's Chicago Business. N.p., 5 Mar. 2012. Web. 13 July 2014. <http://www.chicagobusiness.com/article/20120303/ISSUE01/303039966/textbook-case-of-a-dying-biz>.

[12] "PreK-12 Learning." . Association of American Publishers, n.d. Web. 13 July 2014. <http://publishers.org/members/school/>.

[13] "Instructional Materials Funding Facts." The Association of American Publishers. n.d. Web. 13 July 2014. <http://publishers.org/schoolfundingfacts/>.

[14] Band, Jonathan. "The Changing Textbook Industry - Disruptive Competition Project." Disruptive Competition Project RSS. 21 Nov. 2013. Web. 13 July 2014. <http://www.project-disco.org/competition/112113-the-changing-textbook-industry/>.

[15] Owen, Laura Hazard. "What Apple Is Wading Into: A Snapshot Of The K-12 Textbook Business." Gigaom. N.p., 21 Jan. 2012. Web. 13 July 2014. <http://gigaom.com/2012/01/21/419-the-abcs-and-123s-of-apple-and-the-k-12-textbook-market/>.

[16] Strahler, Steven R. "Textbook case of a dying biz." Crain's Chicago Business. N.p., 5 Mar. 2012. Web. 13 July 2014. <http://www.chicagobusiness.com/article/20120303/ISSUE01/303039966/textbook-case-of-a-dying-biz>.

[17] Ibid.

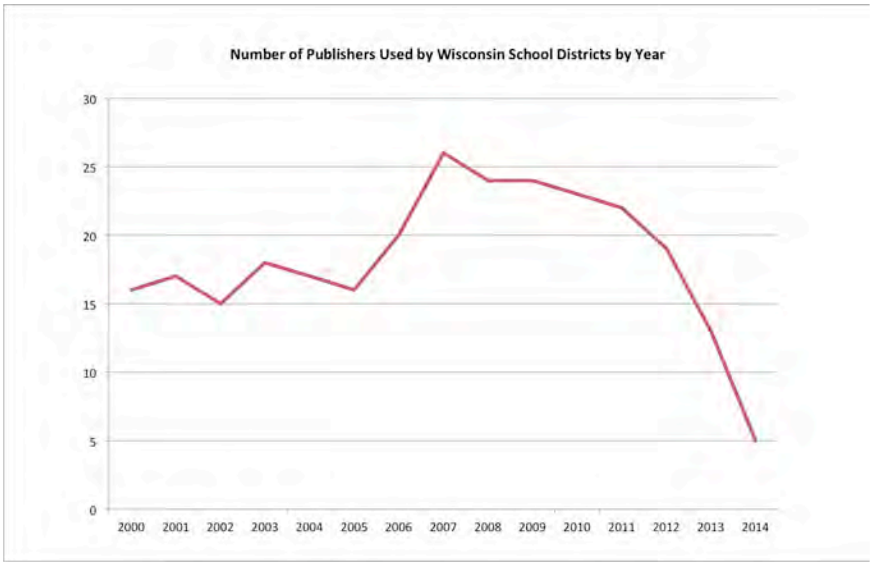
[18] Ibid.

tablets and laptops. According to the same Crain's article quoting Rita Schaefer, an Exec. VP at Houghton Mifflin Harcourt, "All of us are getting more nimble because the market is going in that direction – *kids are digital natives*."[19]

In recognition of the change from print to digital, Apple began working with the three largest K-12 textbook publishers during 2011 to create content for tablets and iPads. Apple is aiming at equipping the 50 million kids in K-12 in the U.S. with iPads.[20] The AAP states that the K-12 digital market increased by 45.6% between 2008 and 2010 while the print text market decreased by 13.7% in the same period.[21,22]

An additional reason for the move from print to digital is the increase in frequency for updating the materials. Print materials, once acquired, are on average used for six years by a school.[23] Digital materials can, and are, frequently updated, often within the same school year. This begs the question as to why the school districts have not already moved to digital and abandoned print entirely. The answer is that the educational publishers are trying to finance the cost of the transition to digital through the highly profitable revenue stream of printed textbooks.[24]

Pearson has focused on the transition to digital and as of 2013, digital materials account for more than 50% of its revenue.[25] Similarly, McGraw-Hill states that all new programs start out as a digital project first.[26] Houghton Mifflin Harcourt CEO Linda Zecher, in an interview with the Boston Globe, said in nearly the same wording that, "We're developing all of our content as digital first."[27]



By partnering with Apple, the publishers can provide digital texts that are pre-loaded on tablets and iPads. This strategy eliminates the problems of used texts pre-empting sales of new textbooks and of students electing not to

[19] Strahler, Steven R. "Textbook case of a dying biz." Crain's Chicago Business. N.p., 5 Mar. 2012. Web. 13 July 2014. <http://www.chicagobusiness.com/article/20120303/ISSUE01/303039966/textbook-case-of-a-dying-biz>.

[20] Owen, Laura Hazard. "What Apple Is Wading Into: A Snapshot Of The K-12 Textbook Business." Gigaom. N.p., 21 Jan. 2012. Web. 13 July 2014. <http://gigaom.com/2012/01/21/419-the-abcs-and-123s-of-apple-and-the-k-12-textbook-market/>.

[21] "WHO WE ARE." The Association of American Publishers. n.d. Web. 13 July 2014. <http://publishers.org/>.

[22] Ibid

[23] "Instructional Materials Adoption." The Association of American Publishers. n.d. Web. 13 July 2014. <http://publishers.org/schooladoption/>.

[24] "The MOOC and the Textbook - Textbook Publishers - Degree of Freedom." Degree of Freedom, 14 May 2013. Web. 13 July 2014. <http://degreeoffreedom.org/the-mooc-and-the-textbook/>.

[25] Garland , Sarah . "Common Core Standards Shake Up Publishing Biz." Schoolbook. WNYC, 16 Oct. 2013. Web. 13 July 2014. <http://www.wnyc.org/story/common-core-standards-shake-education-biz/>.

[26] Feran , Tim . "Textbook publisher McGraw-Hill writing digital future." The Columbus Dispatch. 24 Oct. 2013. Web. 13 July 2014. <http://www.dispatch.com/content/stories/business/2013/10/24/publisher-writes-its-digital-future.html>.

[27] Marovich, Carrie . "Static no more, textbook publishers go digital." :: SI&A Cabinet Report, 9 Dec. 2013. Web. 13 July 2014. <https://cabinetreport.com/curriculum-instruction/static-no-more-textbook-publishers-go-digital>.

purchase textbooks due to the price.[28] Students will often end up sharing printed textbooks. The practice of pre-loading also ends software piracy. The savings for the publisher is about $20 per student.[29] The K-12 market publishers will charge a school district for an e-book typically one-sixth of the cost of a printed textbook. This will result in the same revenue over six years but the bulk of that revenue is deferred.[30]

The changeover to digital formats does not result in an automatic savings to the districts; there are infrastructure and hardware costs that cannot be overlooked. Transitioning from printed textbooks to digital formats to comply with CCSS is consequential as the cost of providing networking, iPads, annual digital licenses, training, insurance and maintenance on devices increases the annual cost per student by an estimated 6 to 7 times the original cost of providing textbooks.[31] Kenosha Unified anticipates spending over $2 million each fiscal year from 2014 to 2016[32].

Source: International Curriculum Management Audit Center, *A Curriculum Audit of the Kenosha Unified School District*

Kenosha Unified Technology Plan - Expenditures Estimates

		School Year					
		2014-2015		2015-2016		2016-17	
	Plan Location	Amount	Projected Funding Source	Amount	Projected Funding Source	Amount	Projected Funding Source
Software							
New Student Informational System	4.6.1	$165,000.00	Information Services	$165,000.00	Information Services	$165,000.00	Information Services
Hardware, Facilities & Networking							
Computer Replacement (Admin/support)	3.2.2	$40,000.00					
Operation, Maintenance, Upgrade, Communications							
Mobile Device Management	4.5.3	$30,000.00		$30,000.00		$30,000.00	
Internet Access	3.3.1	$54,000.00	E-rate funded (Partial)	$54,000.00	E-rate funded (Partial)	$54,000.00	E-rate funded (Partial)
Instructional Technology							
Hardware Replacement/Procurement	3.2.1	$1,042,000.00	Instructional Technology	$1,042,000.00	Instructional Technology	$1,042,000.00	Instructional Technology
Professional Development							
Technician Training	4.5.4	$6,000.00		$6,000.00		$6,000.00	
Human Resources in Support of Information & Technology							
Stipends/Time	Multiple	$5,000.00	Varies	$5,000.00	Varies	$5,000.00	Varies
Library/Instructional Technology							
Integrated Library Systems	3.1.3	$48,000.00	Common School Fund	$50,000.00	Common School Fund	$50,000.00	Common School Fund
Online Resources	3.1.3	$180,000.00	Common School Fund	$180,000.00	Common School Fund	$180,000.00	Common School Fund
Library Media Collections	1.2.1	$228,418.00	Common School Fund	$230,000.00	Common School Fund	$230,000.00	Common School Fund
Core Collection (print & eBooks)	1.2.1	$40,581.00	Common School Fund	$75,000.00	Common School Fund	$75,000.00	Common School Fund
Library Technology	3.2.3	$288,000.00	Common School Fund	$200,000.00	Common School Fund	$200,000.00	Common School Fund
Library Elementary Staffing (4 FTEs)	2.1.5	$370,000.00	District Funds				
Instructional Technology Teacher Staffing (return to 1.0FTEs Secondary)	2.1.6	$462,564.00	District Funds				
		$2,959,563.00		$2,037,000.00		$2,037,000.00	

Much of these costs will be borne by the federal government through Title 1 funding– which ultimately means the American taxpayers – and will prove significant. Wisconsin's Common School Fund (WCSF) will also provide revenue for technology upgrades and purchases. Based on enrollment, the WCSF provided $24 of additional funding per student throughout Wisconsin. Kenosha received $788,961 in Common School Funding in 2014[33], and according to their technology plan, all of it was earmarked for technology related purchases.

The CCSS adoption by the original 46 states created an enormous demand for new materials. Initially the materials were for just the English and math programs.[34]

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[28] Esposito, Joseph . "Disrupting the Faculty: The Changing Face of the College Textbook Business." The Scholarly Kitchen. 24 June 2013. Web. 13 July 2014. <http://scholarlykitchen.sspnet.org/2013/06/24/disrupting-the-faculty-the-changing-face-of-the-college-textbook-business/>.

[29] Esposito, Joseph . "Disrupting the Faculty: The Changing Face of the College Textbook Business." The Scholarly Kitchen. 24 June 2013. Web. 13 July 2014. <http://scholarlykitchen.sspnet.org/2013/06/24/disrupting-the-faculty-the-changing-face-of-the-college-textbook-business/>.

[30] Band, Jonathan. "The Changing Textbook Industry - Disruptive Competition Project." Disruptive Competition Project RSS. Disruptive Competition Project, 21 Nov. 2013. Web. 13 July 2014. <http://www.project-disco.org/competition/112113-the-changing-textbook-industry/>.

[31] Wilson, Lee . "True Cost of iPad Textbooks – Readers Respond." The Education Business Blog. N.p., 12 June 2014. Web. 13 July 2014. <http://www.educationbusinessblog.com/2012/03/true_cost_of_ipad_textbooks_re.html>.

[32] "Kenosha Unified." . N.p., n.d. Web. 13 July 2014. <http://www.kusd.edu/docs/KUSD-3-YR-Tech-Plan-051314.pdf>.

[33] "Library Aid Paid in 2013-2014 School Year." . Wisconsin Department of Instruction, 28 Jan. 2014. Web. 13 July 2014. <http://sfs.dpi.wi.gov/search/google/CSF_Libaid14_publish_Jan28.xlsx?query=CSF_Libaid14_publish_Jan28.xlsx&cx=012012553761441775853%3Aitqvwm_yb2u&cof=FORID%3A11&sitesearch=. <http://sfs.dpi.wi.gov/files/sfs/xls/CSF_Libaid14_publish_Jan28.xlsx >.

[34] Marovich, Carrie . "Static no more, textbook publishers go digital." :: SI&A Cabinet Report, 9 Dec. 2013. Web. 13 July 2014. <https://cabinetreport.com/curriculum-instruction/static-no-more-textbook-publishers-go-digital>.

Within Wisconsin, in May of 2014, the Superintendent of Public Instruction, Tony Evers, sent a questionnaire to the 426 school districts regarding their efforts to build an infrastructure for the technological adoption of digital learning.[35] The very-late-in-the-game action is meant to find a baseline for measurement of the statewide efforts to meet the technical requirements of the Superintendent's Digital Learning Plan. The Department of Public Instruction (DPI) is looking to determine what actions are needed for supporting broadband and digital learning. The 64 question survey addresses issues that should have been resolved long ago placing Wisconsin in a position of having to catch-up to the state of digital learning as opposed to directing the program. The American Association of School Administrators issued a report in June 2014 detailing the status of the implementation of CCSS throughout the States. The report states that, "Technology problems pose the largest problem for the assessments." The superintendents and administrators lament the lack of an opportunity for their input into the CCSS during the development and during the implementation. This position is ironic considering the superintendents' and administrators' own failure to provide an opportunity for the public at large to contribute input into the same process of CCSS development. [36]

To combat the rising cost of textbooks and to assure concurrence with the states' curricula content, several states have begun programs to create "open texts" for K-12. These books will be digital versions that be either downloaded for free or for a nominal fee a hardcopy can be had – for as low as $5. California is undertaking this effort to eliminate the annual expense of $400 million in K-12 textbook purchases. Similar programs are underway in Florida, Maine, Utah and Washington State.[37] While critics of government spending on such initiatives complain of the cost to taxpayers, proponents point out that the state and local governments are the largest consumers of K-12 textbooks. Thus the government is truly working to seek out the lowest cost supplier.[38]

The digital format is proving to be more difficult to implement than anticipated. As an example, the Fairfax County Public Schools in Virginia are switching back to printed materials due to the problems with accessing on-line textbooks. The district opted to avoid both printed texts and the necessity of having to purchase iPads by licensing on-line texts from three publishers. Problems arose when it was determined that not all district students had access at home to a computer and Internet access.[39] The students were unable to complete reading and homework assignments outside of school hours. This disparity of technology resources is also seen in Wisconsin. According to the Kenosha Unified School District Audit, disparity in the ratio of computers to students exists within the district[40]. In 2013, Tremper High School shared one computer for every 1.8 students, but Reuther High School had one computer for each 0.5 students[41].

The shift to digital poses a new set of problems for parents looking to monitor their children's education and the content of the classroom teaching. The parents are sometimes unable to access the software on the laptops, tablets and iPads of their children due to school district rules and state privacy laws. Without a password, parents cannot peruse the content of the device and use the software. With the frequent updating and revision of the programs and digital texts, parents may find that the content that they were comfortable with yesterday is now a source of discomfort today. It may be particularly problematic that the parents have no local input as to content. That input may not even be state level input as the CCSS consortium would then dictate content in alignment with the standards.

An additional concern is that of the databases generated to track student progress and data. Despite assurances that these databases are secure and have no potential for nefarious or damaging use against students, one should note who is providing some of these databases. In 2013, Houghton Mifflin Harcourt acquired Choice Solutions, Inc., a

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[35] "Broadband and Digital Learning Survey." . Wisconsin Department of Instruction, 29 Apr. 2014. Web. 22 June 2014. <http://wsaa.org/saainfo/wp-content/uploads/2014/05/Broadband-and-Digital-Learning-Survey-April-2014.pdf>.

[36] FINNAN, LESLIE A. . "Common Core and Other State Standards:." . AASA, THE SCHOOL SUPERINTENDENTS ASSOCIATION, June 2014. Web. 22 June 2014. <http://aasa.org/uploadedFiles/Publications/AASA_CCSS_Report.pdf>.

[37] Band, Jonathan. "The Changing Textbook Industry - Disruptive Competition Project." Disruptive Competition Project RSS. Disruptive Competition Project, 21 Nov. 2013. Web. 13 July 2014. <http://www.project-disco.org/competition/112113-the-changing-textbook-industry/>.

[38] Ibid.

[39] Cushing, Tim . "School District Dumps $2 Million 'Online Textbook' Program After Discovering Some Students Can't Afford Broadband | Techdirt." Techdirt.. N.p., 28 Jan. 2013. Web. 13 July 2014. <https://www.techdirt.com/articles/20121215/12010421395/school-district-dumps-2-million-online-textbook-program-after-discovering-some-students-cant-afford-broadband.shtml>.

[40] Clegg, Randall, et al. ", A Curriculum Audit of the Kenosha Unified School District." . International Curriculum Management Audit Center, Sept. 2013. Web. 22 June 2014. <http://www.kusd.edu/sites/default/files/document-library/english/Kenosha%20Audit%20FINAL.pdf>.

[41] Ibid.

supplier of longitudinal data systems for school systems and educational agencies. This year, Pearson acquired Learning Catalytics, a maker of cloud-based data and assessment systems.[42] Pearson will now produce the educational content, testing, assessment, and course management and student information systems.[43] McGraw-Hill, not to be outdone, acquired ALEKS Corporation, who develops assessment software for all education markets.[44] The educational publishers are creating a cradle-to-grave system of monitoring and controlling the educational input to every American citizen. The top five educational publishers are currently providing 65.33% of the printed textbooks within Wisconsin thereby controlling much of the market. These five publishers are all either one of the major three houses or a subsidiary thereof.

With the advent of CCSS, the educational publishing field is getting smaller due to mergers and acquisitions. The Ed-Tech industry experienced 573 such transactions between January 2012 and the end of 2013.[45] Of course, this gross number represents transactions involving any and all types of companies in the Ed-Tech market, not just publishers. Pearson led the merger and acquisition activity with 6 deals in 2013 alone.[46]

Consolidation of the educational publishing market creates issues for parents and legislators. The removal of choices and options will increase prices despite the intent of digital media implementation. Digital media reduces the ability of the consumer to retain and utilize the material at will. The consolidation makes possible manipulation of the content by larger shareholders and investors in the major publishers.

As an inverse corollary, the smaller publishers often lack the resources to create the competitive websites and supplemental materials that the larger publishers provide thus setting a higher level of expectation on the part of the consuming school districts. With the on-going consolidation of educational publishers, the field narrows at the top. The largest houses have an advantage over the smaller publishers in terms of price and perceived value. With increasing monopolization of the market, large-scale educational publishers are both susceptible to and already partaking in controlling the curricula of school districts. These same publishers, obviously, control the K-12 textbook market in Wisconsin.

Publisher	ISBNS	Percentage
Glencoe/McGraw Hill	387	20.52%
McDougal Littell	363	19.25%
Pearson/Prentice Hall	171	11.67%
Prentice Hall	134	7.10%
Holt, Rinehart & Winston	128	6.79%
College Preparatory Mathematics (CPM)	72	3.82%
Houghton Mifflin Company	64	3.39%
McGraw-Hill	54	2.86%
Holt McDougal	52	2.76%
Pearson	49	2.60%
Bedford/St. Martin's	40	2.12%
McDougal Littell/Houghton Mifflin	31	1.64%

The consolidation of the educational publishers and the potential for outside influence on the content of the textbooks is not a new phenomenon. As long ago as September of 2003, Gilbert T. Sewall of the American Textbook

[42] Marovich, Carrie . "Static no more, textbook publishers go digital." :: SI&A Cabinet Report. Cabinet Report, 9 Dec. 2013. Web. 13 July 2014. <https://cabinetreport.com/curriculum-instruction/static-no-more-textbook-publishers-go-digital>.

[43] Band, Jonathan. "The Changing Textbook Industry - Disruptive Competition Project." Disruptive Competition Project RSS. Disruptive Competition Project, 21 Nov. 2013. Web. 13 July 2014. <http://www.project-disco.org/competition/112113-the-changing-textbook-industry/>.

[44] "An Overview of M&A in the Education Industry." An Overview of M&A in the Education Industry. BerkeryNoyes Investment Bankers, 9 Apr. 2014. Web. 13 July 2014. <http://www.berkerynoyes.com/publication/pr/whitepaper/education.aspx>.

[45] Ibid.

[46] Hill , Phil . "Education M&A Activity in 2013: Still growing, but changing -." eLiterate. N.p., 4 Feb. 2014. Web. 13 July 2014. <http://mfeldstein.com/education-ma-activity-2013-growing-changing>.

Council (ATC) testified before the US Senate Health, Education, Labor and Pensions Committee on the state of textbooks and the ATC's prognostication for the future of history textbooks. Sewall testified to several problems that the ATC had identified:

> *"Textbook content is thinner and thinner, and what there is, it is increasingly deformed by identity politics and pressure groups.*
>
> *The first history textbook problem is what educators; critics and journalists informally refer to as 'dumbing down.'*
>
> *Among editors, phrases such as 'text-heavy,' 'information-loaded,' 'fact-based,' and 'non-visual' are negatives. A picture, they insist, tells a thousand words.*
>
> *This declining textbook quality is neither a right nor a left issue. Publishers are adjusting to short attention spans and non-readers…So textbooks become picture and activity books instead.*
>
> *The second history textbook problem – increasing content bias and distortion – involves political judgments. One person's distortion is another's correction. Yet the list of textbook activists grows. It spans gender, ethnic, religious, environmental and nutrition causes that want to use textbooks to advance their agendas.*
>
> *The defenders of the revised history textbooks claim that textbooks used to be racist, sexist, ethnocentric, and jingo. Now they're not. This is a political half-truth, a spurious and calculated claim, but it has been an effective one.*
>
> *A large part of the problem rests with the textbook publishers. Instead, publishers cater to pressure groups for whom history textbook content is an extension of a broader political or cultural cause. They make books whose content is meant to suit the sensitivities of groups and causes more interested in self-promotion than in historical fact, scholarly appraisal, or balance. They are, more likely than not, listening to the wrong voices.*
>
> *The collaboration of educational publishers with pressure groups and textbooks censors is disturbing. Determining what history children will learn, who will be heroes and villains, what themes will dominate, and what message will be sent are crucial subtexts in civic education. At worst, biased instructional materials are undermining students' appreciation for America and citizenship. In American history – establishment of responsible government, development of a national economy, extension of democracy to blacks and women, influence in world affairs, a rising standard of living for most if not all – seems the main casualty of the multicultural idea."*[47]

We find that the sentiments expressed by Sewall to the US Senate in 2003 have come true a decade later and the decline in the quality of textbooks in Wisconsin was easily predicted and could have been prevented.

Evidence of the skewing of the traditional subjects with political messages is found in Milwaukee with the publication of "Rethinking Mathematics: Teaching Social Justice by the Numbers." In a chapter written by the president of the Milwaukee teachers' union, the author admits that the intent is to teach elementary school children that America is a racist country and then the children will grow up to become activists who demand a socialist government.[48,49]

In 2012, Florida was rocked by a scandal involving pro-Islamic bias in textbooks. Act for American studied texts published by Pearson and found 13 titles with significant pro-Islamic bias. Citizens for National Security conducted a

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[47] Senate Testimony- Testimony of Gilbert T. Sewall." American Textbook Council -. N.p., 24 Sept. 2003. Web. 13 July 2014. <http://www.historytextbooks.org/senate.htm>.

[48] Velderman, Ben . "EAGnews.org powered by Education Action Group Foundation, Inc.." EAGnewsorg powered by Education Action Group Foundation Inc. N.p., 29 July 2013. Web. 13 July 2014. <http://eagnews.org/new-book-shows-teachers-how-to-mix-traditional-math-with-social-justice-political-lessons/>.

[49] "Publications." Publications. N.p., n.d. Web. 13 July 2014. <http://www.rethinkingschools.org/publication/index.shtml>.

similar study concluding that four texts published by Pearson and used in Florida were promoted Islam.[50] Stanley Kurtz of the National Review chronicled the rise of Islam in the classroom through the funding by the Saudis in 2007. The Saudis financed the creation and dissemination of materials to American schools, which then used the materials to create "outreach" to American children for sympathetic pro-Islamic views. The material had all been subject to review and approval by the US government – whose involvement included contributing funding.[51]

The most significant finding was that a major stockholder – the Sovereign Fund of Libya, which held a 3.27% stake in Pearson, was potentially influencing the publisher, Pearson. 3.27% may sound like a small position, but London-based Pearson is a $9 billion dollar corporation. [52]

Most Frequently Used Keywords by Publisher

Keyword	Glencoe/McGraw Hill	Holt McDougal	Holt, Rinehart & Winston	McDougal Littell	National Geographic School Pub	Pearson/Prentice Hall	Prentice Hall	Grand Total
Constitution	702	48	253	267	10	219	412	1911
Communism	174	30	248	147	21	131	230	981
Unions	287	135	117	114	0	0	156	809
Democracy	113	4	20	55	31	84	163	470
Muslim	47	19	39	300	14	12	10	441
Progressive	59	57	173	37	0	11	12	349
Christianity	60	16	43	89	20	15	94	337
Bill of Rights	101	34	29	45	1	51	35	296
Global	49	54	24	81	11	41	24	284
Socialism	74	5	9	34	4	55	72	253

Analysis of word counts performed on the textbooks reviewed by WiGOL show the word "Muslim" had the fifth highest total word count compared to all 30 keywords used in the study, but Pearson's count was low compared to that of McDougal Littell's world history text, "World History: Patterns of Interaction". In the 2005 edition, the word "Muslim" appears 169 times and in the 2012 edition there are 114 occurrences of the word. In both editions, "Muslim" is the most frequently found keyword out of the 30 keywords used in the study. Word cloud images show wide variation between publishers (Appendix G).

The potential for bias in Wisconsin K-12 textbooks cannot be taken lightly. Outside influence on American school children is happening and has dangerous ramifications for our Republic. With the CCSS implementation, these publishers now have access to personal student data, design, sell, administer and profit from the assessment tests, and control the content in the teaching materials. They package professional development and consultation services with the materials and testing in exclusive deals for school districts. Schools – including private and home schools – will be forced to purchase materials from these publishers in order to ensure their pupils are able to pass the assessment tests, which now contain questions that mirror what is contained inside the publishers' textbooks instead of questions based on common knowledge. Districts that are unable to afford new textbooks, or enough new textbooks for each student will have larger numbers of pupils failing assessment tests[53]. Regardless if standards and curricula are controlled locally, publishers control content of the teaching resources, professional development of staff teaching that content, and assessment tests.

Pilot Study

One way to see the content included in textbooks is to read and review the books used. Twenty-one school districts in Milwaukee and Waukesha counties were asked to provide textbooks for review in 2013. Seven districts, Elmbrook, Oak Creek-Franklin, Franklin Public, Muskego-Norway, Milwaukee Hamilton, and Nicolet, made textbooks available for review and allowed the books to be reviewed off school grounds for a sufficient amount of time except for Nicolet, which had the books available for review on site, and during school hours, only.

In addition to being asked to provide textbooks for the pilot study, 16 of the pilot study districts were sent an ORR in January to compare the titles of the books provided for review with those provided on the list of textbooks from the

[50] Korach, Bill . "Pearson's Muslim Biased Textbooks and Libyan Ownership |." Pearson's Muslim Biased Textbooks and Libyan Ownership |. The Report Card, 22 Mar. 2013. Web. 13 July 2014. <http://education-curriculum-reform-government-schools.org/w/2013/03/pearsons-libyan-ownership-and-islam-biased-textbooks/>.

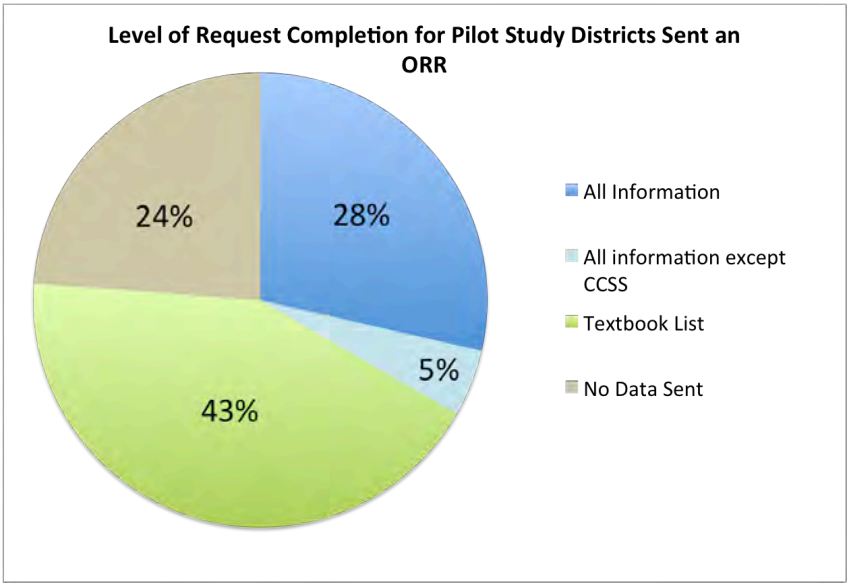
[51] Kurtz , Stanley. "Stanley Kurtz - Saudi in the Classroom." National Review Online. National Review, 25 July 2007. Web. 13 July 2014. <http://www.nationalreview.com/articles/221607/saudi-classroom/stanley-kurtz>.

[52] Korach, Bill . "Pearson's Muslim Biased Textbooks and Libyan Ownership |." Pearson's Muslim Biased Textbooks and Libyan Ownership |. The Report Card, 22 Mar. 2013. Web. 13 July 2014. <http://education-curriculum-reform-government-schools.org/w/2013/03/pearsons-libyan-ownership-and-islam-biased-textbooks/>.

[53] Broussard, Meredith, "Why Poor Schools Can't Win at Standardized Testing." The Atlantic, 15 July 2014, Web. 29 July 2014 <http://theatlantic.com/features/archive/2014/07/why-poor-schools-cant-win-at-standardized-testing/374287/>.

ORR responses. Comparison of the books provided by districts for review and the lists sent in response to the ORR show no discrepancies between book titles.

The results of the ORR sent to the pilot study districts are below:



There was some discrepancy with the information about reviewing textbooks, however. Five of the seven districts that were sent an ORR and participated in the pilot study responded "Yes" to the question about parental review, but did not let WiGOL review textbooks when asked. Greendale completely stopped contact when they were told WiGOL was the group conducting the study. Shorewood provided textbook information through the ORR only after the school board was contacted.

District Number	School District	Can Parents Review	Provided Texts for Pilot Study
721	Brown Deer	Yes	No
1253	Cudahy	Yes	No
2296	Greendale	Yes	No
5355	Shorewood	Yes	No
6300	West Allis	Yes	No
1900	Franklin	Yes	Provided Texts
3857	Muskego-Norway	Yes	Provided Texts

Multiple attempts and methods of contact were made to districts that did not respond to the initial emails or phone calls. In some cases, librarians were sent letters through the postal service to try and retrieve the names and ISBNs of textbooks used in high school for the seven subject areas in the study. Despite all the attempts to gain access to the textbooks for review, WiGOL was only able to attain textbooks from 33% of the districts participating in the pilot study.

Summary of Contact with Districts in Pilot Study:

District	District Number	Method of Contact	Provided Texts for Review	Notes from Pilot Study
Brown Deer	721	Phone	No	
Cudahy	1253	Phone, email, letter	No	District contacted by phone, email and USPS letter to coordinate textbook review. No response to any form of contact after the initial request to go to district to get books to review.
Elmbrook	714	Phone, in person	Provided Texts	District administrator's office was called. The administrative assistant requested an email be sent to the superintendent requesting the books. An email was sent to superintendent and the district responded by making the books available for review right away.
Franklin Public	1900	Phone, in person	Provided Texts	District was contacted about project and after retrieving the books from storage, made them available for review.
Greendale	2296	Phone, email	No	District was contacted by email. The second contact identified WiGOL as the group requesting the books to review. School failed to contact WiGOL after the second email.
Greenfield	2303	Phone, in person	Provided Texts	Produced textbooks when requested. Easy to work with.
Milwaukee Public Schools- Hamilton	3619	Phone, in person	Provided Texts	District contacted by phone. After a week of locating and preparing texts, an email was sent to WiGOl to let us know the books were ready for pick up.
Milwaukee Academy of Science	8106	Phone	No	Several phone calls and emails to district over the period of several weeks produced no textbooks to review.
Milwaukee Collegiate Academy	8127	Phone	No	
Muskego-Norway	3857	Phone, in person	Provided Texts	District made books readily available for review and was courteous and easy to work with.
Nicolet UHS	2177	Phone	Provided List of Books	District did not have texts available to lend for review, but did make them available at the school during school hours. Via email, district shared list of books with ISBN numbers for project.
Oak Creek-Franklin	4018	Phone, in person	Provided Texts	Promptly submitted books for review. Very pleasant to work with.
Saint Francis	5026	Phone	No	Contacted the assistant principal at Saint Francis High School. Saint Francis keeps books in the classroom only to use as reference books. The librarian was subsequently contacted and sent a form through the USPS, listing six subject areas asking for ISBN, which included a self-addressed, stamped envelope for return, but the district never replied to the letter.
Shorewood	5355	Phone	No	Districts failed to respond to repeated requests to coordinate textbook review and were non-responsive.
South Milwaukee	5439	Phone	Provided List of Books	Contacted principal at South Milwaukee High School by phone. An email request was sent to the principal's secretary and a letter was sent to the librarian. Both the secretary and the librarian returned lists of books with ISBNs.
Tenor High School	8115	Phone	No	School principal contacted by phone. The principal firmly stated not wanting to participate in the project and requested not to be bothered again about it.
Veritas High	8124	Phone	No	Spoke with head of school. Explained that the project was to compare texts to MPS texts. Contact indicated that the school was small and that they didn't have time to make textbooks available. Contact suggested speaking with MPS.
Wauwatosa	6244	Phone	No	
West Allis-West Milwaukee	6300	Phone	No	
Whitefish Bay	6419	Phone	No	Contact person asked several times during the purpose of using the books. The district did not make any textbooks available for review.
Whitnall	6470	Phone	No	

Parents and Community Guide:

There is a myriad of teaching resources used in Wisconsin classrooms. These resources are part of the curriculum adopted by each school board across the state and all combine to teach to a set of standards set by the local school boards, most of which adopted the CCSS voluntarily after the state adopted the standards in 2010[54]. Issues with biased and inaccurate information in teaching materials existed well before the adoption of the standards, however, and will continue to be a problem regardless if the standards change.

The books reviewed by WiGOL indicate that the most inaccurate and biased books are those that do not have CCSS (world history, US history, and civics) and algebra and geometry books that are CCSS aligned presented information in a neutral manner. The CCSS are not the cause of the inaccurate and biased lessons and material that currently exist in Wisconsin's schools.

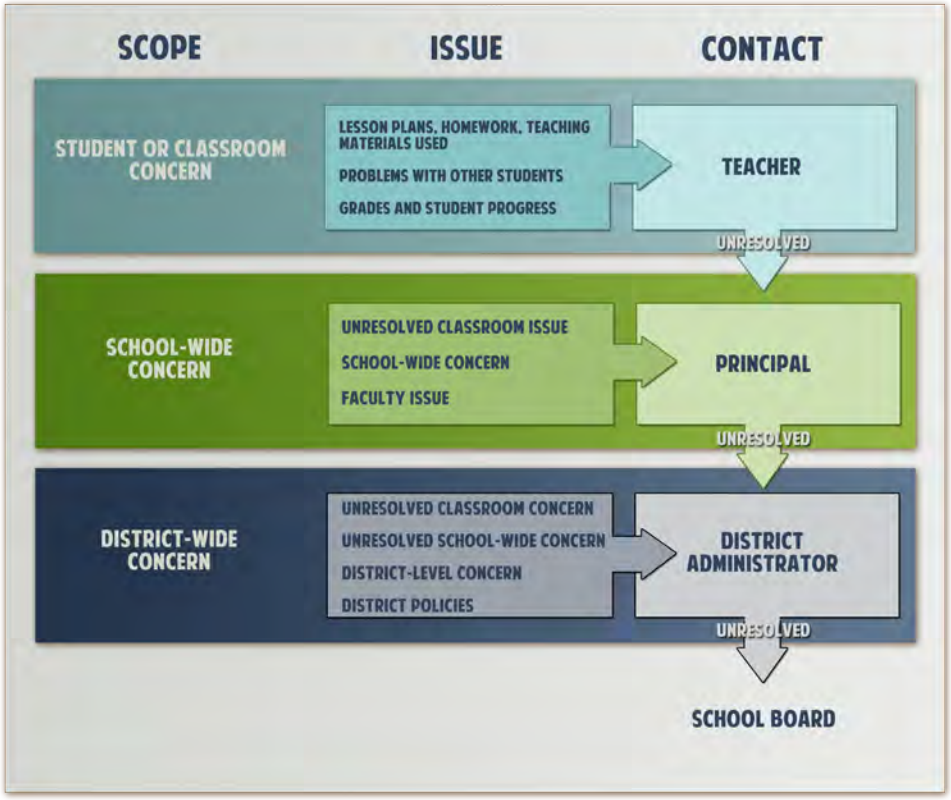
54 "Select Committees on Common Core - Superintendent Responses." . Wisconsin Legislature, 10 Dec. 2013. Web. 17 July 2014. <http://legis.wisconsin.gov/eupdates/asm52/District%20Admin%20Survey%20Responses.pdf>.

The specific learning resources used in the classroom are selected on a local level by the school board, district curriculum directors, district directors of instruction, heads of departments in the schools, and individual teachers. Each district is different, however, which is why it's important parents and community members in each district take an active role in identifying problematic materials so they can be removed and replaced with accurate and neutral information as well as participate in curriculum decisions at school board meetings. Reading the minutes of school board meetings across the state indicate most meetings are poorly attended by parents and community members.

Having local control over curricula and teaching materials is dependent upon parental and community involvement, otherwise the decision-making is left in the hands of school boards and district staff. Parents and community members need to participate:

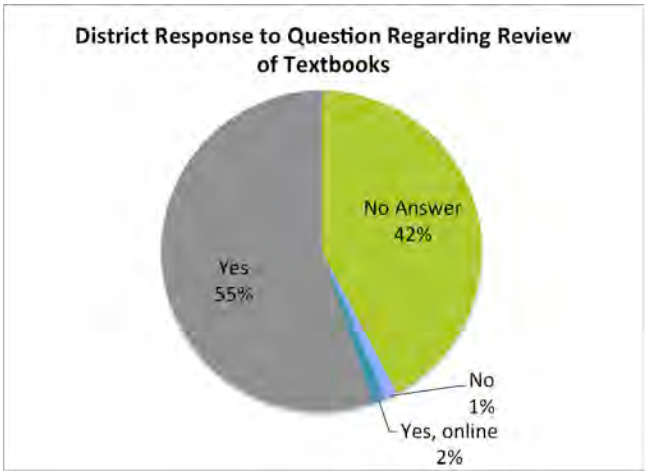
- Ask to see all teaching materials, textbooks, and curricula for all courses if this information is not provided online or in a course syllabus.
- Look at materials brought home by your child and review. Contact the teacher if there are questions or concerns, or to look at in classroom teaching resources that may not be brought home.
- Attend school board meetings and participate in meetings about curriculum, textbook selection and adoption, and finances. Know who is on the school board and who is your district's CESA and WASB representatives.
- Participate in spring elections for school board and state superintendent. Research candidates and look at their endorsements and campaign financing. If there are no good candidates to choose from, find one or consider running for school board yourself.
- Attend candidate forums before elections and ask questions. Organize a forum of candidates if one is not being planned.
- Participate in fall elections for state senate and assembly and pay attention to any new legislation introduced.
- Carefully read and understand any school referenda on the ballot and know how it affects the district's finances long-term before voting.

Issues and Concerns and Who to Contact:



Parental Review of Textbooks

It is important to know what actual materials are being used in the classroom. Examining textbooks and other teaching materials give first hand knowledge of the information being given to the student. The majority of respondents indicated that parents could review textbooks and other teaching materials with coordination with school staff. A small percentage of districts indicated the material was online and could be reviewed with a user name and password. Only 1% indicated that parents could not review the textbooks. There are a limited number of texts available to review, with only one or two extras kept in case a student lost or forgot their text. Some schools keep textbooks in the classroom only and offer parents the option to come in and take a look at the books in person. If there are no additional copies available for review, most of the texts are available online for purchase.



Who's Who in Wisconsin Education

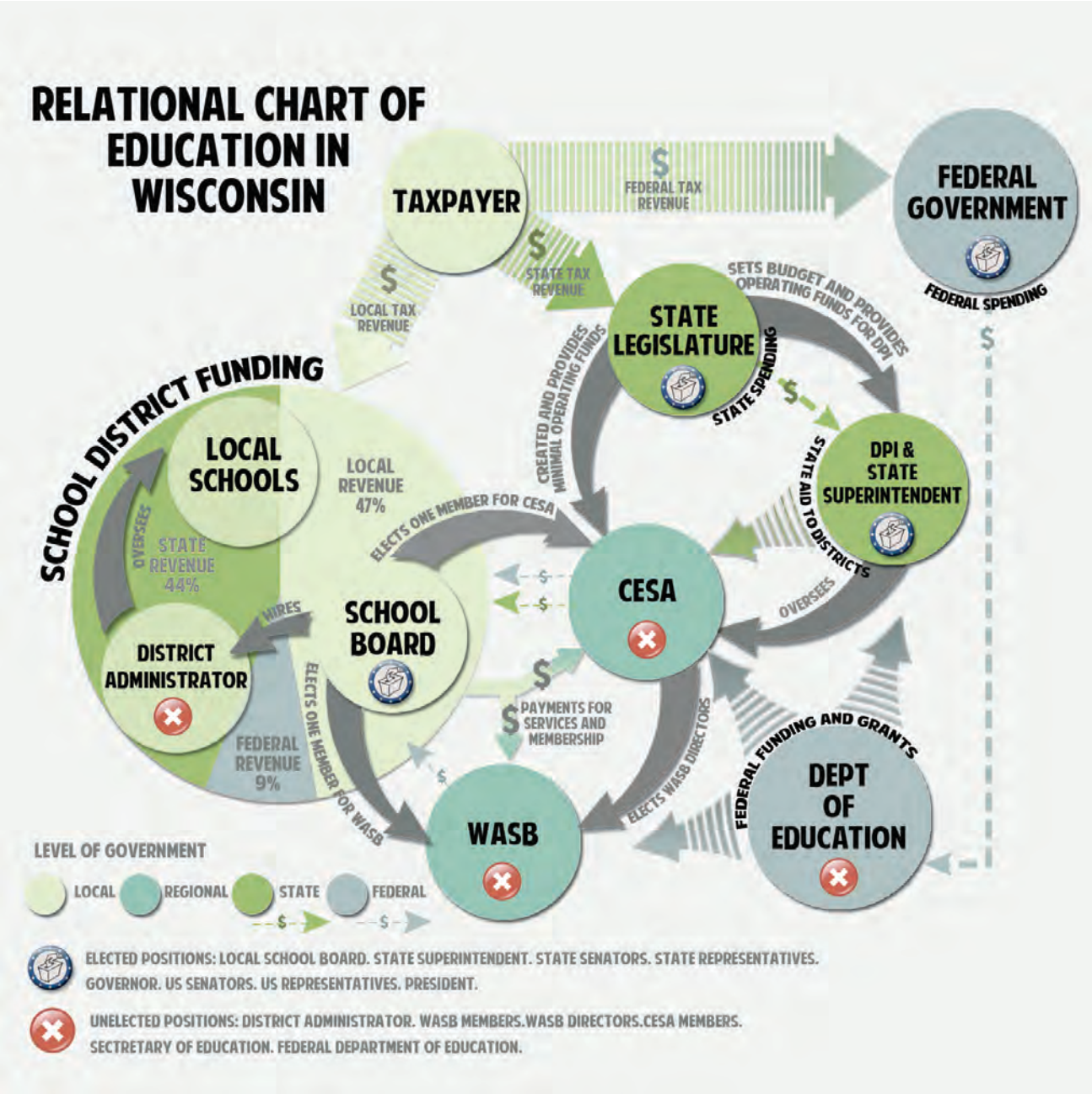
There are several bureaucratic layers of government involved in education that go beyond teachers and principals at individual schools. These levels of education that exist above and beyond individual schools overlap in jurisdiction, control and functions and all have an effect on school budgets, curricula and operations. In Wisconsin, most decisions are made at a local level with school boards and District Administrators. However, there are four additional non-governmental organizations, government agencies and departments on the state level and the US Department of Education that also oversee and influence each district and school either through policy or lobbying the legislature.

Several groups spend big money to influence policies and laws that affect education in Wisconsin. Taxpayer funded lobbyists represent WASB, Milwaukee Public Schools, and Madison Metropolitan School District. There are also professional associations, publishers and corporations lobbying:

Lobbying Efforts in Dollars from January 2013 to June 2014

Lobbyist	2013 January - June	2013 July - December	2014 January - June	Total
Apple Inc.	$12,000.00	$12,000.00	$7,278.81	$31,278.81
Milwaukee Public Schools	$114,717.88	$102,459.51	$88,629.36	$305,806.75
Association of Wisconsin School Administrators	$28,024.17	$19,700.21	$20,990.29	$68,714.67
Madison Metropolitan School District		$8,450.00	$6,893.51	$15,343.51
McGraw Hill	$6,475.30	$2,872.30	$5,683.07	$15,030.67
Milwaukee Teachers Education Association	$4,581.74	$4,316.90	$1,339.80	$10,238.44
Wisconsin Association of School Boards Inc	$150,212.17	$116,649.05	$131,553.28	$398,414.50
Wisconsin Association of School District Administrators	$26,660.17	$18,181.61	$19,234.12	$64,075.91
Wisconsin Charter Schools Association	$37,556.00	$16,989.17	$7,416.19	$61,961.36
Wisconsin Education Association Council	$83,994.79	$53,052.67	$31,169.68	$168,217.14
Totals:	$464,222.22	$354,671.42	$320,188.11	$1,139,081.76

Source: https://lobbying.wi.gov/Efforts/LobbyingPrincipalEfforts/2013REG



School Boards

The School Board is consisted of members of the public that are elected by the citizens in their municipality in the spring with the election of municipal and judicial offices. Candidates wishing to be elected to the School Board must file a declaration of candidacy, and, if required, nomination papers with their school district. To become a school board member, the member must be eligible elector of the district. An eligible elector is 1) a citizen of the United States of America, 2) 18 years of age or older and 3) a resident of the district for 28 consecutive days at the time of filing ballot access documents (campaign registration statement, declaration of candidacy and, if required, nomination papers).[55]

The School Board serves their community by setting the local education conditions and vision for the school district and make decisions at monthly meetings. The most important role of the school board members is to look out for students and education is the main concern. School Boards are the "watchdogs" of the community and sets the

55 "Wisconsin Association of School Boards, Guide for Candidates, 2014 Spring Election Edition." . N.p., 1 Jan. 2014. Web. 19 July 2014. <http://wasb.org/websites/legal/File/P-GuideforCandidates.pdf>.

agenda for the education of the students as well as make decisions about school programs, adopting the school budget, adopts academic standards and monitors student achievement, enacting/altering/repealing a broad range of rules and regulations (policymaking), evaluating policies, people and programs/school operations, advocates for the students and schools, communications with the public, etc. The School Board works with the superintendent.

There are School Board powers as listed in *Wisconsin Legislature 120.13, School Board powers*[56]. There 38 powers in 120.13, which include:

- School government rules (suspension/expulsion)
- Insurance (provide accident insurance, self-insurance)
- Agreements with governmental units
- On-Farm training to veterans
- Books, material and equipment (purchase or otherwise acquire)
- Federal aid (apply, receive, expend moneys)
- Exchange teachers and administrators
- Funds for rewards
- Architects and engineers (contract with or employ)
- Legal services (retain an attorney or attorneys)
- School food service
- Nurses and dentists
- Historical records
- Prekindergarten classes (establish/maintain)
- Child care programs
- Options to purchase real property
- Bonds for officers and employees
- Contracts with other governmental units
- Lease school property

School District Administrator

The school District Administrator acts as the Chief Executive Officer (CEO) for the school systems in their districts, overseeing all educational programs, supervision of all administrative personnel to ensure the quality of education for teachers and students. The School District Officer reports to the Board of Education and acts in accordance of the policies, rules and regulations established by the Board of Education as well as laws and regulations of the State of Wisconsin. Some of the responsibilities:[57] [58] [59]

- Supervises administrative personnel and maintaining of effective supervisory programs for all district employees
- Policy and Contract Administration
- Planning, assumes responsibility for making all recommendations to the Board of Education on all phases of school operations—solicits input from the staff
- Budgeting and Financial, responsible for the preparation and administration of a school district budget
- Staff recruitment and development
- School community relations
- Curriculum
- Discipline
- Notification all members of the Board of Education of regular/special meetings and attend meetings of the Board of Education
- Keeps informed of current laws and procedures
- Performs other tasks assumes other responsibilities as the Board of Education assigns

56 "Wisconsin Legislature, 120.13 School Board powers." . Wisconsin Legislative Documents, n.d. Web. 19 July 2014. <http://docs.legis.wisconsin.gov/statutes/statutes/120/I/13?view=section>.
57 "231-District Administrator Job Description." . N.p., 20 Nov. 2007. Web. 20 July 2014. <http://www.aubschools.com/231.cfm>.
58 "Hayward Job Description, District Administrator." . N.p., 19 Apr. 2004. Web. 20 July 2014. <http://www.hayward.k12.wi.us/media/2719/Web-JD-District%20Administrator.pdf>.
59 "School District Administrator Career Info." . Education Portal, n.d. Web. 20 July 2014. <http://education-portal.com/articles/School_District_Administrator_Information_About_Careers_in_School_District_Administration.html>.

CESA

In 1965, the Wisconsin State Legislature created Cooperative Educational Service Agencies (CESA). Section 116.01 of the Wisconsin State Statutes defines the purpose of CESA:

> *The cooperative educational service agencies are designed to serve educational needs in all areas of Wisconsin by serving as a link both between school districts and between school districts and the state. Cooperative educational service agencies may provide leadership, coordination and education services to school districts, University of Wisconsin System institutions and technical colleges. Cooperative educational service agencies may facilitate communication and cooperation among all public and private schools, agencies and organizations that provide services to pupils".* [60]

There are 12 CESA districts in Wisconsin that cooperatively provide and share services between districts. CESA districts share staff, assist each other with necessary services for special education, and share transportation services. CESA also assists the districts with staff development, grant writing, website development, and public relations.

In 2011, CESAs developed a cooperative purchasing program to save districts money. As the Chairman of the Governor's Commission on Waste, Fraud and Abuse wrote: "Wisconsin spends almost 45% of its general purpose revenue on education. The state has a financial interest and obligation to ensure that school districts are spending money in the most efficient manner possible."[61]

CESA districts are not state agencies and do not have taxing authority, but can enter into contracts, can sue or be sued. They are minimally funded by state aid, which does not exceed $25,000 annually, but with state and federal grants, and district payments, several operate budgets in excess of $20 million. [62] The revenue received from these sources is considered sales revenue for services provided to the districts.

A Board of Control governs each CESA district. This board is elected at an annual convention. Delegates to this convention consist of one school board member from each of the school districts participating in the CESA district. Some of the duties of this elected board include setting policy for the CESA district, receiving state aid for the operation of the CESA and determining each local unit's prorated share of the cost of cooperative programs, then assessing this cost. No costs are assessed for a unit that has not contracted for a specific service. The board also authorizes the expenditures necessary to operate the CESA.

The Board of Control appoints an administrator, who acts as the CEO of each agency. While duties of the administrators seem to vary somewhat between CESAs, the primary focus is on overseeing and determining the services needed by the local school districts then developing programs and executing the contracts for these services. Other duties can include the interviewing of the candidates who will provide the services, preparing (with the Board of Control) news releases, preparing an annual budget for the operation of the agency, attending the meetings of the Board of Control and those called by the State Superintendent. Several administrators work long hours and are compensated well for their work. Administrator's salaries range from $114,000 - $168,000, and benefits include large payments to tax-sheltered annuities, health, life and dental insurance, vehicle use reimbursement, disability insurance, sick, bereavement and personal days, and up to five weeks of vacation per year.[63]

Working with the DPI, CESAs assist districts with the transition to the CCSS by providing professional development programs, online training, and other resources.

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60 "Wisconsin Legislature: § 116.01." Wisconsin Legislature: § 116.01. Statutes, Purpose, n.d. Web. 12 July 2014. <https://docs.legis.wisconsin.gov/statutes/statutes/116/01>.

61 "THE EVOLUTION OF COOPERATIVE PURCHASING." Cooperative Educational Service Agencies Statewide Network (CSN). Wisconsin CESAs, 3 Mar. 2012. Web. 14 June 2014. <http://www.cesawi.org, Cooperative Purchasing Article 3-23-12.docx>.

62Eric Litke," CESAs Fill in Gaps for Wisconsin School Districts", sheboyganpress.com, January 24, 2014; http://www.sheboyganpress.com/article/20140126/SHE019803/301260079/CESAs-fill-gaps-Wisconsin-school-districts; accessed 6/22/2014

63 Ibid.

WASB

In 1921, the Wisconsin Association of High Schools and Graded School Boards was created. This group later became the Wisconsin Association of School Boards (WASB), a voluntary, nonprofit, membership organization.

The primary purpose of the association is to support pubic education in Wisconsin. By providing school boards with legal services, leadership and governance training, policy review, consulting services and superintendent search services for the districts. Additionally, WASB helps districts with open records requests and states on their website:



"Districts sometimes need assistance in determining which documents—or parts of documents—need to be released to a public records requestor, and the WASB is available to guide district officials through that process."[64]

WASB has a registered lobbyist with the Government Accountability Board and spent 2114 hours lobbying state legislators in the 2011-2012 legislative session[65]. The group lists their legislative agenda at www.wasb.org, but has nothing more current than 2011.

There are 15 WASB regions in Wisconsin. Each WASB region can be comprised of multiple CESA districts, but the regions are not defined by CESA boundaries. As a result, school districts from most CESA units belong to different WASB regions.

Each region has a director elected by WASB's public school board members and the CESA Boards of Control. Directors are elected for a three-year terms. Additionally, the association has a President, First Vice President, Second Vice President, and Secretary-Treasurer. The combined office of secretary-treasurer holds the title of Executive Director.

Active membership is open to all Wisconsin school boards and CESA's Board of Control. Businesses that provide services and products in Wisconsin school districts are also eligible to join the WASB through a Service Associate membership.

WASB funding comes from annual, regular dues from member public school boards and CESA Board of Control members. Additionally, school districts make payments for services WASB provides.

According to a report to WASB membership[66] containing the 2014 Resolutions, WASB supports Common Core State Standards but does not want the standards to dictate curriculum at the local school board level and the CCSS standards should be used to give parents, teachers, students and policymaker's clear and high expectations of what needs to be learned at each grade level. WASB makes the distinction that while the CCSS define expectations of what students should know, curriculum should be a local decision.

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[64] "Contract, Employment and School Law Services & Human Resources Services." . Wisconsin Association of School Boards, n.d. Web. 21 July 2014. <http://www.wasb.org/websites/employment_law_hr_services/index.php?p=900>.

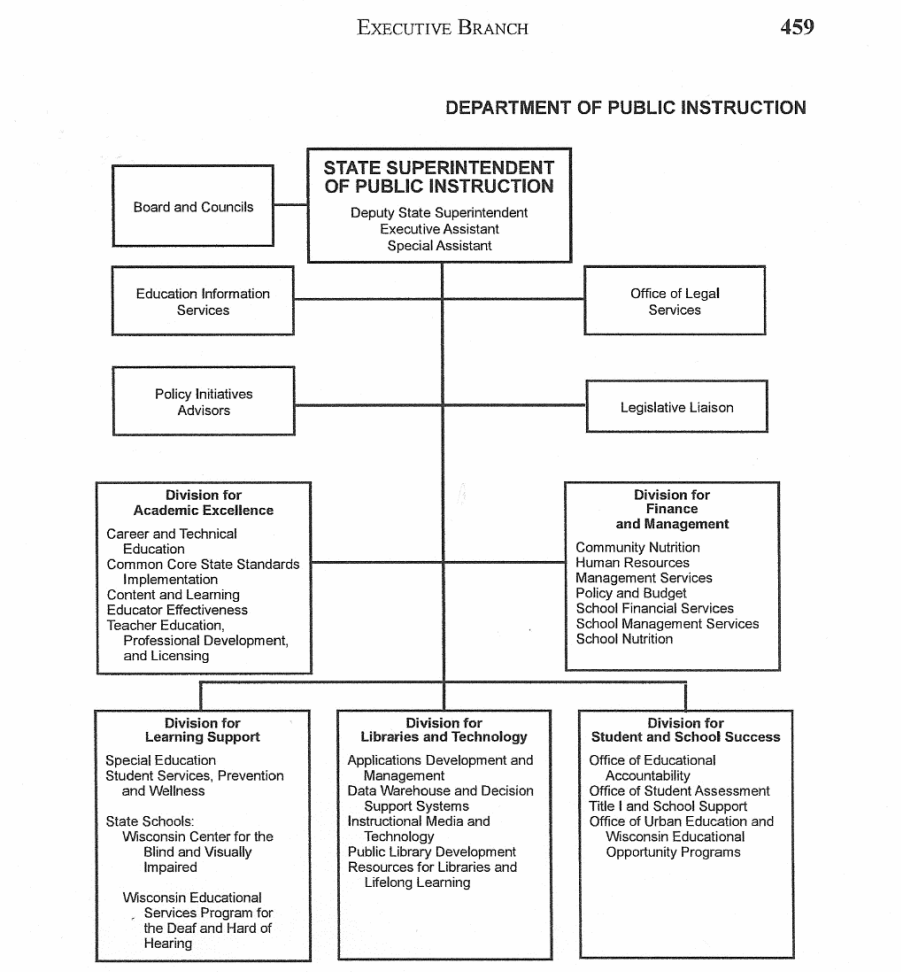
[65] Ashley, John . "Lobbying And Time Expenditures." . Wisconsin Association of School Boards Inc, 31 July 2011. Web. 21 July 2014. <https://lobbying.wi.gov/Efforts/VerificationAndCertificationReport/2011REG/ReportTotalsandCertification/4049?period=P1&print=true>.

[66] Rossmiller, Dan . "WASB Testimony Against Common Core Senate Bill." . Wisconsin Association of School Boards, 6 Mar. 2014. Web. 22 June 2014. <http://standards.dpi.wi.gov/files/commoncore/pdf/wasb.pdf>.

Wisconsin Department of Instruction

At statehood in 1848, the Wisconsin Constitution provided for the development of local schools and required that education would be available to all children as well as establish the state university in Madison and colleges all through the state as needed. There are 426 local school districts for elementary and secondary programs along with 12 cooperative educational service agencies (CESAs). The Department of Public Instruction (DPI) is responsible for the supervision and consultation for the districts[67].

The State Superintendent of Public Instruction is part of the Executive branch, is one of the six Constitutional officers and is a non-partisan elected position that serves a 4-year term. Per the *Wisconsin Blue Book of 2013-2014*[68], "*The term "department" is used to designate a principle administrative agency within the executive branch. Within a department, the major subunit is the division, which is headed by an administrator. Each division, in turn, is divided into bureaus, headed by directors."* The DPI is part of this administrative agency and is headed by an administrator and is divided into Divisions. Therefore, the DPI is made up of the Office of the State Superintendent, Division for Academic Excellence, Division for Finance and Management, Division for Learning Support, Division for Libraries and Technology and the Division for Student and School Success. (See chart below[69])



[67] "Chapter 6, Executive Branch, Pages 312-313." State of Wisconsin 2013-2014 Blue Book . : Compiled by the Wisconsin Legislative Reference Bureau, 2013. . Print.
68 Ibid, Pages 307-308..
69 Ibid., Page 459.

Some of the duties of the Superintendent of Public Instruction given by the first legislature are: traveling the state for school inspections of common schools, advocating for good public schools, recommending texts, taking a census of school age children, collection of existing schools statistics and determining distribution of school aid[70].

The DPI is a state agency and is responsible for the following per the *Wisconsin Blue Book 2013- 2014*[71]:

- *Provides direction and technical assistance for public elementary and secondary education in Wisconsin*
- *Offers a broad range of programs and professional services to local school administrators and staff*
- *Distributes state school aids and administers federal aids to supplement local tax resources*
- *Improves curriculum and school operations*
- *Ensures education for children with disabilities*
- *Offers professional guidance and counseling*
- *Develops school and public library resources*

The above DPI responsibilities have links available on their website for licensing, home school information and applications, curriculum and instruction, funding and governance, professional development, resources for public libraries, directory of libraries, statewide committees for library services and advisory for technology, school libraries and technology.[72]

State Legislature

The Department of Public Instruction Policy and Budget Team analyzes and monitors the legislation that affects schools, libraries and the department. There is a legislative liaison that works closely with the DPI for any concerns and questions regarding the education legislation that is coming up or that has passed.[73] Additional responsibilities for this team include budgets and federal-state planning, developing agency's education agenda/budget initiatives, and coordinating federal grant application processes.[74]

Some of the legislation for 2013-2014 Session:

- AB 40 - 2013-15 Biennial Budget Bill
- Assembly Bill 126 - Charter Schools
- Assembly Bill 297- Mascots and Logos
- Assembly Bill 777 - Educator Effectiveness Equivalency
- Senate Bill 76 - Contract for Additional Charter Schools
- Senate Bill 51 - Three credits math and science
- Senate Bill 619 - Academic Standards Board

US – Department of Education

US Department of Education (ED) is a federal government agency that establishes policy, and administrates and coordinates federal assistance to schools. The overview and mission statement states *"…to promote student achievement and preparation for global competitiveness by fostering education excellence and ensuring equal access."*[75] The ED was established in 1980 by combining several agencies. The ED budget consists of federal financial aid for education (policies), data collection on America's schools, key educational issues focus, forbidding discrimination, and providing equal access to education.

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70 "Chapter 6, Executive Branch, Page 308." State of Wisconsin 2013-2014 Blue Book . : Compiled by the Wisconsin Legislative Reference Bureau, 2013. . Print.
71 Ibid., Page 460.
72 "Wisconsin Department of Public Instruction." . N.p., n.d. Web. 19 July 2014. <http://dpi.wi.gov/launchpage_parentsstudents; http://dpi.wi.gov/content/schools-educators; http://dpi.wi.gov/libraries; http://dpi.wi.gov/data-media>.
73 "Wisconsin Department of Public Instruction, Legislation." . Wisconsin Department of Public Instruction, n.d. Web. 19 July 2014. <http://pb.dpi.wi.gov/pb_legislpg>.
74 "Department of Public Instruction, Policy and Budget Team." . Wisconsin Department of Public Instruction, n.d. Web. 19 July 2014. <http://pb.dpi.wi.gov/>.
75 "About ED, Overview and Mission Statement." . US Department of Education, n.d. Web. 19 July 2014. <http://www2.ed.gov/about/landing.jhtml>.

Department of Education Structure:



Chart Source[76]

The role of the Federal government in education is to provide approximately 10.8% of the revenue for both elementary and secondary education. The funding comes from ED, but also other Federal agencies, Department of Health and Human Services' Head Start, and Department of Agriculture's School Lunch program. Although, the monetary funding is small, ED targets its funds as an "emergency response system" of filling the gaps in State and local support.[77]

Congress created the Department in 1979 and stated these purposes:[78]

1. *To strengthen the Federal commitment to ensuring access to equal educational opportunity for every individual;*
2. *To supplement and complement the efforts of States, the local school systems and other instrumentalities of the States, the private sector, public and private educational institutions, public and private nonprofit educational research institutions, community-based organizations, parents, and students to improve the quality of education;*
3. *To encourage the increased involvement of the public, parents, and students in Federal education programs;*

76 "About ED, Coordinating Structure." . N.p., 3 July 2014. Web. 19 July 2014. <http://www2.ed.gov/about/offices/or/index.html>.
77 "US Department of Education, About Ed, The Federal Role in Education." . N.p., 13 Feb. 2012. Web. 19 July 2014. <http://www2.ed.gov/about/overview/fed/role.html>.
78 "About ED An Overview of the U.S. Department of Education." . N.p., 1 Sept. 2010. Web. 19 July 2014. <http://www2.ed.gov/about/overview/focus/what_pg2.html#whatis>.

4. *To promote improvements in the quality and usefulness of education through federally supported research, evaluation, and sharing of information;*
5. *To improve the coordination of Federal education programs;*
6. *To improve the management and efficiency of Federal education activities, especially with respect to the process, procedures, and administrative structures for the dispersal of Federal funds, as well as the reduction of unnecessary and duplicative burdens and constraints, including unnecessary paperwork, on the recipients of Federal funds; and*
7. *To increase the accountability of Federal education programs to the President, the Congress and the public. (Section 102, Public Law 96-88)*

When the Department of Education was established, Congress stated that there should be, "*No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association, or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system, except to the extent authorized by law.* (Section 103[b], Public Law 96-88)"[79]

With the above stated, only the following responsibilities are handled by the states and districts (public/private): establish schools and colleges, curricula development, determine state education standards, enrollment and graduation requirements, and developing or implementing testing to measure their education standards.

Conclusions:

School Transparency and Open Communication

During the execution of the project, the issue of transparency by the school districts, administrators, CESA, WASB and the DPI became a predominant concern. One purpose of the study is to equip parents with a (limited) method of gauging the level of preparedness of their local school district for alignment with the new standards and to gauge the district's willingness to discuss and address concerns about curriculum and instructional materials. Over 37% of Wisconsin's school districts which operate high schools have failed to obey, not one, but two, state statutes in connection with providing information to parents and taxpayers. By ignoring the Wisconsin's Open Record Request law and Statute 118.03, those non-responsive members of the educational community are sending a clear message that they are, in their view, not beholden to the parents whose children they are tasked to educate or to the taxpayers who pay their salaries. This elitist attitude at all levels of educational administration is in a large part responsible for the recent public and grassroots backlash over the CCSS implementation.

For those school districts that have complied with the Wisconsin statutes – and some very obviously went above and beyond the requirements of the law – the parents and taxpayers of those districts are clearly receiving the service of true professionals. WiGOL recommends that the parents and grassroots groups in those fortunate school districts avail themselves of the offers of meetings and presentations by their school districts, which are keen to working with parents.

In order to foster a dialogue about curriculum, teaching materials, and standards, it is important that parents and concerned citizens feel comfortable contacting school districts to ask questions and voice their concerns. While the majority of districts provided information and were courteous, several went out of their way to make it difficult to obtain the data by charging arbitrary, excessive fees for data collection, refusing to respond to the request, requiring multiple email contacts and attempts to send the request and get information, demanding personal information in order to fulfill the request, or by having attorneys send the response to the ORR. Several districts stopped responding completely when personal information wasn't given to them, as if it were a contingency required for their participation. Other districts made outrageous offers for books to be purchased as the only method to receive the information or required the information be picked up at the district office. One district refused to scan the document claiming Wisconsin's Open Record Law did not require they change the format of the original document.

79 "About ED An Overview of the U.S. Department of Education." . N.p., 1 Sept. 2010. Web. 19 July 2014. <http://www2.ed.gov/about/overview/focus/what_pg4.html#doesnot>.

The request was for a small list of textbooks, and most districts returned, on average 8-9 textbook titles. School districts are, by law, required to keep a list of all school board approved textbooks at the district office, and yet many of the districts stated they had no records on textbooks. Dozens of districts, instead of asking for the scope of the request to be narrowed or reading the revised request, simply stopped responding to emails. Those districts had ample opportunity to fulfill the request with existing records, but instead chose to ignore the request after sending a denial. School board approved lists were included as a record that would fulfill the request, and still these districts refused to comply.

One can only surmise that the reasons for the non-compliance range from ignorance of the state laws, to recalcitrance to oversight, to incompetence of the administrators to perform the due diligence to check the law on these issues. It is hard to fathom, let alone accept, that professional administrators do not have even a rudimentary acquaintance with the ORR law and Statute 118.03. It is understandable that school districts requested payment for preparing a copy of an extensive record, but this does indicate an awareness of the requirements of the ORR law. However, Statute 118.03 is clear that the districts must create, maintain and disseminate upon request a list of textbooks used in the district. It boggles the mind that the attorneys representing some of the non-compliant school districts and certain CESA and WASB districts would not be aware of such a perfunctory requirement. It would stand to reason that if districts can't fulfill a simple request for a list of textbooks, they would be even less forthcoming when asked more complex questions concerning curricula or standards.

School districts were asked just that in the fall of 2013: in order to find information about the level of CCSS alignment and the cost of aligning courses with new standards, a survey was sent by the Select Committee on Common Core and only one quarter of districts responded[80]. The poor number of responses was also seen in 2002, when the Wisconsin Policy Research Institute (WPRI) conducted their study on history textbooks and had only 90 districts respond. However, in 2011, when Wisconsin's Association of School District Administrators (WASDA) responded to DPI's fall Administrator's survey, 372 districts responded. That particular survey focused questions on how Act 10 impacted their districts in terms of the number of jobs and classes offered[81]. There is a vast discrepancy in the number of responses between these surveys. **School transparency needs to be consistently applied, without prejudice, regardless of who is requesting the information and regardless of what information is being requested.**

Open Record Request Costs

The cost of copying and scanning existing records to send to WiGOL was expected and districts sent invoices to cover the cost of making the record available. Most were nominal fees and well within the range of being reasonable, however, one method of denying the ORR was by quoting an excessive fee for the public records. Charges from $350 to $1000 were quoted for the list of textbooks and there was significant variation between districts. Requesters are forced to rely on districts, which may not want to fulfill the request, to provide an honest and fair cost assessment to fulfill the request and also rely on them to send the appropriate records.

Kenosha Unified charged nearly 25¢ per page for a 137 page document they provide for free on their website and which contained no pertinent information to fulfill the ORR. Peshtigo refused to scan the document and send via email only after accepting payment for making copies of the record. The arbitrary application of fees and contingencies made by those who keep records for school districts needs to be addressed by Wisconsin's Open Records Law and by the State Attorney General. Records need to be accessible and the costs to obtain them need to be consistent and not dependent on the political ideology of the person responsible for keeping that record.

Issues with Inaccurate and Biased Materials

Although this project was initiated to search for evidence of bias – either way – in Wisconsin textbooks, the course of the research led to a wider scope that culminated in the issue of a widespread lack of transparency within the Wisconsin school districts. It is readily apparent to WiGOL that Wisconsin cannot begin to consider switching to a new K-12 school standards format without first addressing the problematic bias in the existing texts and other supplemental materials that existed well before the adoption of CCSS in Wisconsin's School Districts.

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[80] "Select Committees on Common Core - Superintendent Responses." . Wisconsin Legislature, 10 Dec. 2013. Web. 17 July 2014. <http://legis.wisconsin.gov/eupdates/asm52/District%20Admin%20Survey%20Responses.pdf>.

[81] "WASDA Survey Responses [wasda_rawdata.xlsx]." - Home. Wisconsin Department of Public Instruction, n.d. Web. 16 Nov. 2011. <http://dpi.wi.gov/>.

Issues of inaccuracy and the lack of neutrality in teaching materials vary by subject but are found to some degree in most but not all subjects. While math texts exhibit little to no bias, history texts are rife with distorted facts and the promotion of political ideology. From simple errors to misleading statements to questionable conclusions to outright political propaganda, texts are peppered with inaccuracies which Wisconsin high school students have no way of identifying as wrong. Some subjects lend themselves more to "facts" whereas other subjects are more dependent on "opinions" in terms of the conclusions that students must take away in the mastery of the respective subject.

The ongoing transition to non-print teaching materials will only exacerbate the existing problems. The reliance on technology has its own inherent issues but WiGOL is also concerned with the availability of the materials to all students and to their parents. Oversight is an integral part of both government and the citizenry. The inability of parents to review the materials used will make helping their children more difficult as well as make it nearly impossible to keep a watch on what their children are absorbing. Our experience with the school districts can be surmised to be indicative of the response that these districts may give parents who seek to review their children's learning materials. If parents are to be able to review the materials used in the classroom, unhindered access to the software utilized is necessary. Software resident on tablets or laptops, which is accessible only with a password and login, restricts parents from the necessary oversight and monitoring of the progress of their children.

It is evident that textbooks and materials have continued to show inaccuracies and bias compared to WPRI's study done in 2002, and they have become propagandized in key subject areas, such as US history and world history. Comparison of the WiGOL project methodology to the WPRI 2002 study of history books reveals a similar design in terms of key word lists and usage. The WPRI conclusions hold today over a decade later. Removal of local control over the selection, i.e. content, of the books used in order to be compliant with state and federal curricula and standards, as well as a dwindling selection of materials due to the consolidation of publishers which create and sell textbooks and instructional materials to school districts, binds the hands of school boards, parents, and taxpayers.

Adoption of CCSS by Districts

Opponents of the CCSS often cite the lack of local control over curricula and content when arguing against the CCSS. However, school districts in Wisconsin DID adopt the CCSS on a local level. Wisconsin statute 118.30(1g)(a)[82] requires each school board to adopt standards in math, science, language arts, geography, and history. Each district chooses to adopt their own standards or the DPI's model standards. The survey sent by the Special Committee on Education to the school districts indicates that most districts adopted the CCSS shortly after the DPI adopted the standards statewide. Other districts indicated that they were moving forward with following CCSS even if the school board did not formally adopt the new standards[83]. Even with local control over curriculum and standards, districts voluntarily chose to adopt and implement the CCSS and did so because the standards were more rigorous than Wisconsin's previous standards or they felt it was mandatory in order to receive NCLB (No Child Left Behind) federal funding.

No one can deny that Wisconsinites want strong standards for their students. The question is why were higher standards not in place prior to 2010? Wisconsin's DPI can create their own standards, and had, in fact, started working on new standards in 2005, but failed to complete the process before adopting the CCSS five years later in 2010. Each district as well has the option to create or implement higher standard, nothing binds districts to adopting the standards the DPI adopted, but they did so anyway. What benefit is it to parents if control is returned to local school boards that will just adopt the CCSS anyway, and if not formally adopted, just align their curriculum to those standards without formal school board approval? The actions of some of the school districts actually makes a case for the implementation of greater state level control as some of the districts are not complying with the laws and not listening to or keeping parents informed.

Other concerns about CCSS adoption on the local level are focused on the cost of CCSS adoption and implementation. Very few districts planned for adopting new standards and have no idea how much it will cost to train teachers, pay for substitutes, upgrade technology, purchase new materials, and revise the curriculum. In fact, the first time a fiscal analysis was performed by the Legislative Fiscal Bureau on the costs of CCSS was in 2013 – 3 years AFTER the new standards were adopted.

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[82] "Wisconsin Legislature: § 118.30(1g)(a)." Wisconsin Legislature: § 118.30(1g)(a). Statutes, Purpose, n.d. Web. 2 August 2014. <https://docs.legis.wisconsin.gov/statutes/statutes/116/01>.

[83] "Select Committees on Common Core - Superintendent Responses." . Wisconsin Legislature, 10 Dec. 2013. Web. 17 July 2014. <http://legis.wisconsin.gov/eupdates/asm52/District%20Admin%20Survey%20Responses.pdf>.

Some districts include the costs associated with curriculum and standards revisions in their annual budgets, but others did not plan for CCSS implementation costs; many still do not know the costs of implementation. The money spent to change to the CCSS is being spent without planning and without regard to responsible use of limited federal, state and local revenue. Accountability to the taxpayers for Wisconsin school district spending is essentially non-existent, and the costs of these changes represent only a small fraction of total educational spending within the state. Instructional media and textbook spending averages less than 1% of the total spent per pupil in grades K-12 in Wisconsin. With the state now discussing what constitutes appropriate standards for Wisconsin schools and recognizing the necessity of reviewing educational spending, WiGOL believes it to be time to conduct a thorough assessment of education in the state of Wisconsin. Discussing only the standards without considering funding, curricula, and technology implementation will lead to a lost opportunity to propel Wisconsin ahead of competing states.

Layers of Redundant Bureaucracy

The research conducted during the completion of this project revealed that there are currently seven levels of administration within Wisconsin's educational system (School Board, District Administrator, CESA, WASB, DPI, State Legislature, and Federal ED). The 101st Legislature's AB617/SB619 bill would have added a Model Academic Standards Board increasing the levels of administration to eight! The current structure has resulted in CESA and WASB organizations that select each other's members, recommend each other's candidates for positions, collaborate on lobbying and coordinate legal responses. The CESA and WASB districts provide the same services to their overlapping school districts and they both charge school districts millions of dollars for the services that they provide. The question must be posed as to why so many levels of educational administration are needed and just exactly what do they all do?

A hard look needs to be taken at the structure of education administration in Wisconsin. With so much administration infrastructure, the costs to operate this system are most likely inflated. Elected school board members can serve the district, represent their district in their regional WASB, and be the representative for the CESA district. If all three offer salaries, pensions, and other benefits, Wisconsin taxpayers are paying three times for the work of one person. Because WASB is a non-governmental agency, their financial records are not readily available and the only way to know how much districts spend for services provided by WASB would be to identify the specific object and function districts use to code the payment to WASB. Even CESA payments are only identified at the object level with expenditure object code 386, which is for services provided by CESA only. Wisconsin taxpayers are again left with having to trust appointed board members to use revenue efficiently because there is no way to confirm that the funds are judiciously spent and that both CESA and WASB provide unique, separate, and necessary services to school districts. WiGOL theorizes that if several of these administrative levels were eliminated, especially if each group contains the same people who provide the same services, the resulting cost savings could be split between increased classroom funding and redirected, increased funding to other state issues – all with no impact on the taxpayers.

WiGOL fully supports strong state standards based on content neutral and accurate teaching resources. The primary concerns with the CCSS are lack of knowledge regarding the costs of implementation as well as the data collection for the longitudinal database. The study undertaken this past year further enforced the idea that poor materials and lessons, rife with inaccuracy and bias, existed before CCSS adoption and will continue to exist unless parents and communities fundamentally change how they participate with decisions made at the local level. Our goal was to help clarify how curricula, standards and instructional materials relate to one another in order to foster meaningful dialogue between parents and district staff about the CCSS and teaching materials and to help foster necessary participation by the community. Failure to participate ensures the issues found with problematic materials will continue.

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Appendices

Appendix A- Word Count Sheets

Section 1: Word Count Summary Page

School Book Review Project:			
Name of Reviewer:		Book Return Date:	
ISBN:		Subject:	
Book Title:			
Authors:			
Year of Publication:			
School District:			
Grades textbook is used:			

Objective: Create a list of keywords and count the number of instances that word appears in the textbook.

Directions:

1. Go to the textbook's index and look up each word in the keyword list below.
2. Next to each keyword below, write all the pages numbers where the keyword appears in the "Page Numbers from Index" column next to the keyword.
3. Go to each page listed for each keyword and count the number of times that keyword appears. Write the page number and the count on the "Notes" page. Use a separate line for each set of page numbers for each key word.
4. Add up the total count for each keyword on the "Notes" page and put the total count from the entire textbook in the "Total Count from Notes" column on this page.

Keywords	Page Numbers from Index	Total Count from Notes
Bill of Rights		
Capitalism		
Christianity		
Climate Change (Green, sustainability, global warming/cooling)		
Communism		
Conservative		
Constitution		
Democracy		
Discrimination		
Diversity		
Economic (Environmental, racial, social) Justice		
Fascism		
Global (community, development, industry)		
Holocaust		
Human Rights		
Judaism		
Liberal		
Living' Constitution		
Marxism		
Minority		
Muslim		
Normandy		
Occupy		
Progressive		
Racism		
Redistribution		
Republic		
Socialism		
Unions		
Welfare (social programs, general, assistance)		

Section 2 -Keyword Count Tally Sheet 1

Page Number	Bill of Rights	Capitalism	Christianity	Climate Change (Green, sustainability, global warming/cooling)	Communism	Conservative	Constitution	Democracy	Discrimination	Diversity	Economic (Environmental, racial, social) Justice	Fascism	Global (community, development, industry)	Holocaust	Human Rights
Totals:															

Section 2 – Keyword Count Tally Sheet 2

Page Number	Judaism	Liberal	Living' Constitution	Marxism	Minority	Muslim	Normandy	Occupy	Progressive	Racism	Redistribution	Republic	Socialism	Unions	Welfare (social programs, general, assistance)
Totals:															

Section 3 - Subject Specific Review Sheets

Subject Specific Review Sheets

Grade Level_____	Text Title:				Publisher:				Reviewer:		
TOPIC	School District:				Date:						
Algebra	Topic Covered (Appropriate to Grade Level)				Accuracy				Does the Text Contain Bias?		
	Not Covered- 0	Minimal Coverage- 1	Adequate Coverage- 2	Thorough Coverage- 3	Numerous Errors Present- * 0	Some Inaccuracy- 1*	Good Accuracy- 2	Thorough Accuracy- 3	Yes	No	Example:
Topics and Concepts											
Real numbers, Equations and Inequalities											
Negatives, Absolute Values											
Order of Operations, Properties											
Algebraic Techniques											
Completing the Square											
Linear Equations											
Exponential and Logarithmic Functions											
Functions, Graphing and Plots											
Point-Slope, Intercepts											
Polynomial Functions and Factoring											
Quadratic Functions											
Radicals and Complex numbers											
Systems of Equations											
Determinants											
Sequences and Series											
Rational Equations, Variation											
Distance and Midpoint Formulae											
People											
Omar Khayyam											
Karl Friedrich Gauss											
Rene Decartes											
Augustin Cauchy											
George Boole											
al-Khwarizmi											
Leonardo Fibonacci											
Problems											
Political Content											
Total:	0	0	0	0	0	0	0	0	0	0	0

All subject specific sheets had columns to mark the coverage, accuracy and neutrality of the topic presented in the reviewed textbook. Coverage was scored from Not Covered (0) to Thorough Coverage (3). Accuracy was scored from Numerous Errors Present (0) to Thorough Accuracy (3). Bias was marked with a Yes or No, and reviewers were asked to write down the examples they found in the text, along with the page number, to support their score. In addition to these areas, each subject specific sheet included topics and key ideas that may be presented in the textbooks.

Key Topics and Ideas for each subject:

Algebra:

Topics and Concepts
Real numbers, Equations and Inequalities
Negatives, Absolute Values
Order of Operations, Properties
Algebraic Techniques
Completing the Square
Linear Equations
Exponential and Logarithmic Functions
Functions, Graphing and Plots
Point-Slope, Intercepts
Polynomial Functions and Factoring
Quadratic Functions
Radicals and Complex numbers
Systems of Equations
Determinants
Sequences and Series
Rational Equations, Variation
Distance and Midpoint Formulae

People
Omar Khayyam
Karl Friedrich Gauss
Rene Descartes
Augustin Cauchy
George Boole
al-Khwarizmi
Leonardo Fibonacci

Problems
Political Content

Civics:

Citizenship
What is Citizenship?
Becoming a Citizen
English Roots of US
US under Articles of Confederation
The Constitution
The Bill of Rights
Duties/Responsibilities of Citizen

Government
Congress
Executive Branch
Judiciary
Federalism
State Government
Local Government
Government Finances

Citizen Interaction
Political Parties
Elections
Public Opinion
Media
Interest Groups
Individual Rights
Legal System
Running for Office
American Economy
Free Enterprise System
Comparative Economic Systems
Rights of Accused
Affirmative Action
Bill of Attainder
Censorship
Checks and Balances
Civil Liberties
Collective Bargaining
Consent of the Governed
Republic vs. Democracy
Double Jeopardy
Due Process
Eminent Domain
Ex post facto laws
Enumerated powers
Gerrymandering
Initiative, Referenda, Recall
Jury Trial
Jury Duty
Naturalization
Petition
Privacy
Profiling
Right-to-work
Rule of Law
Taxation
Unalienable Rights

Economics:

Concepts
Supply & Demand
Scarcity & Shortage
Comparative Advantage
Opportunity Cost
Choice & Allocation
Laissez-faire
Marginal Benefit & Utility
Wealth
Cost/Benefit Analysis
Invisible Hand
Capital & Labor
Unions
Fiscal & Monetary Policies
Stimulus
Barter
Inflation, Deflation, Hyperinflation
Boom, Bust, Recession & Depression
Profit Motive
Competition, Monopoly, Oligopoly
Production
Free Enterprise

Economics Continued:

Revenue
Needs vs. Wants
Proprietor, Partnership, Corporation
Principal, Interest, Credit
Stock Market
Decision Making
Specialization

Markets & Systems
Capitalism
Socialism
Central Planning
Fascism
Communism
Mixed Economy
Marxism
Balance of Trade
Gross Domestic Product (GDP)
Gross National Product (GNP)
Exchange Rate
Protectionism

Government Functions
Public Goods/Services
Property Rights
Contract Enforcement
Regulation
Taxation
Unemployment
Federal Reserve System
Debt & Deficit
Budget & Surplus
Consumer Price Index
NAFTA

People
Adam Smith
Milton Friedman
John Maynard Keynes
Friedrich Hayek
Karl Marx
John Stuart Mill

Geometry:

Topics and Concepts
Lines, Angles, Polygons, Polyhedral, Constructions
Deductive Reasoning, Direct and Indirect Proof
Bisection, Complementary and Supplementary Angles
Congruence
Inequality, The Exterior Angle Theorem
Parallel Lines
Quadrilaterals
Transformations
Area, The Pythagorean Theorem
Similarity, Ratio and Proportions
Right Triangles, The Tangent Ratio, Slope
The Law of Sines, The Law of Cosines
Circles, Radii, Chords, Tangents
Central Angles, Arcs, Inscribed Angles
The Concurrence Theorems
Regular Polygons, Perimeter and Area
Pi, The Area of a Circle, Sectors and Arcs
Geometric Solids

People
Pythagoras
Thales
Euclid
Archimedes
Rene Descartes
Pierre de Fermat

Problems
Political content

World Geography:

6 Elements of Geography
- Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- Uses of Geography

5 Themes of Geography
- Place
- Location
- Region
- Movement
- Relationships

Weather and Climate
Land Forms and Oceans
Environment and Disasters
Economic Systems & Governments
Population, Migration & Settlement
Natural Resources
Agricultural Practices
Seasons
Cultures
World Trade
Diffusion
Geopolitics
Location Theories
Population growth
Migration
Immigration
Development
Scarcity
Language
Ethnicity
War
Religion
Colonialism
Boundaries
Indigenous
Domestication
Sustainability
First World
Third World
Industrialization
Deindustrialization
Urbanism
Imperialism
Nationalism
Nation-state
Hunter-gatherer

World History:

Expanding civilization and culture
Leadership & influential members
Religion and traditions
Trade & products
Transportation & communication
Money & using it or transferring
Taxation and how collected, used
Crime & punishment
Sovereignty & government
Exploration
Sciences & documented proof
Inventions and applications
Religion & practices
Commerce trade
Transportation & communication
Economic system -Capitalism
    Communism
    Socialism
Government - Democracy
    Monarchy
    Republic
Media influence
Warfare & government influence
Industrial revolution
Advancing technology
Transportation
Communication
Media influence
Religion & practices
Environmental influences
Energy usage and methods
Welfare & entitlements
Commerce trade
Financial investments
Nationalism & imperialism
World History
Government expansion & purpose
Equal rights & affirmative action
Politics - Conservative
    Fascist
    Liberal
    Moderate
    Progressive
Taxation
Alliances & purpose
United Nations influence
WW I & II effects to world

US History:

Why European Exploration
French, English, Dutch and Spanish Explorers
Founding of Colonies and Why
Life in Colonies
French and Indian War
Causes of Revolution
Declaration of Independence
Revolutionary War
Heroes of the Revolutionary Period
Articles of Confederation
Constitutional Convention and Compromises
Bill of Rights Listed and Explained
Important Elements of Constitution Explained
Correct Definition of Democratic Republic Stated or Implied
War of 1812/Causes/Results
Monroe Doctrine
Westward Expansion/Louisiana Purchase/Overland Routes
Mexican War/Gadsden Purchase
Mideast Terrorism
Nixon and Impeachment
Resurgent Conservatism and Reagan
The Space Program and Moon Landings
Class warfare
Segregation
Native American Resettlement
Slavery Debate includes Abolitionist Movement/Missouri Compromise/Compromise of 1850/Dred Scott/Lincoln-Douglas Debates
Causes of Civil War
Civil War
Heroes of the Civil War
Reconstruction
Birth of /Civil Rights/Jim Crow Laws/African American Office Holders
Industrial Revolution
1913
World War I
Philippine Conquest
Mideast Wars
Resurgent Liberalism
Liberty and Freedom
Cuban Missile Crisis
The 60s and the Anti-war Movement
The Energy Crisis
Self-government
Taxation
Manifest Destiny
Democracy vs. Republic
Equality before the law
Abolition
Temperance
Individualism
Federalism
Anti-trust
Homestead Act
US History
Civil Rights
Racism
Secession
Vietnam and the Domino Theory
Populist Movement
Acquiring Alaska and Hawaii
The Indian Wars
Gilded Age & Robber Barons
The Progressives
Spanish-American War
Reconstruction Constitutional Amendments and Laws
Rise of the American Empire
Central American Incursions
The New Deal and Socialism
World War II
Korea and the 50s
The Cold War
Nullification
Roaring 20s
The Great Depression
Constitutional Revolution of 1937

Appendix B – Open Records Requests

Section 1: Open Records Request sent on January 15, 2014

Dear MX. XXXXX,

This letter is to request the following records, under the Wisconsin's Open Records Law (19.31-39, Wisconsin Statutes):

I am requesting the following information relating to the textbooks used in your school district for the subjects listed below and utilized in high school grades 10-12. I have attached a spreadsheet to assist your staff in complying with my request. The information that I am requesting for each course includes:

- Course
- Book title
- ISBN
- Publisher
- Authors
- Date of publication
- Year that District adopted text
- Is the text Common Core aligned?
- Is text available for parents to review?
- Is this the primary text for the class?
- What other supplementary materials are used?

The high school courses to which this request applies are:

- US History
- World History
- Civics
- Economics
- World Geography
- Algebra
- Geometry

Please be aware that the Wisconsin Open Records law defines "record" to include information that is maintained on paper as well as electronically, such as data files and unprinted emails. Wis. Stat. § 19.32(2).

Please also be aware that the Open Records law "shall be construed in every instance with the presumption of complete public access consistent with the conduct of governmental business. The denial of access generally is contrary to the public interest and only in exceptional cases can access be denied." If you deny my request, the law requires you to do so in writing and state what part of the law you believe entitles you to deny my request. Wis. Stat. § 19.35(4)(a).

The Open Records law states that you may charge for "the actual, necessary and direct cost" of locating records, if this exceeds $50, and for photocopies. The Wisconsin Department of Justice advises that copying fees under the Open Records law should be "around 15 cents per page and that anything in excess of 25 cents may be suspect." Please advise me before processing this request if the total cost will exceed $50.

If you choose to deny this request, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Also, please provide all
segreable portions of otherwise exempt material.

As you know, the law requires you to respond to this request "as soon as practicable and without delay."

If you are not the records custodian for this information, please forward this request to the appropriate person. Also, please let me know if I can clarify or refine this request.

Thank you for your time and consideration.

Section 2: Clarification with Revised ORR

Under the Wisconsin's Open Records Law (19.31-39, Wisconsin Statutes):

I am requesting the following information relating to the primary textbooks currently used in your school district for the subjects listed below and utilized in high school grades 10-12. The information requested is any existing records that will definitively identify the text and edition, which may include the following or combination of the following:

- Course
- Book title
- ISBN
- Publisher
- Authors
- Date of publication

The existing record may be a textbook inventory, board approved textbook list, class syllabi, or course catalog that contains definitive identification of the textbook and edition and may include additional courses or information.
In addition, if the district wishes to respond to the following for the courses:

- Year that District adopted text
- Is the text Common Core aligned?
- Is text available for parents to review?
- Is this the primary text for the class?

The high school courses to which this request applies are:

- US History
- World History
- Civics
- Economics
- World Geography
- Algebra
- Geometry

Please be aware that the Wisconsin Open Records law defines “record” to include information that is maintained on paper as well as electronically, such as data files and unprinted emails. Wis. Stat. § 19.32(2).

Please also be aware that the Open Records law “shall be construed in every instance with the presumption of complete public access consistent with the conduct of governmental business. The denial of access generally is contrary to the public interest and only in exceptional cases can access be denied.”

If you deny my request, the law requires you to do so in writing and state what part of the law you believe entitles you to deny my request. Wis. Stat. § 19.35(4)(a).

The Open Records law states that you may charge for "the actual, necessary and direct cost" of locating records, if this exceeds $50, and for photocopies. The Wisconsin Department of Justice advises that copying fees under the Open Records law should be “around 15 cents per page and that anything in excess of 25 cents may be suspect.”

Please advise me before processing this request if the total cost will exceed $50.

If you choose to deny this request, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Also, please provide all segreable portions of otherwise exempt material.

As you know, the law requires you to respond to this request “as soon as practicable and without delay.” If you are not the records custodian for this information, please forward this request to the appropriate person. Also, please let me know if I can clarify or refine this request.

Thank you for your time and consideration.

Appendix C - Transparency Point Charts

Description	Yes	No
Was sent ORR	-1	0
ORR Response said no such record exists	-2	0
ORR Response asked for name, address, organization	-2	0
ORR Response listed fee	-1	0
District cc'd or had legal counsel respond	-2	0
District was helpful and courteous	5	0
Provided all requested information	5	0
Did not provide all requested information	2	0
Did not respond to first request	-1	0
Did not respond to ORR	-1	0
Denied ORR	-3	0
Denied Clarification of ORR -Second Denial	-5	0
Contact Information not readily Available on Website	-1	0
District not helpful; made it difficult to get information	-3	0
Canned Response	-3	0
Sent THIRD request asking status of ORR from January 15th	-2	0
Denied Request after third email	-5	0
Send ORR to School Board	-3	0
School Board Email Resulted in response	1	0
School Board Email resulted in another denial	-3	0
School Board Email resulted in No Response	-3	0
Email sent to WASB Director for multiple districts	-2	0

Level of Completion	All	All but Review	All but CCSS	All but Review and CSS	Incomplete Information	No Data Sent
	5	4	3	2	1	-5
First Request Status	**Completed**	**No Response**	**Email Failed**	**Requested ORR**	**Denied**	
	5	-1	0	-2	-3	
Fee Amount	**$0-50**	**$51-150**	**$151-300**	**$301-500**	**$501-1000**	
	0	-3	-5	-7	-10	
Final Status	**Completed**	**No Response**	**Email Failed**	**Denied**		
	5	**-4**	**1**	**-3**		
Days to Get Information:	**Above Average**	**Below Average**				
Average is 73	-5	2				
Number of Emails:	**Above Average**	**Below Average**				
Average is 8.83	-5	2				

Appendix D – Canned Denial Letters from Districts

Section 1: Denial Letter Type 1

Shared denial letters, or "canned responses" from districts using denial letter type 1:
CESA 4 Districts: Bangor, Black River Falls, Cochrane Fountain, De Soto, Whitehall, and Wonewoc
CESA 9 Districts: Antigo, Lakeland, Northland Pines, and Phelps
CESA 10 Districts: Colby

Antigo:

Print

Date: Monday, January 20, 2014 4:25 PM
From: Childs Donald <dchilds@antigo.k12.wi.us>
To: openrecords@wi.rr.com <openrecords@wi.rr.com>
Subject: Open Records Request

Good Morning,
I am in receipt of your open records request as custodian of records for the Unified School District of Antigo. The Unified School District of Antigo has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district; therefore, I am unable to comply with your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Sincerely,

Donald B. Childs, Ph.D.
Interim Superintendent
Unified School District of Antigo
(715)627-4355, x1235
dchilds@antigo.k12.wi.us

Bangor:

Print

Date: Saturday, January 18, 2014 1:33 PM
From: Laehn, Dave <dlaehn@bangorsd.net>
To: openrecords@wi.rr.com
Cc: Don Addington <daddington@bangorsd.net>, Jac Lyga <jlyga@bangorsd.net>, Josh Chaplin <jchaplin@bangorsd.net>
Subject: Re: Open Records Request for Curriculum Information

Good Morning,

I am in receipt of your open records request as custodian of records for our School District. The Bangor School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Sincerely,
Dave Laehn. Superintendent

It's a great day to be a Bangor Cardinal!

Dave Laehn
Superintendent
Bangor School District
608-486-5202
dlaehn@bangorsd.net

Black River Falls:

Print

Date: Wednesday, January 29, 2014 10:24 PM

From: STEPHANIE BRUEGGEN <stephanie.brueggen@brf.org>

To: openrecords@wi.rr.com

Subject: Re: Open Records Request for Curriculum Information

Good evening,
I am in receipt of your open records request as custodian of records for our School District. The School District of Black River Falls has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Thank you for your time and attention in this matter.

Cochrane-Fountain City:

Print

Date: Wednesday, January 22, 2014 2:10 PM

From: Karsten, Terri <tkarsten@cfc.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Re: Open Records Request for Curriculum Information

Good Morning,
I am in receipt of your open records request as district curriculum coordinator for the School District. The Cochrane-Fountain City School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Terri Karsten
Cochrane-Fountain City School District

Colby:

Date: Friday, January 17, 2014 9:31 AM
From: Kolden, Steven <skolden@colby.k12.wi.us>
To: openrecords@wi.rr.com
Cc: Marcia Diedrich <mdiedrich@colby.k12.wi.us>
Subject: Records request

Good Morning,
I am in receipt of your open records request as custodian of records for the School District. The Colby School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Steve Kolden

Dr. Steven E. Kolden
Superintendent, Colby School District
PO Box 139, 505 West Spence Street
Colby, WI 54421
715-223-2301 office
715-223-4539 fax

Please consider the environment before printing this e-mail

This message, and any attachments thereto, may contain confidential and/or privileged information. If you are not the addressee or authorized to receive this for the addressee, you must not use, copy, disclose, or take any action based on this message or any information herein. If you have received this message in error, please advise the sender immediately by reply e-mail or by telephone at (715) 223-2301 and delete all copies of this message. Thank you for your cooperation.

De Soto:

Print

Date: Friday, January 17, 2014 6:03 PM
From: Jim Kuchta <jkuchta@desoto.k12.wi.us>
To: Linzi Gronning <lgronning@desoto.k12.wi.us>, openrecords@wi.rr.com
Subject: RE: Open Records Request for Curriculum Information

Good Day,
I am in receipt of your open records request as custodian of records for the De Soto Area School District. The De Soto Area School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Sincerely,

Jim Kuchta
District Administrator
De Soto Area School District
615 Main Street
De Soto, WI 54624
(608) 648-0102

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

-Aristotle
One of life's greatest rules…
"You cannot hold a torch to light another's path,
without lighting your own."

Lakeland:

Date: Sunday, January 19, 2014 8:28 PM

From: Todd Kleinhans <kleinhans@luhs.k12.wi.us>

To: openrecords@wi.rr.com

Cc: kennedy@luhs.k12.wi.us, bouche@luhs.k12.wi.us, demarte@luhs.k12.wi.us

Subject: Re: Open Records Request for Curriculum Information

Good Evening:

I am in receipt of your open records request as custodian of records for the Lakeland Union High School District. The Lakeland Union High School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Sincerely,

Todd Kleinhans, Ed.D
District Administrator
Lakeland Union High School District
Minocqua, WI 54548
715-356-5252, ext. 3480

Northland Pines:

Date: Monday, January 20, 2014 2:39 PM

From: Richie, Michael <mrichie@npsd.k12.wi.us>

To: openrecords@wi.rr.com

Cc: Susie Block <sblock@npsd.k12.wi.us>

Subject: Northland Pines School District

Hello,

I am in receipt of your open records request as Custodian of records. The Northland Pines School District has no such summary document in place. Based on open records law, we are not required to create a document to meet your request. The record you are asking for does not exist in our district; therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocoping machine at minimal cost.

Mike Richie, District Administrator
Northland Pines School District
Eagle River, WI 54521
715.479.6487 opt. 1 ext. 1
mrichie@npsd.k12.wi.us
www.npsd.k12.wi.us

Phelps:

Date: Tuesday, January 21, 2014 2:31 PM
From: Del Hill <delhill@phelps.k12.wi.us>
To: openrecords@wi.rr.com
Subject: Re: Open Records Request for Curriculum Information

Good Morning,
I am in receipt of your open records request as custodian of records for the School District. The Phelps School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request. Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.

Dr. Delnice Hill
District Administrator
School District of Phelps
4451 Old School Road
Phelps, WI 54554
715-545-2724 ext. 103
Fax 715-545-3728

Opportunity for Youth Through Excellence in Education

Whitehall:

Print

Date: Friday, January 17, 2014 4:36 PM
From: Mike Beighley <beighleym@whitehallsd.k12.wi.us>
To: openrecords@wi.rr.com
Subject: Response to open records request

Good Afternoon,

I am in receipt of your open records request as custodian of records for the School District. The Whitehall School District has no such summary document in place. Based on open records law, we are not required to "create" a document to meet your request. The record you are asking for does not exist in our district. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will gladly make the texts and course description catalog available for your inspection. We would also grant access to our photocopying machine at minimal cost.
Respectfully,
Mike Beighley
Superintendent of Schools
Whitehall School District
715-538-4374

Wonewoc:

Print

Date: Tuesday, February 18, 2014 11:13 AM
From: Steve Lozeau <lozeste@wc.k12.wi.us>
To: openrecords@wi.rr.com <openrecords@wi.rr.com>
Subject: Open Records request

I was notified by Sandy Rogers on 2-17-14 that you sent a request for information on December 8th, January 15th, and February 8th. I am not sure to whom it was addressed but the administration at Wonewoc-Union Center has not received the requests by e-mail on the dates noted and no certified, registered, or standard letters for the requests have been received.. However, since our board president has shared the request with me we will respond.

Being in receipt of your open records request and as custodian of records for the School District I am supplying the following information. The Wonewoc-Union Center School District has no summary document in place meeting your request and course description handbooks do not contain the specific items you request. Based on open records law, we are not required to "create" a document to meet your request. Therefore, I am denying your request.

Should you wish to visit our school during established office hours and create the document for yourself, we will make the texts and course description handbook available for your inspection.

Any requested duplication or printing by the requester would be charged at established rates.

Sincerely,

Dr. Steven Lozeau

Wonewoc-Center District Administrator

Section 2: Denial Letter Type 2

Shared denial letters, or "canned responses" from districts using denial letter type 2:
CESA 10 Districts: Abbottsford, Bloomer, Cadott, Eleva-Strum, Loyal, Mondovi,
CESA 11 Districts: Colfax, Elk Mound

Abbotsford:

A TRADITION OF EXCELLENCE

VIA EMAIL

SCHOOL DISTRICT OF ABBOTSFORD
Visit Our Website at http://www.abbotsford.k12.wi.us
OUR CHILDREN, OUR FUTURE
510 WEST HEMLOCK STREET
ABBOTSFORD WI 54405

LUCAS BARTH
Middle/High School Principal
PO Box A
Telephone: (715) 223-2386
Fax: (715) 223-3986

REED WELSH
District Administrator
PO Box A
Telephone: (715) 223-6715
Fax: (715) 223-4239

GARY GUNDERSON
Elementary School Principal
PO Box A
Telephone: (715) 223-4281
Fax: (715) 223-0691

DATE: January 17, 2014

TO: Openrecords@wi.rr.com

RE: **Open Records Request**

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Sincerely,

Reed Welsh
District Administrator

Bloomer:

Print

Date: Monday, January 20, 2014 4:04 PM
From: Mary Randall <mary.randall@bloomer.k12.wi.us>
To: openrecords@wi.rr.com
Subject: Records request: Bloomer Schools

January 18, 2014

Openrecords@wi.rr.com

RE: **Open Records Request**

This is in response to the request to create a record with ISBN numbers, book titles, and year of copyright data.
Please note that Bloomer Schools do not have such a record to send.

As you know, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Thank you for your record request. In the future, so we can assist you please see the attached policies we are required to follow for requests in the school district.
Respectfully,

Mary Randall

Mary Randall
District Administrator
School District of Bloomer
1310 17th Avenue
Bloomer, WI 54724

823 Access to Public Records.docx

823 Exhibit (3) Records Request.doc

Cadott:

Date: Friday, January 17, 2014 9:32 AM
From: Joe Zydowsky <ZydowskyJ@cadott.k12.wi.us>
To: 'openrecords@wi.rr.com' <openrecords@wi.rr.com>
Subject: RE: Open Records Request for Curriculum Information

January 17, 2014

Openrecords@wi.rr.com

RE: Open Records Request

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Joe Zydowsky

District Administrator
Cadott Community School District
426 Myrtle Street
Cadott, WI 54727
zydowskyj@cadott.k12.wi.us
www.twitter.com/cadottschools
(715) 289-3795 ext. 8001

Loyal:

Loyal Public Schools, Loyal Wisconsin,
www.loyalschools.org

VIA EMAIL

June 7, 2014

Openrecords@wi.rr.com

RE: **Open Records Request**

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Mondovi:

SCHOOL DISTRICT OF MONDOVI

337 N. JACKSON STREET
MONDOVI, WISCONSIN 54755-1197

Our Mission: We believe that the four cornerstones of a successful life are character, work ethic, citizenship, and academic achievement. Our community, parents, staff and students will work together to foster these cornerstones.

PHONE (715) 926-3684
FAX (715) 926-3617
E-MAIL cgullicksrud@mondovi.k12.wi.us

CHERYL L. GULLICKSRUD
SUPERINTENDENT

January 31, 2014

Openrecords@wi.rr.com

RE: Open Records Request

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Sincerely,

Cheryl Gullicksrud

Cheryl Gullicksrud
Superintendent
School District of Mondovi

AN EQUAL OPPORTUNITY EMPLOYER
THE SCHOOL DISTRICT OF MONDOVI DOES NOT DISCRIMINATE ON THE BASIS OF SEX, RACE, COLOR, NATIONAL ORIGIN, ANCESTRY, CREED, RELIGION, PREGNANCY, MARITAL OR PARENTAL STATUS, SEXUAL ORIENTATION, HANDICAP, OR PHYSICAL, MENTAL, EMOTIONAL OR LEARNING DISABILITY.

Colfax:

School District of Colfax

601 UNIVERSITY AVENUE
COLFAX, WISCONSIN 54730
PHONE: 715-962-3155 FAX: 715-962-4024

Respect - Responsibility - Results

VIA EMAIL

W. C. YINGST, JR.
SUPERINTENDENT
wyingst@colfax.k12.wi.us
715-962-3773

J. E. DACHEL
MS/HS PRINCIPAL
dachel@colfax.k12.wi.us
715-962-3155

T. P. HOVDE
ELEM PRINCIPAL
hovde@colfax.k12.wi.us
715-962-3676

P. B. RUDI
DIRECTOR OF
SPECIAL EDUCATION
pollyrudi@colfax.k12.wi.us
715-962-3676

BOARD OF EDUCATION
DONALD BERGE
PRESIDENT
JOEL HILSON
VICE-PRESIDENT
MICHAEL LEE
CLERK
KENNETH NEUBURG
TREASURER
CHRISTIE HILL
DIRECTOR
JODI KIEKHAFER
DIRECTOR
TODD KRAGNESS
DIRECTOR

February 10, 2014

Openrecords@wi.rr.com

RE: **Open Records Request**

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

Respectfully,

William C. Yingst Jr.
Superintendent
School District of Colfax

The School District of Colfax prohibits discrimination against any person in employment, educational programs and activities on the basis of sex, race, religion, color, ancestry or national origin, age, creed, sexual orientation, marital or parental status, or disability, genetic information or any other basis prohibited by law.

Elk Mound:

Elk Mound Area School District

Elk Mound, WI 54739

Dr. Ronald J. Walsh
District Administrator
405 University Street
715-879-5066
FAX: 715-879-5846

Mr. Paul Weber
High School Principal
405 University Street
715-879-5521

Mr. Eric Wright
Middle School Principal
302 University Street
715-879-5595

Mr. Eric Hanson
Elementary Principal
455 University Street
715-879-5744

DATE: January 17, 2014

TO: Openrecords@wi.rr.com

FROM: Dr. Ronald Walsh, District Administrator

RE: **Open Records Request**

Please be advised that, under the Open Records Law, an entity is not required to create documents. Accordingly, we respectfully decline to create a document with the information you desire. See in this regard, § 19.35(1)(L), Wis. Stats., which provides that a municipality is not required to create a new record by extracting information from existing records in order to compile the information in a new format.

You do have the right to inspect the District's records at a mutually convenient time.

The Elk Mound Area School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap in educational programs or activities or in employment.

Section 3: Denial Letter Type 3

Shared denial letters, or "canned responses" from districts using denial letter type 3:
CESA 1 Districts: Arrowhead
CESA 2 Districts: Monona Grove
CESA 3 Districts: Benton, Mineral Point
CESA 5 Districts: Columbus, Portage
CESA 6 Districts: Green Lake

Benton:

Date: Wednesday, February 12, 2014 12:02 PM
From: Gloria Swenson <GSwenson@BENTON.K12.WI.US>
To: openrecords@wi.rr.com <openrecords@wi.rr.com>
Subject: RE: Status of Open Records Request from January 15th

To whom it may concern:

The Benton School District is writing to advise you that no such record exists and therefore your request is denied.

Also, a school district is not required to create a new record by extracting and compiling information from existing records in a new format. Please see Wis. Stat. Ss 19.35(1)(L). Also, see George v. Record Custodian, 169 Wis. 2d 573, 579, 485 N.W.2d 460, 462 (Ct. App. 1992).

This denial is subject to review in an action for mandamus under Wis. Stat. Ss 19.37(1), or by application to the local district attorney or Attorney General, Wis. Stat. Ss 19.35(4)(b).

Gloria Swenson, Ed. D
Director of Instruction, Benton School District

Green Lake:

Date: Tuesday, February 4, 2014 4:23 PM
From: Bates, Ken <kbates@glsd.k12.wi.us>
To: openrecords@wi.rr.com
Cc: Mary Allen <mallen1@glsd.k12.wi.us>
Subject: Request

I received your January 15, 2014, email in which you requested certain information related to textbooks used in the district. In your request, you asked the district to compile information, add it to a specific spreadsheet, and answer certain questions within the spreadsheet. I am providing the following response to your request.

Your request is one in which asks the District to essentially create a new record. As you are likely aware, the Wisconsin Public Records Law does not require the District to create a new record by extracting information from existing records and compiling the information in a new format. Therefore, the District will not be creating a record in order to be responsive to your request and is denying your request.

My decision to deny your request is subject to review in an action for mandamus under Wis. Stat. § 19.37(1) or upon application to the district attorney or attorney general.

Ken Bates

--
Ken Bates
Superintendent
School District of Green Lake
Wisconsin's first 4K-12 IB District
Green Lake, WI 54941
920-294-6411, ext.1127

Arrowhead:

The Arrowhead Union High School District

South Campus/District Office
700 North Avenue
Hartland, Wisconsin 53029
(262) 369-3611

North Campus
800 North Avenue
Hartland, Wisconsin 53029
(262) 369-3612

http://www.arrowheadschools.org

January 27, 2014

Dear Requester:

We are in receipt of your request for information concerning our curriculum.

You have transmitted a spreadsheet and, presumably, want us to fill in the requested information for you. This is not a valid public records request under Wisconsin Public Records Law. Consequently we decline to provide the requested information.

Please be advised that under Wisconsin Public Records law, an authority is not required to create a new record by extracting and compiling information from existing records in a new format. *See* Wis. Stat. § 19.35(1)(L). *See also* George v. Record Custodian, 169 Wis. 2d 573, 579, 485 N.W.2d 460, 462 (Ct. App. 1992). Moreover, Wisconsin's Public Records law does not require the school district to answer questions submitted or to provide information about a topic of interest to the requester.

Please be advised that our determination not to provide the information requested is subject to review by mandamus under s. 19.37 (1), Wis. Stats. or upon application to the Attorney General or a district attorney.

Very truly yours,

Craig Jefson
Superintendent

10818027.1

Columbus:



Columbus School District

200 West School Street • Columbus, Wisconsin 53925 • (920) 623-5950

January 21, 2014

RE: Records Request

I received your January 16, 2014, email in which you requested certain information related to textbooks used in the district. In your request, you asked the district to compile information, add it to a specific spreadsheet, and answer certain questions within the spreadsheet. I am providing the following response to your request.

I am interpreting your request as one in which asks the District to essentially create a new record. As you are likely aware, the Wisconsin Public Records Law does not require the District to create a new record by extracting information from existing records and compiling the information in a new format. Therefore, the District will not be creating a record in order to be responsive to your request and is denying your request.

My decision to deny your request is subject to review in an action for mandamus under Wis. Stat. § 19.37(1) or upon application to the district attorney or attorney general.

Sincerely,

Bryan Davis, Ph.D.
Superintendent

BD:pmz

Mineral Point:

Print

Date: Thursday, January 16, 2014 10:34 PM

From: Luke Francois <luke.francois@mp.k12.wi.us>

To: openrecords@wi.rr.com <openrecords@wi.rr.com>

Subject: Re: Open Records Request for Curriculum Information

To whom it may concern,

The Mineral Point School District is writing to advise the requester that no such record exists and therefore your request is denied. Furthermore, a school district is not required to create a new record by extracting and compiling information from existing records in a new format. See Wis. Stat. § 19.35(1)(L). See also George v. Record Custodian, 169 Wis. 2d 573, 579, 485 N.W.2d 460, 462 (Ct. App. 1992).

This denial is subject to review in an action for mandamus under Wis. Stat. § 19.37(1), or by application to the local district attorney or Attorney General. Wis. Stat. § 19.35(4)(b).

Luke Francois, Ed.D.
Superintendent, Mineral Point Schools
www.mp.k12.wi.us

Monona Grove:

Print

Date: Tuesday, January 21, 2014 6:23 PM

From: Briddell, Andrew <andrew.briddell@mgschools.net>

To: openrecords@wi.rr.com

Subject: Re: Open Record Request for Curriculum Information

I received your January 15, 2014, email in which you requested certain information related to textbooks used in the district. In your request, you asked the district to compile information, add it to a specific spreadsheet, and answer certain questions within the spreadsheet. I am providing the following response to your request.

I am interpreting your request as one in which asks the District to essentially create a new record. As you are likely aware, the Wisconsin Public Records Law does not require the District to create a new record by extracting information from existing records and compiling the information in a new format. Therefore, the District will not be creating a record in order to be responsive to your request and is denying your request.

My decision to deny your request is subject to review in an action for mandamus under Wis. Stat. § 19.37(1) or upon application to the district attorney or attorney general.

Portage:

Date: Monday, January 27, 2014 3:56 PM

From: Peter Hibner <hibnerp@portage.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Re: Open Records Request for Curriculum Information

I received your January 15, 2014, email in which you requested certain information related to textbooks used in the district. In your request, you asked the district to compile information, add it to a specific spreadsheet, and answer certain questions within the spreadsheet. I am providing the following response to your request.

I am interpreting your request as one in which asks the District to essentially create a new record. As you are likely aware, the Wisconsin Public Records Law does not require the District to create a new record by extracting information from existing records and compiling the information in a new format. Therefore, the District will not be creating a record in order to be responsive to your request and is denying your request.

My decision to deny your request is subject to review in an action for mandamus under Wis. Stat. § 19.37(1) or upon application to the district attorney or attorney general.

Thank you.

Peter Hibner
Dir. of Instruction, Portage
School District
Tel: 608-742-4879
www.portage.k12.wi.us



"Only as high as I reach can I grow, only as far as I seek can I go, only as deep as I look can I see, only as much as I dream can I be." - Karen Ravn

Get this email app!

Section 4: Denial Letter Type 4

Shared denial letters, or "canned responses" from districts using denial letter type 4:
CESA 5 Districts: Tri-County
CESA 6 Districts: Kewaskum, New London, Shiocton
CESA 7 Districts: Sevastopol, Seymour, Sheboygan Falls

Kewaskum:

Date: Monday, January 20, 2014 5:15 PM

From: James Smasal <jsmasal@kewaskumschools.org>

To: openrecords@wi.rr.com

Subject: response

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the text is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your request I need to be sure of what it is you are asking for before I respond.

Assuming I have interpreted your request appropriately, it is likely that no such records exist (with the exception of the textbook itself (which contains some of the information you have requested but may not be subject to reproduction)). Wisconsin's Public Records Law does not require that the District create records in order to respond to your request.

Attached please find a copy of the District's Course Catalog. Albeit this document does not contain all of the information you are seeking, the document is somewhat responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine the most appropriate means to get you the information you are seeking.

Please understand that prior to undertaking the massive task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to Osborne v. Board of Regents of the University of Wisconsin System, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

--
James L. Smasal
Superintendent, Kewaskum School District
1675 Reigle Drive
Kewaskum, WI 53040

New London:

School District of New London

DISTRICT ADMINISTRATION OFFICE
901 West Washington Street
New London, WI 54961
Phone (920) 982-8530
Fax (920) 982-8551

EQUAL OPPORTUNITIES IN EMPLOYMENT - CURRICULUM - ACTIVITIES

Kathleen Gwidt, District Administrator kgwidt@newlondon.k12.wi.us
Jo Collar, Director of Teaching and Learning jcollar@newlondon.k12.wi.us
Laurie Schmidt, Director of Pupil Services lschmidt@newlondon.k12.wi.us
Joseph Marquardt, Director of Business Services jmarquar@newlondon.k12.wi.us

January 30, 2014

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the textbook is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your request I need to be sure of what it is you are asking for before I respond.

Assuming I have interpreted your request appropriately, it is likely that no such records exist (with the exception of the textbook itself which contains some of the information you have requested but may not be subject to reproduction). Wisconsin's Public Records Law does not require that the District create records in order to respond to your request.

Attached please find a copy of the District's Course Catalog. Albeit this document does not contain all of the information you are seeking, the document is somewhat responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine the most appropriate means to get you the information you are seeking.

Please understand that prior to undertaking the massive task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to Osborne v. Board of Regents of the University of Wisconsin System, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

Sincerely,

Kathleen Gwidt

Kathleen Gwidt, Ph.D.
District Administrator

Sevastopol:

Print

Date: Saturday, January 25, 2014 1:28 PM

From: Linda Underwood <lunderwood@sevastopol.k12.wi.us>

To: openrecords@wi.rr.com <openrecords@wi.rr.com>

Cc: Adam Baier <abaier@sevastopol.k12.wi.us>, Gerbig, Mary S. <mgerbig@dkattorneys.com>

Subject: response to request

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law, received by the District on January 16, 2014. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: Course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the text is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your public records request, please confirm that these are the types of records you are seeking. The District will initiate the search for these records as soon as practicable and without delay.

Please be advised that the Wisconsin's Public Records Law does not require the District to create records in order to respond to your request. To that end, the District is not required to fill out a form such as the excel spreadsheet attached to your request.

Attached to this email response please find a copy of the District's Course Catalog (HS Course Book 2013-2014(1).pdf). Although this document does not contain all of the information you are seeking, the document contains information that is responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine if the District has any records that are responsive to your request, and the most appropriate means to get you the information you are seeking.

At this time, the District has located one other document that is responsive to your request. That document is attached to this email (Approved Textbooks.xls).

Page 2
January 25, 2014

Pursuant to Wis. Stats. § 19.35(3), a location fee will be charged after costs exceed fifty dollars ($50.00). The location fee is based on a rate of $20 per hour. Duplicating fees for all responsive records are charged at a rate of $0.15 per page. Mailing and shipping costs are also charged when applicable. Please be aware that pursuant to Wis. Stats. § 19.35(3)(f), the District will require prepayment for records requests if the total exceeds five dollars ($5.00). The District estimates the prepayment cost will exceed $5.00.

Once you clarify your request, we will provide you with a reasonable estimate of the applicable fees. Please indicate whether you want access to the records (come to the District to inspect the records) or have the District prepare copies of the records. We will contact you as soon as the records have been located and prepared for disclosure.

For your assistance, I have included a records request form. You are not required to give your name and address except to the extent necessary for me,

Seymour:



Seymour Community School District
Administration/Board of Education
10 Circle Drive
Seymour, WI 54165

January 21, 2014

To: openrecords@wi.rr.com

The Seymour Community School District is in receipt of your request for certain records under the Public Records Law. It is necessary to clarify your request, as it seeks information regarding "textbooks used in your school district" and states "I have attached a spreadsheet to assist your staff in complying with my request."

Please be advised the Public Records Law does not require the District to create any record or compile spreadsheets in order to respond to your request. Please also note that it is not required to answer questions posed in conjunction with a record request.

While the District's course listing is attached hereto and may be partially responsive to your request, the remaining aspects of your request could require considerable time for the location and interpretation of records (as opposed to providing the records themselves). For example, staff time in locating records which might identify the adoption date of multiple specific textbooks is certain to exceed $50.

If you wish to send us a list of specific records of which you desire copies or, alternatively, that you would like to inspect, we can then narrow and refine your request and provide a proper estimate of the location and copying costs of such records. Please understand that prior to undertaking the task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to *Osborne v. Board of Regents of the University of Wisconsin System*, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full estimated cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

Further, if you wish to contact me directly I would be able to discuss your request with you and try to determine the best means to secure the information you are seeking.

To the extent this response constitutes a denial of part of your request, please be advised that this determination is subject to review by mandamus under §19.37 (1) or upon application to the attorney general or a district attorney. Please contact me if you have any questions.

Sincerely,

Peter Ross, Superintendent
Seymour Community School District

*Administrative Office, 10 Circle Drive, Seymour WI 54165 * (920) 833-2304 Fax (920) 833-6037*
*Seymour Schools Aquatic Center, 10 Circle Drive, Seymour WI * (920) 833-9704*
*Seymour High School, 10 Circle Drive, Seymour WI 54165 * (920) 833-2306 Fax (920) 833-7608*
*Seymour Middle School, 10 Circle Drive, Seymour WI 54165 * (920) 833-7199 Fax (920) 833-9376*
*Pupil Services Office, 330 W. Hickory St., Seymour WI 54165 * (920) 833-5159 Fax (920) 833-5147*
*Rock Ledge Intermediate Center, 330 W. Hickory St., Seymour WI 54165 * (920) 833-7380 Fax (920) 833-9684*
*Rock Ledge Primary Center, 330 W. Hickory St., Seymour WI 54165 * (920) 833-5155 Fax (920) 833-5144*
*Black Creek Elementary/Middle School, 308 E. Burdick Street, Black Creek WI * (920) 984-3396 Fax (920) 984-9303*

Sheboygan Falls:

Print

Date: Thursday, February 13, 2014 2:21 PM

From: Lofy, Mary <mlofy@sheboyganfalls.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Fwd: open records request for textbook information

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the text is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your request I need to be sure of what it is you are asking for before I respond.

Assuming I have interpreted your request appropriately, it is likely that no such records exist (with the exception of the textbook itself (which contains some of the information you have requested but may not be subject to reproduction)). Wisconsin's Public Records Law does not require that the District create records in order to respond to your request.

The District's Course Catalog can be found online at http://www.sheboyganfalls.k12.wi.us/hsguidance/files/2014/01/CG1415smallpdf.com-3.pdf. Attached please find copies of the front and back covers of the textbooks used by the District in the courses you identified. Albeit these materials do not contain all of the information you are seeking, the materials are responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine the most appropriate means to get you the information you are seeking.

Please understand that prior to undertaking the massive task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to Osborne v. Board of Regents of the University of Wisconsin System, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

Mary M. Lofy, Director of Instruction
School District of Sheboygan Falls
P: 920 467 7893
F: 920 467 7899
E: mlofy@sheboyganfalls.k12.wi.us

Email correspondence to and from this address may be subject to Open Records law and may be disclosed to outside parties.

102648-DOC021314.pdf

Shiocton:

Date: Thursday, January 23, 2014 11:28 AM

From: Schweitzer, Nichole <nschweitzer@shiocton.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Open Records Request - Curriculum

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the text is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your request I need to be sure of what it is you are asking for before I respond.

Assuming I have interpreted your request appropriately, it is likely that no such records exist (with the exception of the textbook itself, which contains some of the information you have requested but may not be subject to reproduction). Wisconsin's Public Records Law does not require that the District create records in order to respond to your request.

Attached please find a copy of the District's Course Catalog. Albeit this document does not contain all of the information you are seeking, the document is somewhat responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine the most appropriate means to get you the information you are seeking.

Please understand that prior to undertaking the massive task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to Osborne v. Board of Regents of the University of Wisconsin System, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

--
Nichole J. Schweitzer
Superintendent
Shiocton School District
N5650 Broad Street
PO Box 68
Shiocton, WI 54170
PH 1-920-986-3351 X761
Fax 1-920-986-3291

Tri-County:

Print

Date: Tuesday, January 21, 2014 4:41 PM

From: Nicholas Marti <nicholasmarti@tcpenguin.net>

To: openrecords@wi.rr.com

Cc: Anthony Marinack <anthonymarinack@tcpenguin.net>

Subject: Re: Open Records Request for Curriculum Information

To Whom It May Concern:

The District is in receipt of your request for records under Wisconsin's Public Records Law. The District is interpreting your request for records related to the "textbooks used in [our] school district" to mean that you would like records containing all of the following information relative to the textbooks used in the District: course, title, ISBN, publisher, author, date of publication, year the textbook was adopted, whether the text is common core aligned, whether the textbook is available for parents to review, whether the textbook is the primary textbook for each class as well as other supplementary materials used. Due to the apparent scope of your request I need to be sure of what it is you are asking for before I respond.

Assuming I have interpreted your request appropriately, it is likely that no such records exist (with the exception of the textbook itself (which contains some of the information you have requested but may not be subject to reproduction)). Wisconsin's Public Records Law does not require that the District create records in order to respond to your request.

Attached please find a copy of the District's Course Catalog. Albeit this document does not contain all of the information you are seeking, the document is somewhat responsive to your request. Alternatively, please provide me with a list of specific records that you want copies of or that you would like to inspect. If you would like, I would be happy to discuss your request with you to try to determine the most appropriate means to get you the information you are seeking.

Please understand that prior to undertaking the massive task of locating documents that may be responsive to your request as well as reproducing said documents, pursuant to Osborne v. Board of Regents of the University of Wisconsin System, 254 Wis.2d 266 (2002), the District is entitled to, and in the public interest, will require the payment of the full cost of complying with your request. Pursuant to Section 19.35(3)(f), Wis. Stats., the District will exercise its right to require prepayment before it continues processing your request.

Nicholas Marti
7-12 Principal
Tri-County Area Schools

Section 5: Denial Letter Type 5

Shared denial letters, or "canned responses" from districts using denial letter type 5:
CESA 3 Districts: Kickapoo, Highland, Lancaster, Pecatonica, River Ridge, and Seneca

Highland:

Date: Thursday, January 16, 2014 2:39 PM

From: Nancy Hendrickson <nhendrickson@highland.k12.wi.us>

To: openrecords@wi.rr.com

Cc: Josh Tarrell <jtarrell@highland.k12.wi.us>

Subject: Re: Open Records Request for Curriculum Information

To Whom It May Concern:

The information that you are requesting is not part of any existing record kept by the district. In order to compile certain aspects of your request, we envision significant secretarial time involved in the location process. Two specific pieces of the Wisconsin Public Records Law seem quite relevant to your request, which would not require us to create the record.

2. The public records law does not require an authority to provide requested information if no record exists, or to simply answer questions about a topic of interest to the requester.

3. The public records law does not require an authority to create a new record by extracting and compiling information from existing records in a new format.

Please contact me if you would like to modify your request.

Nancy Hendrickson
District Administrator
Highland School District
1030 Cardinal Drive
Highland, WI
608-929-4245

Seneca:

Print

Date: Monday, February 24, 2014 8:33 AM

From: David Boland <dboland@seneca.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Re: Seneca Request for Textbook Information

In regards to the request for records:

The information that you are requesting is not part of any existing record kept by the district. In order to compile certain aspects of your request, we envision significant secretarial and administrative time involved in the location process as we are a small school with limited resources. In reviewing the Wisconsin Public Records Law, I found two specific pieces that seem quite relevant to your request, which would not require us to create the record.

Kickapoo:

Date: Thursday, January 16, 2014 11:45 AM

From: Olsen, Doug <dolsen@kickapoo.k12.wi.us>

To: openrecords@wi.rr.com

Subject: Request for Curriculum Information

Dear Records Requester,

The information that you are requesting is not part of any existing record kept by the district. In order to compile certain aspects of your request, we envision significant secretarial time involved in the location process. In reviewing the Wisconsin Public Records Law, I found two specific pieces that seem quite relevant to your request, which would not require us to create the record.

2. The public records law does not require an authority to provide requested information if no record exists, or to simply answer questions about a topic of interest to the requester.

3. The public records law does not require an authority to create a new record by extracting and compiling information from existing records in a new format.

Douglas A. Olsen
District Administrator/Elementary Principal
Kickapoo Area School District
608-627-0102

Lancaster:

Date: Thursday, January 16, 2014 4:05 PM

From: Rob Wagner <WagnerR@lancastersd.k12.wi.us>

To: openrecords@wi.rr.com <openrecords@wi.rr.com>

Subject: request

Dear Records Requester,

The information you are requesting is not part of any existing record kept by our district. In order to compile certain aspects of your request, we envision significant secretarial time involved in the location process which would exceed the $50 you mentioned in your request. In reviewing the Wisconsin Public Records Law with colleagues, we found two specific pieces (mentioned below) that seem quite relevant to your request, which would not require us to create the record.

The public records law does not require an authority to provide requested information if no record exists, or to simply answer questions about a topic of interest to the requester.

The public records law does not require an authority to create a new record by extracting and compiling information from existing records in a new format.

Rob Wagner
District Administrator
Lancaster Community Schools

Pecatonica:

Print

Date: Thursday, January 16, 2014 3:01 PM

From: Nancy Hendrickson <nhendrickson@pecatonica.k12.wi.us>

To: openrecords@wi.rr.com <openrecords@wi.rr.com>

Cc: SARAH STRAKA <SSTRAKA@pecatonica.k12.wi.us>, AARON LANCASTER <ALANCASTER@pecatonica.k12.wi.us>

Subject: RE: Open Records Request for Curriculum Information

To Whom It May Concern:

The information that you are requesting is not part of any existing record kept by the district. In order to compile certain aspects of your request, we envision significant secretarial time involved in the location process. Two specific pieces of the Wisconsin Public Records Law seem quite relevant to your request, which would not require us to create the record.

2. The public records law does not require an authority to provide requested information if no record exists, or to simply answer questions about a topic of interest to the requester.

3. The public records law does not require an authority to create a new record by extracting and compiling information from existing records in a new format.

River Ridge:

Print

Date: Monday, February 10, 2014 8:38 AM

From: Rod Lewis <lewisro@rrsd.k12.wi.us>

To: 'openrecords@wi.rr.com' <openrecords@wi.rr.com>

Subject: RE: Read: Open Records Request for Curriculum Information

Dear Records Requester,

The information that you are requesting is not part of any existing record kept by the district. In reviewing the Wisconsin Open Records Law, two specific pieces that are quite relevant to your request, which would require us to create the record.

The public records law does not require an authority to provide requested information if no record exists, or to simply answer questions about a topic of interest to the requester.

The public records law does not require an authority to create a new record by extracting and compiling information from existing records in a new format.

Rod Lewis
Middle/ High School Principal

Appendix E- List of Helpful Districts

Appleton
Ashland
Ashwaubenon
Augusta
Baraboo
Barron
Bayfield
Beaver Dam
Beloit Turner
Bonduel
Boscobel
Boyceville
Brillion
Brown Deer
Burlington
Campbellsport
Cashton
Cedar Grove-Belgium
Cedarburg
Chilton
Cuba City
Cudahy
De Forest
De Pere
Denmark
Drummond
Durand
East Troy
Edgerton
Eleva-Strum
Elmbrook
Elmwood
Fond du Lac
Fort Atkinson
Franklin
Frederic
Galesville-Ettrick-Trempealeau
Grafton
Hamilton
Hilbert
Holmen
Horicon
Howard-Suamico
Hudson
Hustisford
Independence
Iola-Scandinavia
Ithaca
Kaukauna
Kettle Moraine
La Crosse
La Farge
Ladysmith-Hawkins
Lake Geneva-Genoa City
Lakeland
Laona
Lena
Luxemburg-Casco
Maple
Markesan
Mayville
McFarland
Medford
Melrose-Mindoro
Menomonie
Mequon-Thiensville
Middleton-Cross Plains
Milwaukee Collegiate Academy
Mishicot
Monroe
Mosinee
Mount Horeb
Mukwonago
Muskego-Norway
Neenah
Neillsville
Nekoosa
New Auburn
New Glarus
New Lisbon
New Richmond
North Crawford
North Fond du Lac
Northern Ozaukee
Northwood
Norwalk-Ontario-Wilton
Oak Creek-Franklin
Oakfield
Oregon
Osceola
Oshkosh
Osseo-Fairchild
Pardeeville
Pewaukee
Pittsville
Port Edwards
Port Washington-Saukville
Potosi
Poynette
Prairie du Chien
Prairie Farm
Prentice
Prescott
Pulaski
Racine
Randolph
Random Lake
Reedsburg
Rice Lake
Rosholt
Royall
Saint Croix
Saint Croix Falls
Sauk Prairie
Seymour
Sheboygan
Siren
Slinger
Somerset
South Milwaukee
Sparta
Spooner
Stoughton
Three Lakes
Tomah
Turtle Lake
Two Rivers
Unity
Viroqua
Waterford
Waterloo
Waukesha
Waunakee
Waupaca
Wausau
Wautoma
Webster
West Bend
West De Pere
West Salem
Weston
Weyauwega-Fremont
Whitefish Bay
Whitewater
Wild Rose
Winneconne
Wisconsin Dells
Wisconsin Heights
Wrightstown

Appendix F - Most Common Textbooks Statewide

Most Common Textbooks by ISBN			
ISBN 13	**Book Title**	**Publisher**	**Number of Districts Using Text**
9781603281010	Core Connections Algebra	College Preparatory Mathematics	13
9780618479405	The American Pageant: A History of the Republic	Houghton Mifflin Company	11
9780618594023	Algebra 1	McDougal Littell	11
9780618595402	Geometry	McDougal Littell	11
9780618595419	Algebra 2	McDougal Littell	11
9780618187744	World History: Patterns of Interaction	McDougal Littell	9
9780618923724	Geometry Wisconsin Edition	McDougal Littell	9
9780618690084	World History: Patterns of Interaction	McDougal Littell	8
9780618888481	Algebra 1 Wisconsin Edition	McDougal Littell	8
9780030646843	Economics and Junior Achievement Economics	Holt, Rinehart & Winston	7
9780078250835	Algebra 1	Glencoe/McGraw Hill	7
9780078747649	Economics: Principles and Practice	Glencoe/McGraw Hill	7
9780131334830	Economics: Principles in Action	Prentice Hall	7
9780618108787	The Americans	McDougal Littell	7
9780618689873	The Americans: Reconstruction to the 21st Century	McDougal Littell	7
9781603281089	Core Connections Geometry	College Preparatory Mathematics	7
9780026641180	The American Vision	Glencoe/McGraw Hill	6
9780030358272	Algebra 1	Holt, Rinehart & Winston	6
9780076639298	Geometry: Common Core Edition	Glencoe/McGraw Hill	6
9780078239939	World History	Glencoe/McGraw Hill	6
9780078651069	Geometry	Glencoe/McGraw Hill	6
9780078799822	United States Government: Democracy in Action	Glencoe/McGraw Hill	6
9780078799952	World Geography and Cultures	Glencoe/McGraw Hill	6
9780131283343	World History: Connections to Today	Pearson/Prentice Hall	6
9780131818903	Magruder's American Government	Pearson/Prentice Hall	6
9780547315171	Geometry	Holt McDougal	6
9780547491158	The Americans: Full Survey	Holt McDougal	6
9780618250189	Algebra 1: Applications, Equations, Graphs	McDougal Littell	6
9780618374205	Algebra 1: Concepts and Skills	McDougal Littell	6
9780618594030	Economics: Concepts and Choices	McDougal Littell	6
9781559537636	Discovering Advanced Algebra: An Investigative Approach	Key Curriculum Press	6
9781603281065	Core Connections Geometry Volume 1	College Preparatory Mathematics	6
9781931287609	Geometry Connections	College Preparatory Mathematics	6

Appendix G – Keyword Word Clouds by Publisher

PRENTICE HALL:



HOLT MCDOUGAL:



MCDOUGAL LITTELL:



GLENCOE MCGRAW HILL:



NATIONAL GEOGRAPHIC:



PEARSON PRENTICE HALL:



HOLT. RINEHART & WINSTON:

