

# EQUITY AUDIT

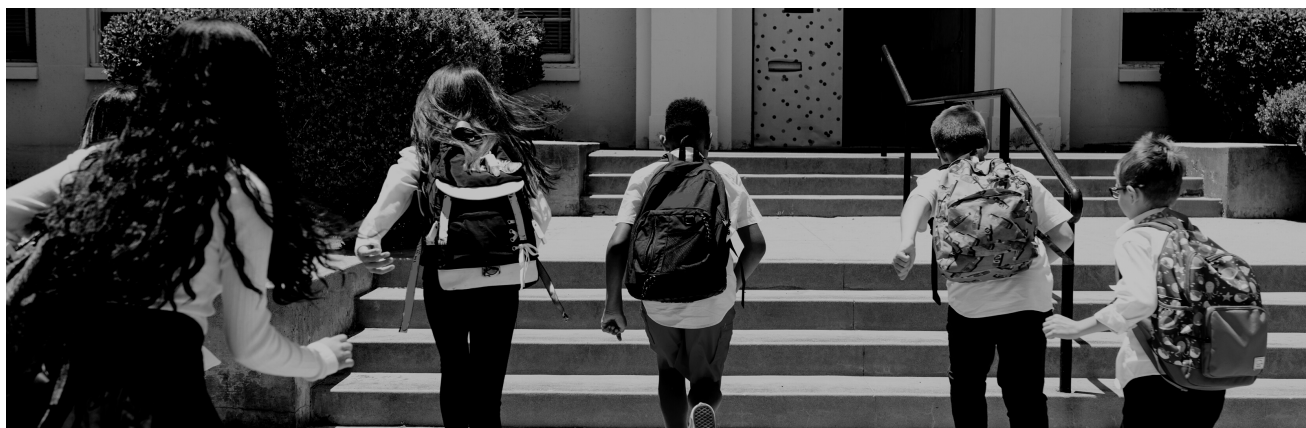
MADISON METROPOLITAN SCHOOL DISTRICT



## EXECUTIVE SUMMARY

PREPARED BY WISCONSIN'S EQUITY AND INCLUSION LABORATORY  
& THE ORGANIZATIONAL DISPARITIES LABORATORY

NOVEMBER 2022



## ABOUT THE EQUITY AUDIT

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**WHY:** To evaluate Madison Metropolitan School District's (MMSD) efforts towards diversity, equity, and inclusion



**WHO:** Students, families, teachers, building leaders, and administrators



**HOW:** Self-guided video-based interviews with 380 individuals across MMSD

## SUMMARY OF PRIMARY INTERVIEW THEMES

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*High-level summaries representing the perceptions of each stakeholder group: (1) Students, (2) Families, (3) Teachers, (4) Building leaders, (5) Administrators.*



### MMSD STUDENTS

- Diversity, equity and inclusion topics present in curriculum and classrooms
- Teacher representation varied by school
- Diverse support programs/organizations for students provide value, but some were unaware of program existence
- Lack of listening from district, lack of feedback opportunities to district leaders



## FAMILIES

- Spoke highly of strides towards inclusivity, would like to see greater focus on disability
- Many felt MMSD was lacking tangible action or plan to improve DEI efforts
- Noted lack of diverse representation on PTA serves as barrier to participation
- Weekly newsletter is positive, primary source of information
- Nearly all were unaware of efforts to recruit and retain teachers from diverse backgrounds, noted issue



## TEACHERS

- Schools primarily strive to foster sense of belonging through visual representation and affinity groups
- Academic engagement has increased, expulsions of Black and Hispanic students have decreased
- Greater focus on African Americans than other minoritized racial/ethnic groups
- Teacher representation and retention is an issue, some teachers of colors have reported retiring or early due to lack of inclusion
- Feel as though their needs are not heard by administration, few opportunities to provide feedback outside of School Based Leadership Teams
- Feel as though there is "lip service" to DEI but no clear strategy, plan or resources
- Aware of a variety of DEI professional development opportunities, but some feel that affinity groups inadvertently segregate teachers



## BUILDING LEADERS

- “Doing their best” to institute change within their buildings without much district-level support or guidance
- Lack of unified understanding of efforts to recruit and retain teachers from minoritized groups
- Shortage of opportunities to provide feedback to district administrators
- DEI professional development programs are not widely implemented, limited



## ADMINISTRATORS

- Increased representation in leaders of color in administrative positions,
- Emphasis on racial composition of leaders at expense of other identities/historically marginalized populations (such as LGBTQ+)
- Recognized need for additional professional opportunities to increase staff connectedness post-pandemic
- Lack of shared understanding of what DEI is and how efforts are being operationalized, disagreement over whether a DEI-focused strategic-plan exists.

## EXISTING DEI-RELATED STRENGTHS

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1. Stakeholders across MMSD acknowledge the goal of increasing diversity, equity and inclusion
2. Many stakeholders recognize and acknowledge some progress
3. Majority of stakeholders want to be move involved in the DEI change process

## RECOMMENDATIONS/OPPORTUNITIES FOR IMPROVEMENT

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1. Develop and disseminate a DEI strategic plan
2. Create systems of rewards and accountability for MMSD DEI efforts
3. Generate a strategy for hiring and retaining teachers of color
4. Engage families in DEI efforts
5. Review and standardize DEI curriculum and implementation efforts across the MMSD
6. Emphasize and advance diversity in all its forms
7. Provide transparent, accessible, and safe opportunities for feedback to MMSD leaders

## PREPARED BY

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This report was prepared collaboratively by Wisconsin's Equity and Inclusion Laboratory at the University of Wisconsin-Madison and the Organizational Disparities Laboratory at Michigan State University.



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