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Madison-area Out-of-School Time (MOST) Analysis Report

May 21, 2026



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Introduction

The City of Madison invests approximately \$2M annually and thousands of hours of staff time supporting access to afterschool programs. Although only a relatively small amount of the Community Development Division's (CDD) Budget (approximately 18%) can be allocated to afterschool programs, the City believes, and research shows, that providing opportunities for young people is a public good that benefits our entire community. Afterschool programs serve as a critical support system for children and their families, providing positive spaces for children to continue learning, socializing, and experiencing joy when the school day ends. Research has linked participation in afterschool programs to increased academic, social, and emotional student development (Jilink et al., 2025; Peterson 2013).

Until recently, however, we did not have the capacity to meaningfully evaluate the impact of the City's investments and the work of partnering afterschool organizations on Madison's young people.

Through the City of Madison's work with Madison Out-of-School Time (MOST), done in close partnership with Madison Metropolitan School District (MMSD), we have aligned resources and staffing to support MOST as a shared initiative with the goal of ensuring all young people have access to afterschool programs. One of the unique aspects that we have developed together is a shared legal framework and data platform, the MOST Information System (MIS) that shares data in real time across hundreds of locations. With this system in place, we have a more complete picture of how young people access afterschool programs and can monitor and evaluate academic outcomes.

This report is meant to evaluate whether the Community Development Division's investments and time are aligned with our goal of ensuring access to high quality afterschool programs to all young people. This report also serves to identify areas for improvement and as a benchmark for future analyses. This is a first look to see how our investments in time and funding are paying off, to inform how we invest and align resources, and to ensure we are accountable to young people, their families, and the broader Madison community.

MOST Information System (MIS)

To support this mission, MMSD and City of Madison staff have led the implementation of the MOST Information System (MIS), a software system that allows for a two-way information exchange: MMSD shares participant information with program providers (such as demographics, school attendance, and missing assignments), and program providers share information about program enrollments with government and private partners. This allows each entity to have a more complete view of student activities. Over forty independent organizations at over one hundred locations are utilizing the MIS, capturing real time enrollment and attendance data of over 14,000 afterschool program participants.



Methods

Data was analyzed for the 2024–2025 school year. Data was provided separately for MMSD students participating in MOST programming, and MMSD students not participating in any MOST programming. A total of 15,448 students were included in the original MMSD non-MOST data file. A total of 10,447 students were included in the original MOST program data file. Students were excluded from analysis if they were missing information on which MMSD school they attended, GPA information or attendance information. After exclusions, 15,298 MMSD, non-MOST students and 8,649 MOST program participants included for analysis.

Data was analyzed using a Mann Whitney U test to test for differences in medians of GPA or school attendance between various groups. Non-parametric testing was used as data had a non-normal, non-symmetric, highly skewed distribution, rendering common analytic tools (e.g. ANOVA, t-tests) inappropriate.

Measures

MOST attendance

Students were separated into three, non-overlapping groups based on their frequency of attendance in MOST programming.

MOST–High: Students who attended MOST program(s) 24 or more days during the school year. This value was based on having approximately 36 weeks in the school year, assuming programs start after or end before the school year, having one scheduled break day per semester, and one weather or other cancellation day, and five student absences for sickness or vacation. Therefore, this cut-off reflects students attending MOST programming approximately one time per week.

MOST–Low: Students who attended MOST program(s) for 23 or fewer days during the school year were considered to have low MOST participation.

MMSD, non-MOST: Students who are enrolled in MMSD schools but did not attend any MOST program(s).

School level

Students are divided into three school levels depending on their grade.

Elementary School: Students in 5th grade or lower.

Middle School: Students in 6th through 8th grade.

High School: Students in 9th through 12th grade.

Demographic information

FRL Status: Whether the student qualifies for free or reduced lunch (FRL) in the MMSD school district as part of the National School Lunch/Breakfast Program. Students receiving FRL receive free school breakfast and lunch meals, reduced fees, and other educational benefits. Students who attend a Community Eligibility school may receive free breakfast and lunch even if they would not qualify for the FRL program. This analysis does not identify students who may qualify for FRL but did not apply. Requirements for FRL are based on household income limits set annually by the Wisconsin department of public instruction. Families with students receiving FRL must submit an application and be approved every school year. This variable is used as a proxy for economic need.

Please note that comparisons between the MOST and MMSD datasets when accounting for FRL status were not in scope, as FRL status was not available in the MMSD dataset.

ELL Status: Whether the student is an English-language learner (ELL). English-language learners are any student who speak language(s) other than or in addition to English, or have language(s) other than or in addition to English spoken in their household. ELL students in the MMSD are given extra support through Bilingual Resource Teachers and, in some cases, Dual Language Immersion, a type of bilingual education that integrates students who speak two different native languages.

Race/Ethnicity: Based on self-identification. MMSD and MOST have different ways of collecting data about race and ethnicity. MMSD reports this as a single variable, with seven mutually exclusive options for each student. However, the MOST dataset contains students with multiple racial/ethnic identities. For this analysis, MOST students who reported multiple identities were considered “Multi-racial” to reconcile reporting between MOST and MMSD data.

Gender: Based on self-identification. MMSD reports this as “male” or “female.” MOST allows students to select other identities, such as non-binary, or to opt out of answering; however, very few students selected options other than male or female. Due to small numbers of reported identities outside of those two options, and to reconcile reporting between MOST and MMSD data, students reporting these gender identities have been removed from the analysis.

Site funding

City-funded sites: The City of Madison funds 40 different MOST out-of-school time programs at 30 different sites. These sites aim to provide services to underserved student populations.

Sites are approved for City funding through a competitive Request for Proposals (RFP) process, which evaluates applications using a variety of factors, including but not limited to available funding, alignment with the population served, geographic distribution of services, coordination and partnerships with other providers, demonstrated community need, organizational capacity, and past grant performance. For example, organizations such as The Hmong Institute, Urban League of Greater Madison, and Boys & Girls Clubs of Dane County have received City funding in the past for School-Age Child and Youth Services.

Non-City funded sites: The majority of MOST program sites are not funded by the City of Madison. These include many school based elementary options provided by Madison School & Community Recreation, Wisconsin Youth Company, Red Caboose, and other private providers. Funding sources vary, from Federal 21st Century Learning Community Funds to Fund80 to parent fees.

Outcomes

GPA: Grade point average (GPA) was measured on the traditional four-point scale.

Attendance: School attendance was assessed as a percentage of days attended during the school year.



Results

Results are displayed in a series of histograms and boxplots. Histograms show the distribution of the number of students, with taller bars reflecting categories with more students.

Boxplots show the median and distribution of a variable for each outcome (attendance and GPA). On each boxplot, the colored box reflects the interquartile range, or all data between the 25th and 75th percentile. The median value is shown as a bolded line within the colored box. Outliers are shown as data points outside the colored boxes. Statistical significance is determined by Mann Whitney

U test and indicates that a difference between groups is unlikely to occur by chance. Weakly significant differences between groups (p-value < .05) are shown with a single asterisk (*), moderately significant differences (p-value < .01) are shown with two asterisks (**), and highly significant differences (p-value < .001) are shown with three asterisks (***)

Results of all statistical tests between MMSD, non-MOST, MOST-High, and MOST-Low groups are included in Appendix Table 1.



General results

Overview

Elementary school students represent the largest number of students included for analysis, followed by High school students and Middle school students. MOST program participation varied by school level. A small percentage

of both High school and Elementary school students participated in MOST programming. In contrast, more than 75% of Middle school students participated in MOST programming.

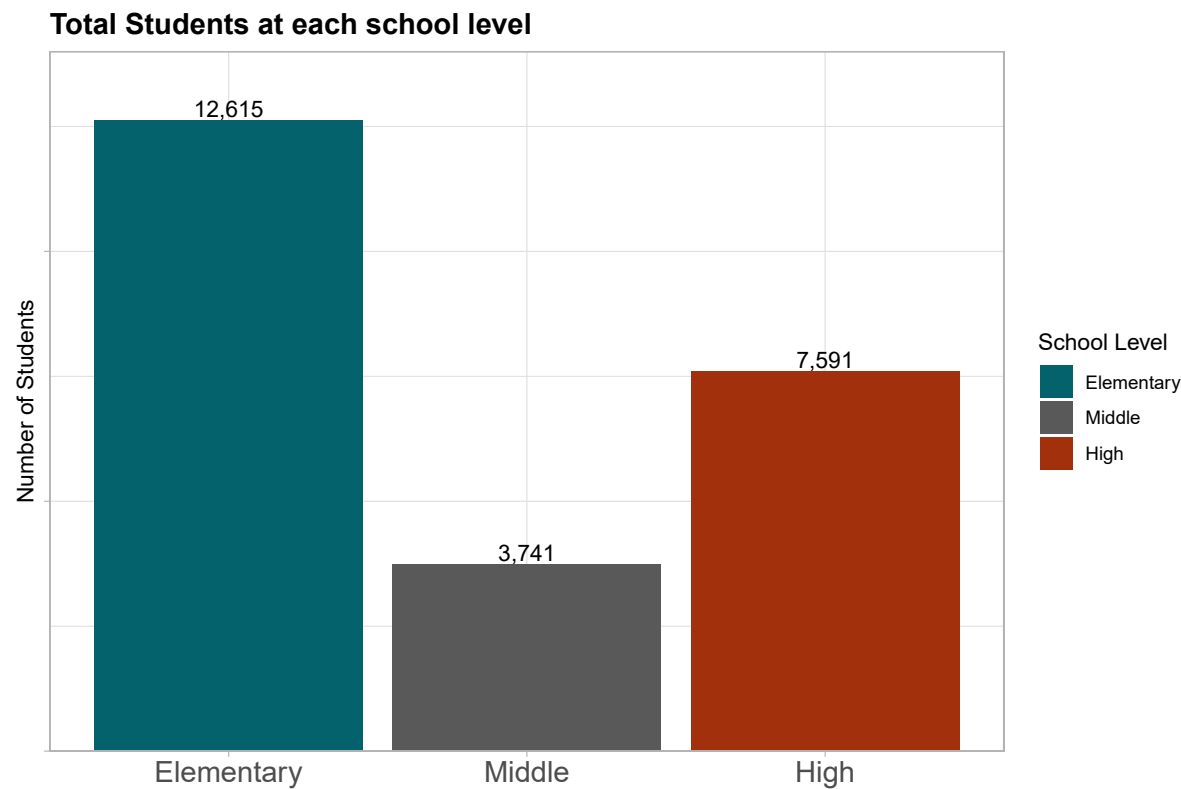


Figure 1. Elementary school students represent the largest number of students included for analysis (12,615). Middle school students represent the smallest number (3,741), likely due to the smaller number of grades included in this category.

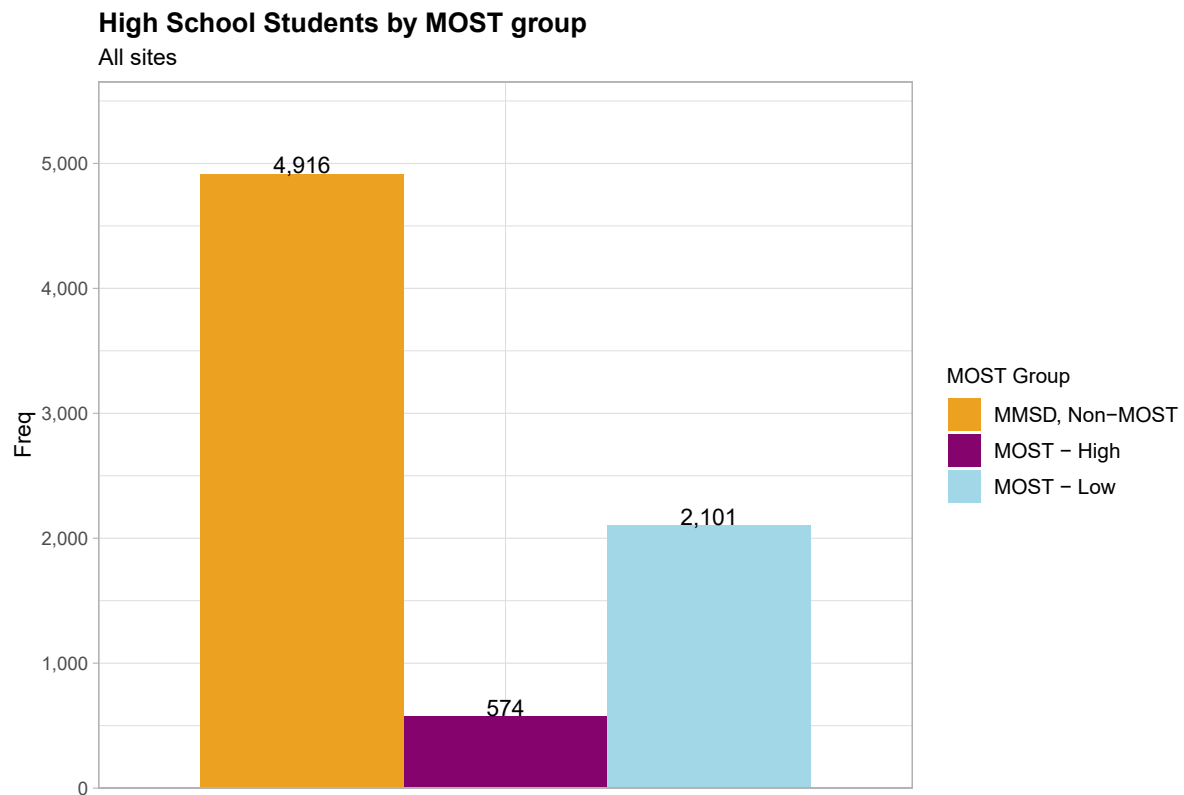


Figure 2. Among high school students, the MOST-High group represented less than 10% of the analyzed sample (574 students). The majority of MOST participants were in the MOST-Low group (2,101 students).

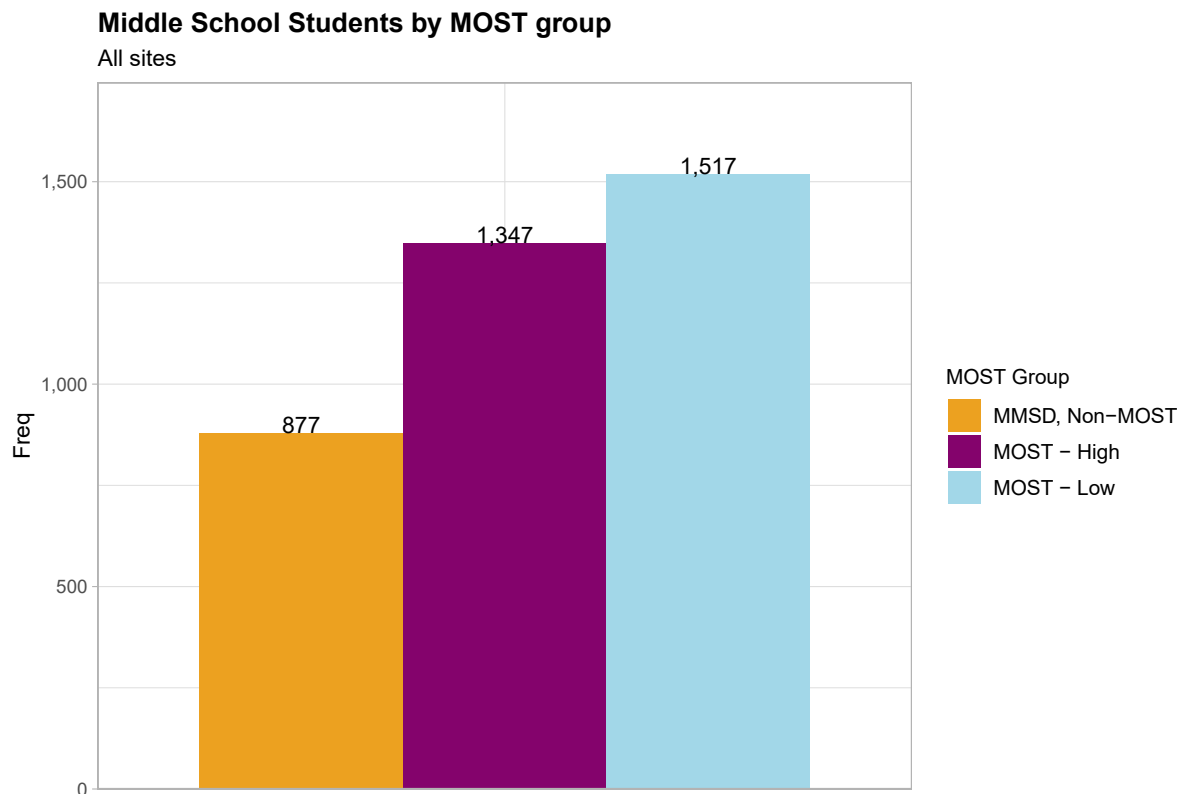


Figure 3. Among Middle school students, MMSD students represented the smallest proportion of the analyzed sample (877 students). MOST participants represented the majority of Middle school students, with slightly more students in the MOST-Low group (1,517 students) compared to the MOST-High group (1,347 students).

Elementary School Students by MOST group

All sites

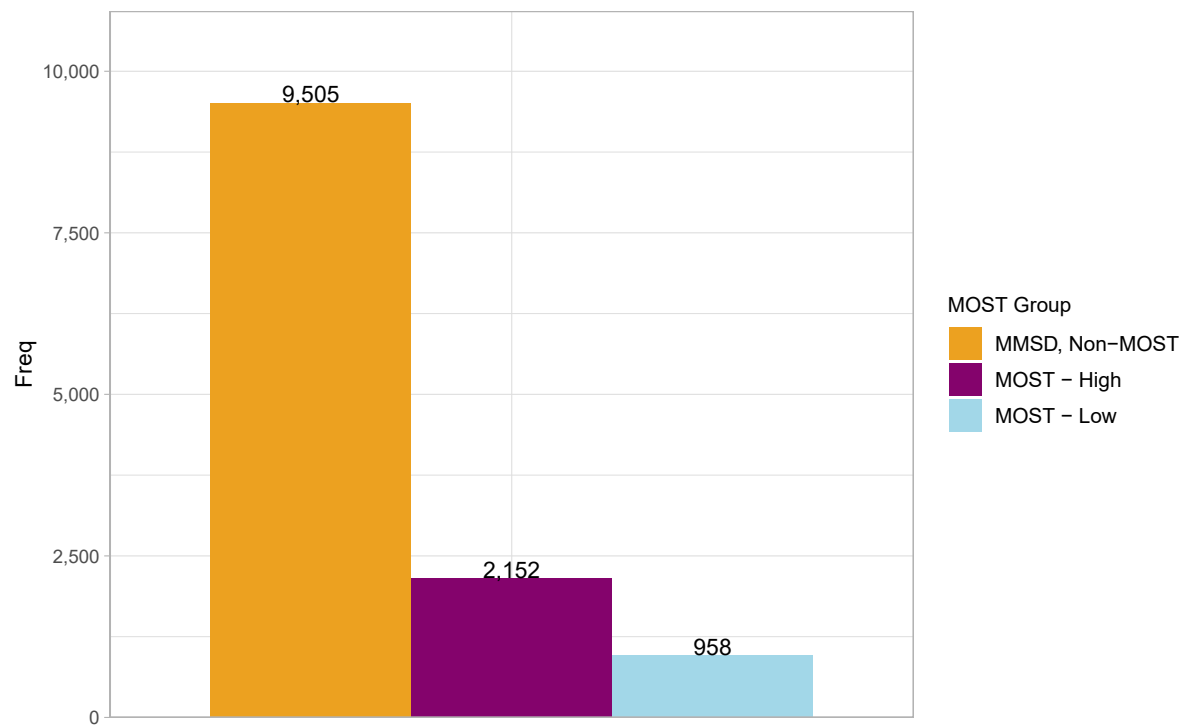


Figure 4. Among Elementary school students, MMSD students represented the largest proportion of the analyzed sample (9,505 students out of 12,615 students). There were more than double the number of MOST-High students (2,152 students) as MOST-Low students (958 students).



Demographic results

Overview

White students represent the largest number of students included for analysis. There were very few American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students, therefore these students could not be included for statistical analysis comparing Race/Ethnicity. FRL Status was not available for MMSD students who did not participate in MOST programming, therefore all

statistical analyses involving FRL Status are comparisons between only MOST program participants. In the full sample, there were fewer students eligible for Free/Reduced Lunch than students who were not eligible. There were also considerably fewer English Language Learner students than students who are not English Language Learners.

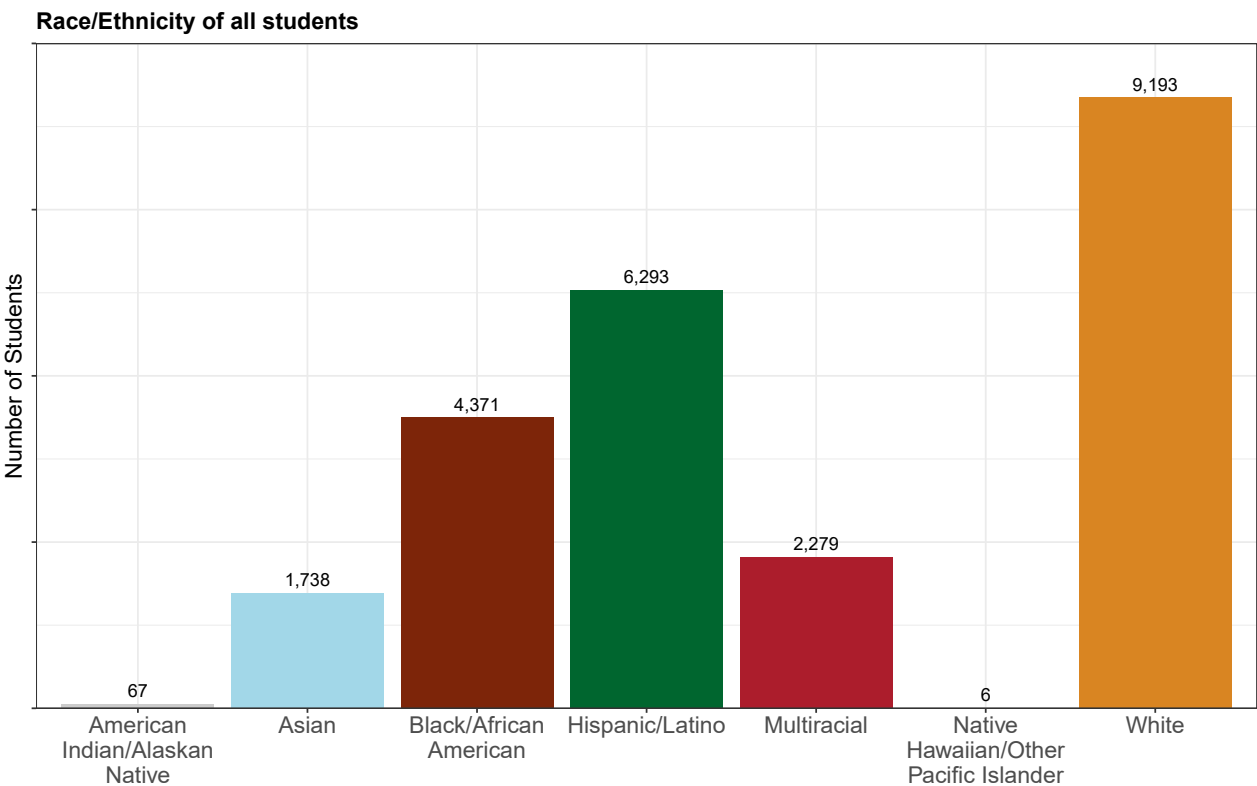


Figure 5. White students made up the largest proportion of students included in the analyzed sample (9,193 out of 23,947 students), followed by Hispanic/Latino students (6,293) and Black/African American students (4,371).

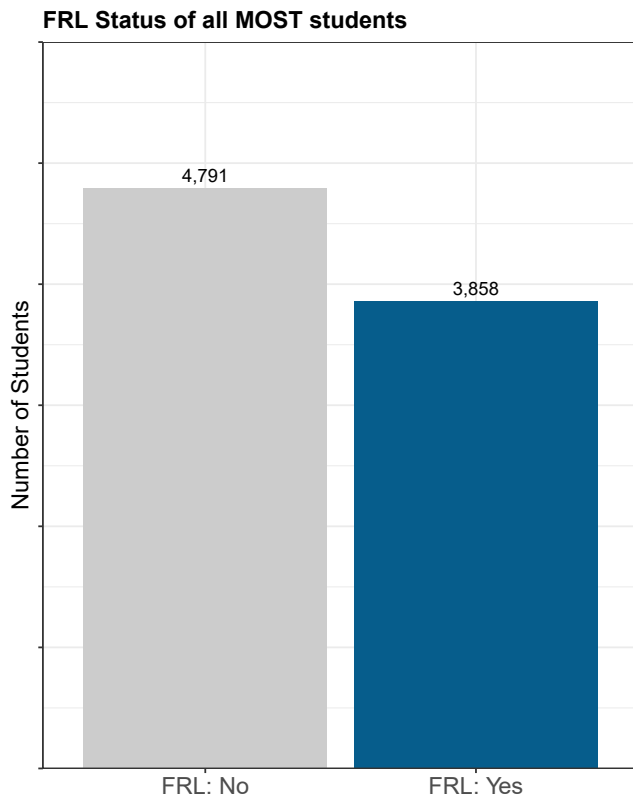


Figure 6. Among MOST participants, there were slightly fewer students who receive free or reduced lunch (3,858 compared to 4,791 students).

Note: FRL Status was only available for students participating in MOST programming, therefore MMSD non-MOST students are not included.

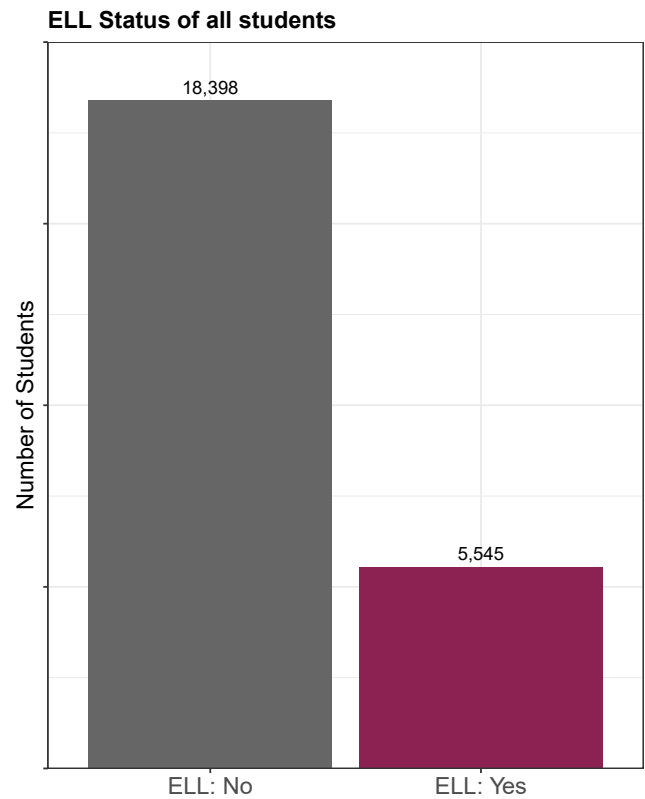


Figure 7. Among all students included for analysis, nearly one-quarter (5,545 out of 23,943) were English Language Learners.



Site funding results

Overview

The distribution of students of different races and ethnicities served by MOST programming was notably different than the distribution of students of different races and ethnicities at MMSD schools who did not participate in MOST programming. At all school levels at MMSD, the majority of students are White. There was a similar distribution in students served at non-City funded MOST sites. In contrast, the largest percentage of High school students served at City-funded MOST sites were Hispan-

ic/Latino, and the largest percentage of Middle school students served at City-funded MOST sites were Black/African American. Among MMSD, non-MOST students, students at City-funded MOST sites and non-City funded MOST sites, the majority of students were not English Language Learners. At all school levels, City-funded MOST sites served a higher percentage of students eligible for Free/Reduced lunch than non-City funded sites.



Total Students at each school level, by Race/Ethnicity – Percent of students

City-funded vs Non-City funded sites

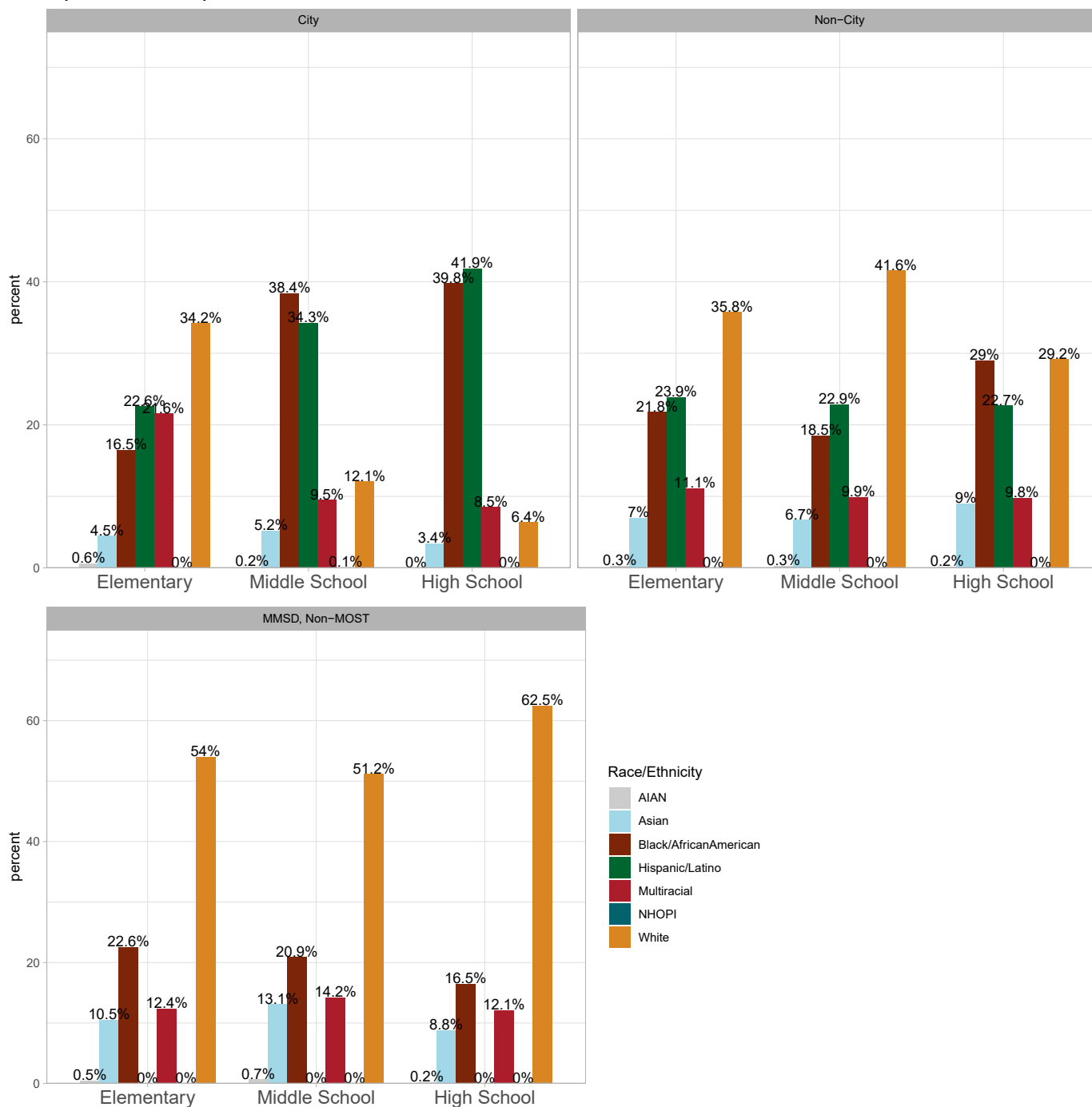


Figure 8. For Middle and High school students, City-funded sites serve a higher percentage of Black/African American students (20% and 11% higher, respectively) and Hispanic/Latino students (11% and 19%, respectively) than Non-City funded sites.

Total Students in each grade band, by ELL Status

City-funded vs Non-City funded sites

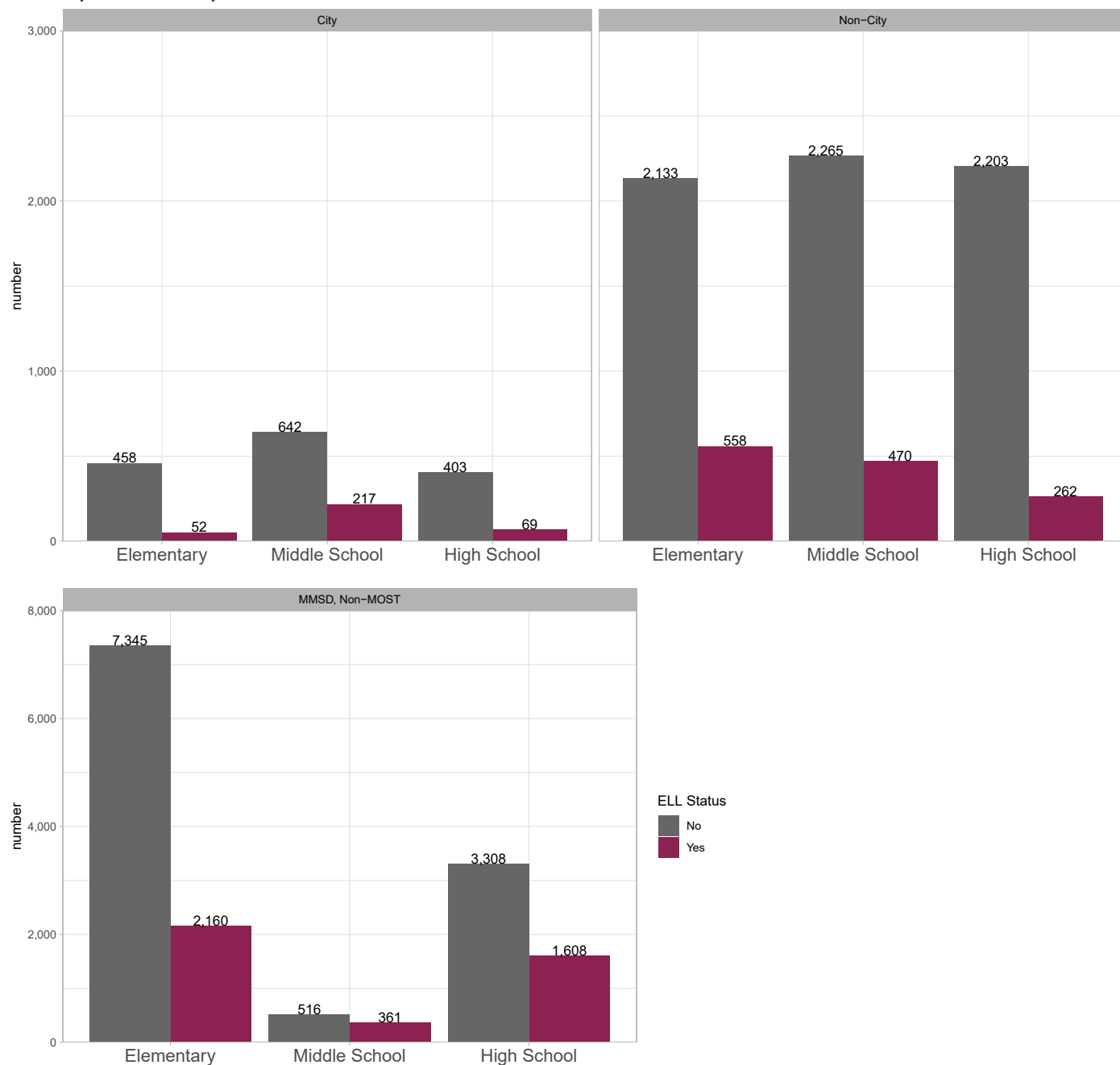


Figure 9. At both City-funded and Non-City funded sites, a larger proportion of students were not English Language Learners. For example, 85% of High school students at City-funded sites and 90% of students at Non-City funded sites were not English Language Learners.

Total Students at each school level, by FRL Status

City-funded vs Non-City funded sites

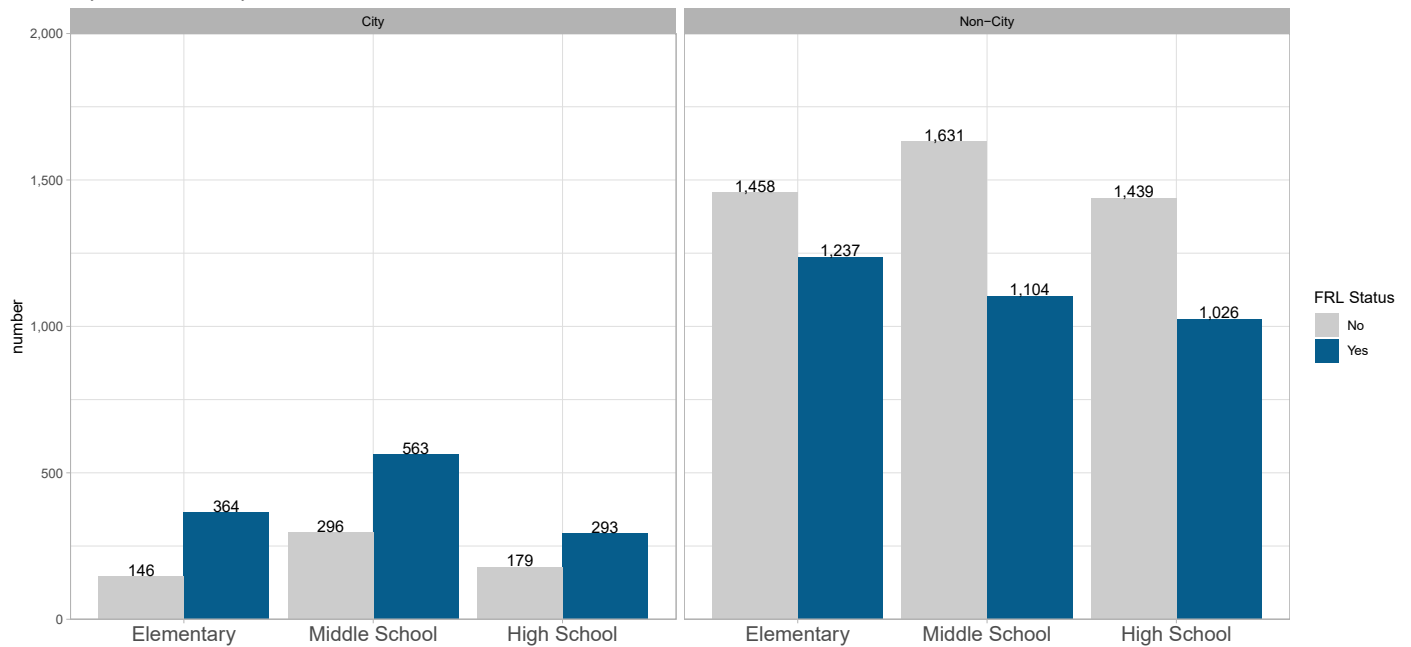


Figure 10. A higher proportion of students at City-funded sites receive free or reduced lunch, compared to those at Non-City funded sites. For example, 65% of Middle school students at City-funded sites received free or reduced lunch, compared to 40% of students at Non-City funded sites.

Note: FRL Status was not available for MMSD, Non-MOST students.



MOST participation results

Overview

At all school levels, students with higher participation in MOST programming (MOST-High) showed significantly higher attendance both students with lower participation in MOST programming (MOST-Low) and MMSD

students who did not participate in MOST programming (MMSD, non-MOST). Among only Middle school students, all students who participated in MOST programming had higher GPA than MMSD, non-MOST students.

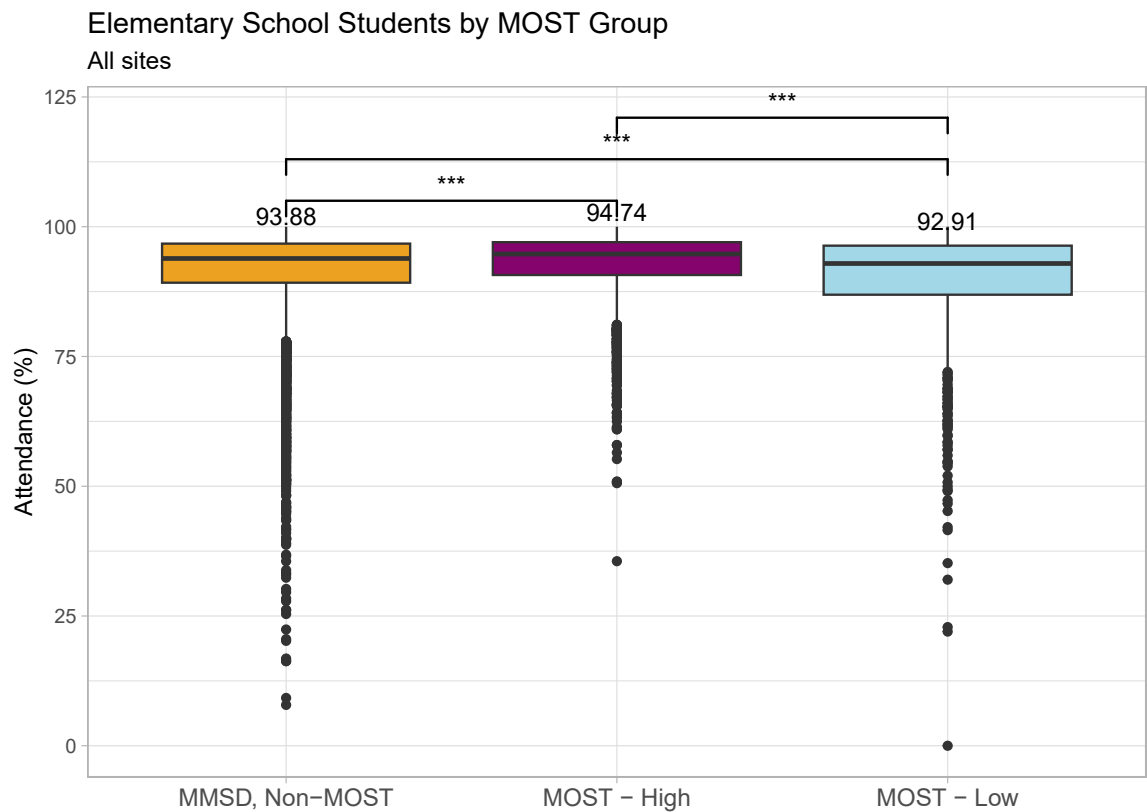


Figure 11. The MOST-High group showed attendance 1.8% higher than the MOST-Low group and 0.9% higher than the MMSD non-MOST group.

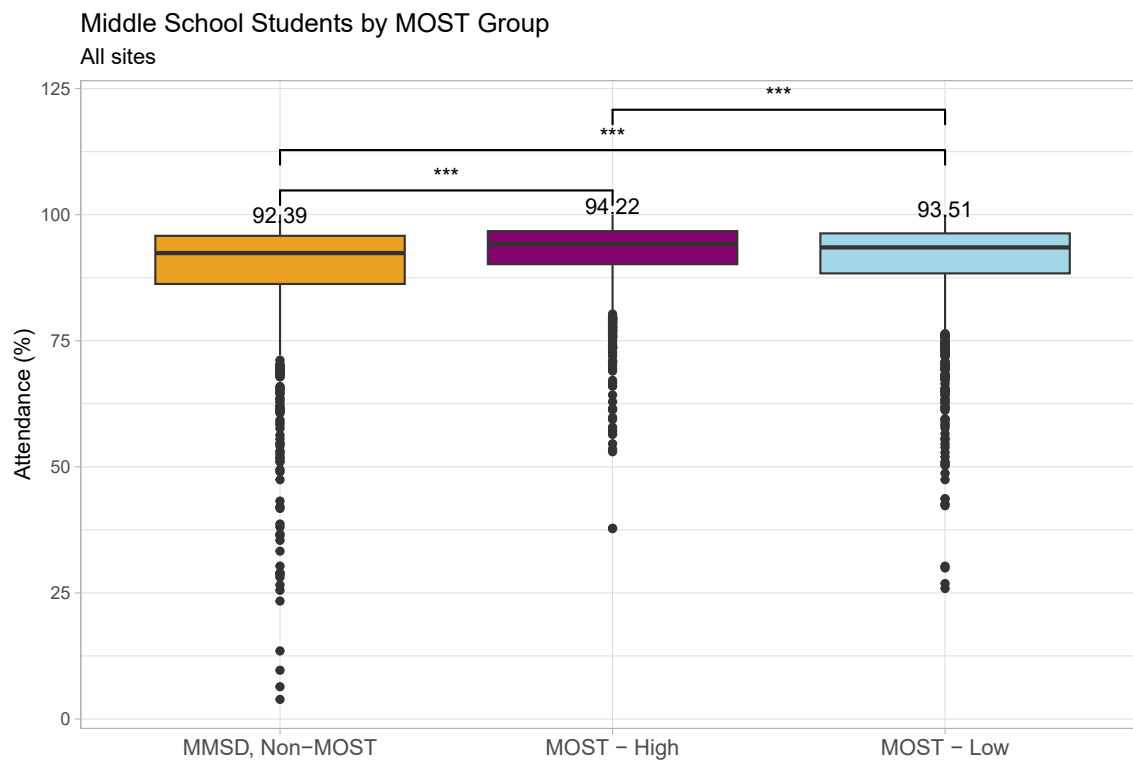


Figure 12. The difference between the MOST-High group and the MMSD, non-MOST group was more pronounced (1.8% higher) for Middle school students than other school levels.

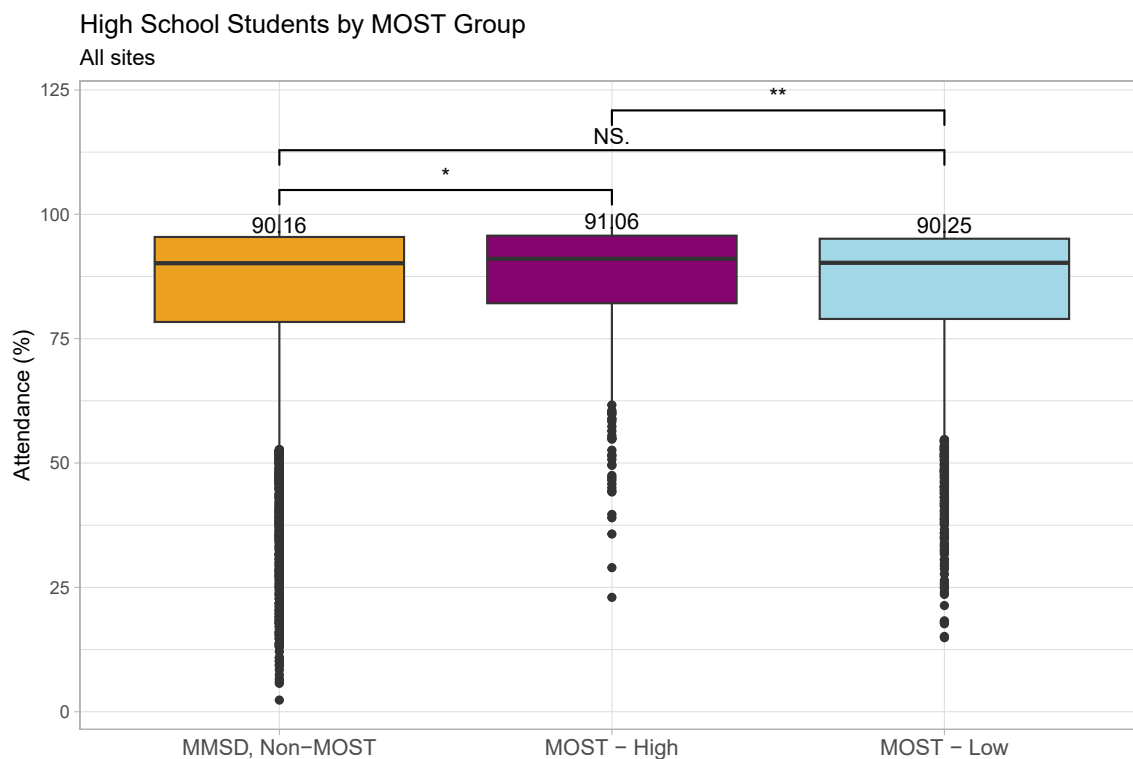


Figure 13. For High school students, attendance was less than 1% higher for MOST-High students compared to MMSD non-MOST and MOST-Low students.

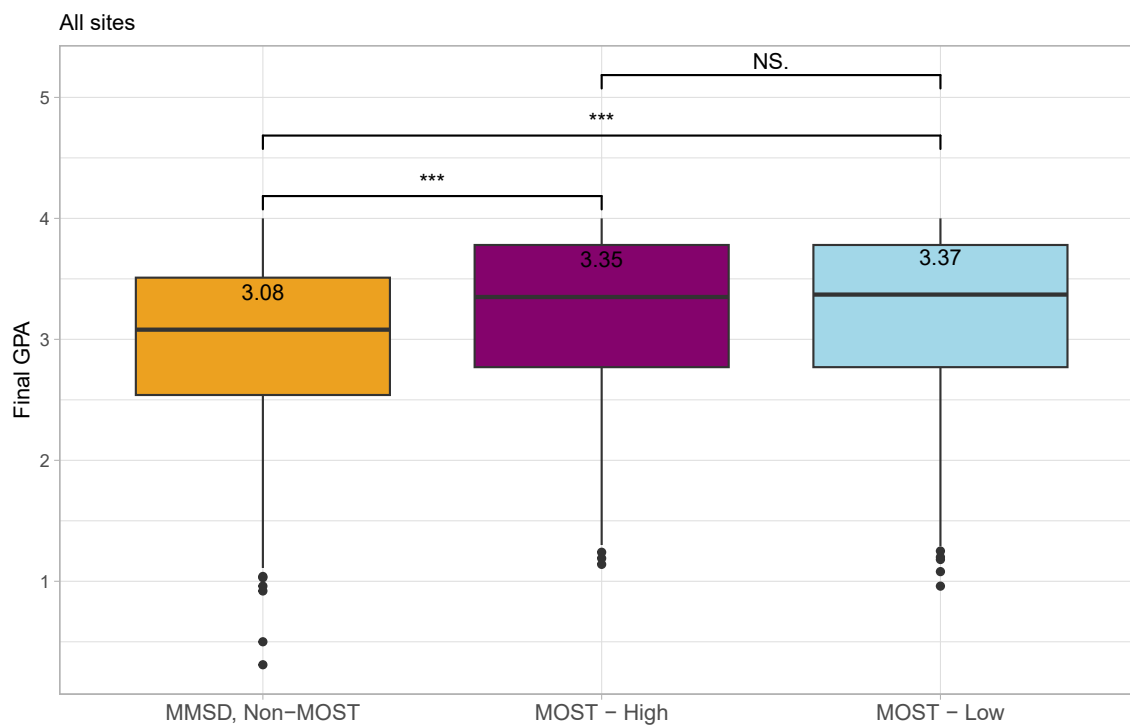


Figure 14. For Middle school students, both MOST groups had significantly higher GPA than the MMSD non-MOST students (approximately 3/10th of a grade point higher).



Results for underserved populations

Overview

At all school levels, Black/African American and Hispanic/Latino students showed lower attendance and GPA compared to White and Asian students. Additionally, attendance rates for Black/African American students decreased with grade level (i.e., higher grade levels showed lower attendance).

However, among Black/African American High school students the MOST-High group had higher attendance than the MOST-Low group. Both MOST groups had a higher average GPA than MMSD, non-MOST students. For Hispanic/Latino High school students, the MOST-High group had higher attendance than MMSD, non-MOST and MOST-Low students. Both MOST groups had higher

attendance and higher GPA than MMSD, non-MOST students.

At all school levels, students who receive free or reduced lunch showed worse attendance and GPA compared to students who do not. This result was not impacted by MOST participation.

For Middle and High school students, English Language Learners (ELL) showed lower attendance and GPA compared to non-ELL students. However, among Middle school students, ELL students in the MOST-High group showed higher attendance than the MOST-Low group, and nearly identical attendance to non-ELL students in the MOST-High group.

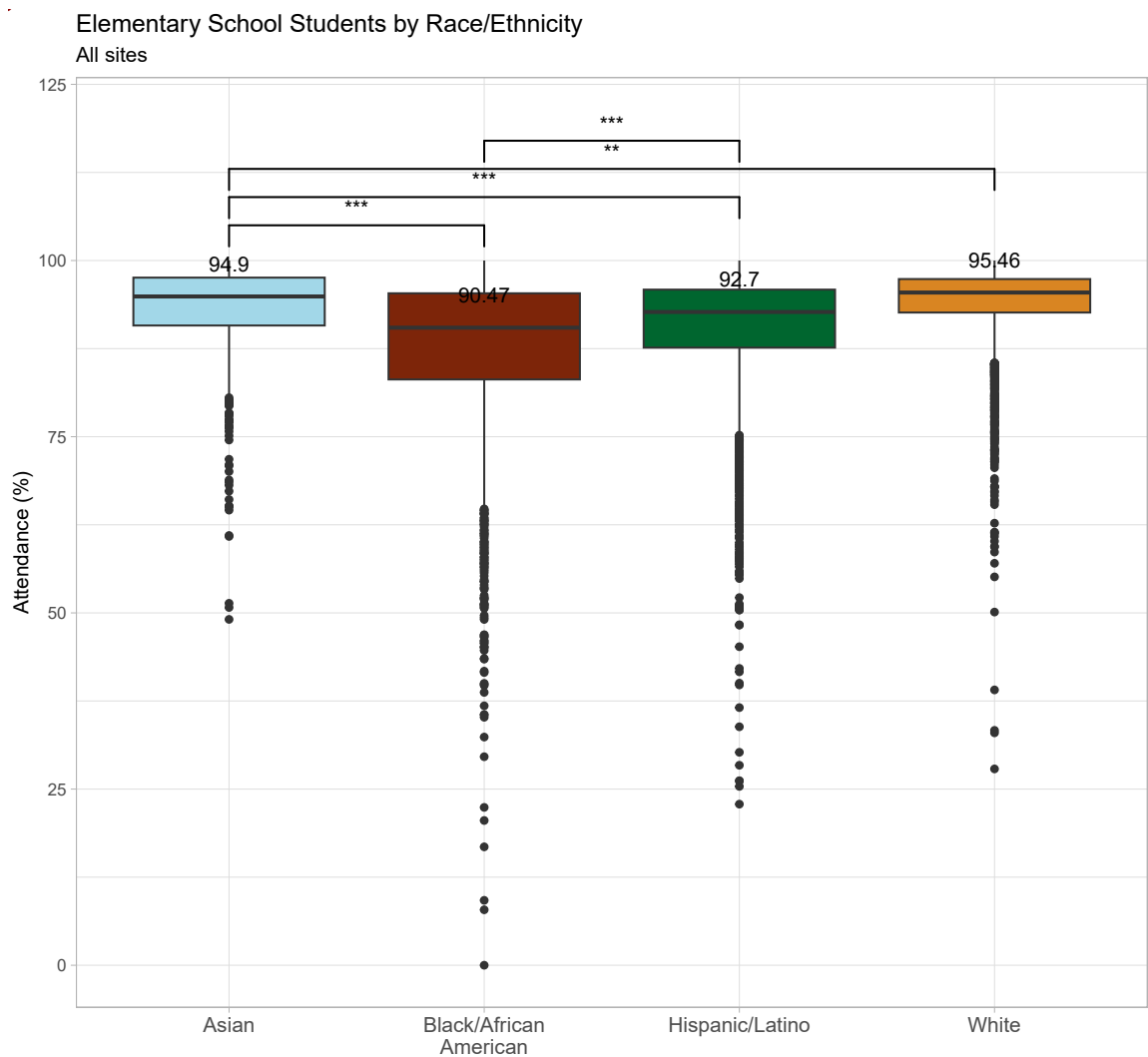


Figure 15. Among Elementary school students, Asian and White students had the highest attendance (approximately 95%) compared to Black/African American students (90.5%) and Hispanic/Latino students (92.7%).

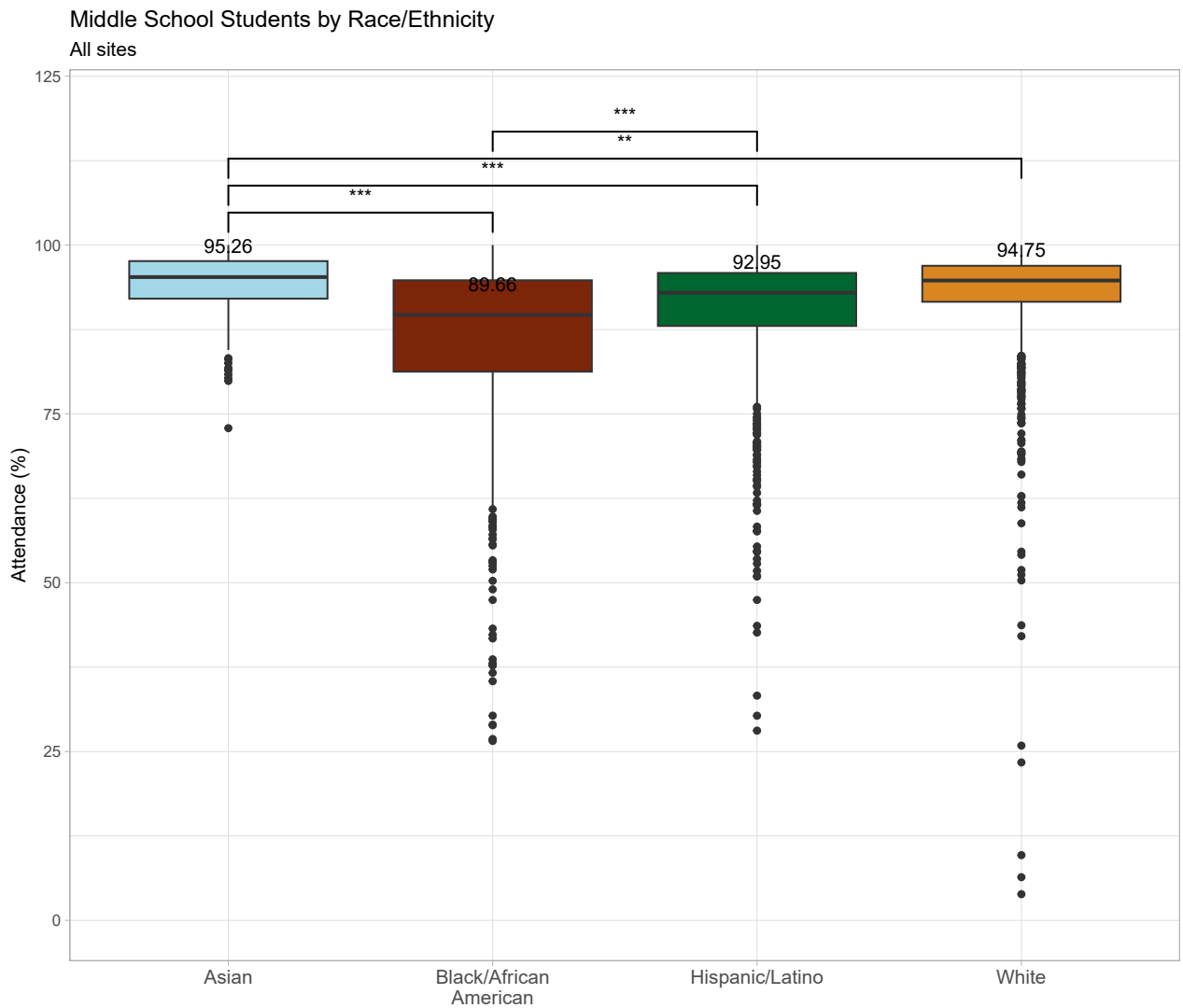


Figure 16. Among Middle school students, Asian and White students had the highest attendance (approximately 95%) compared to Black/African American students (89.7%) and Hispanic/Latino students (93%).

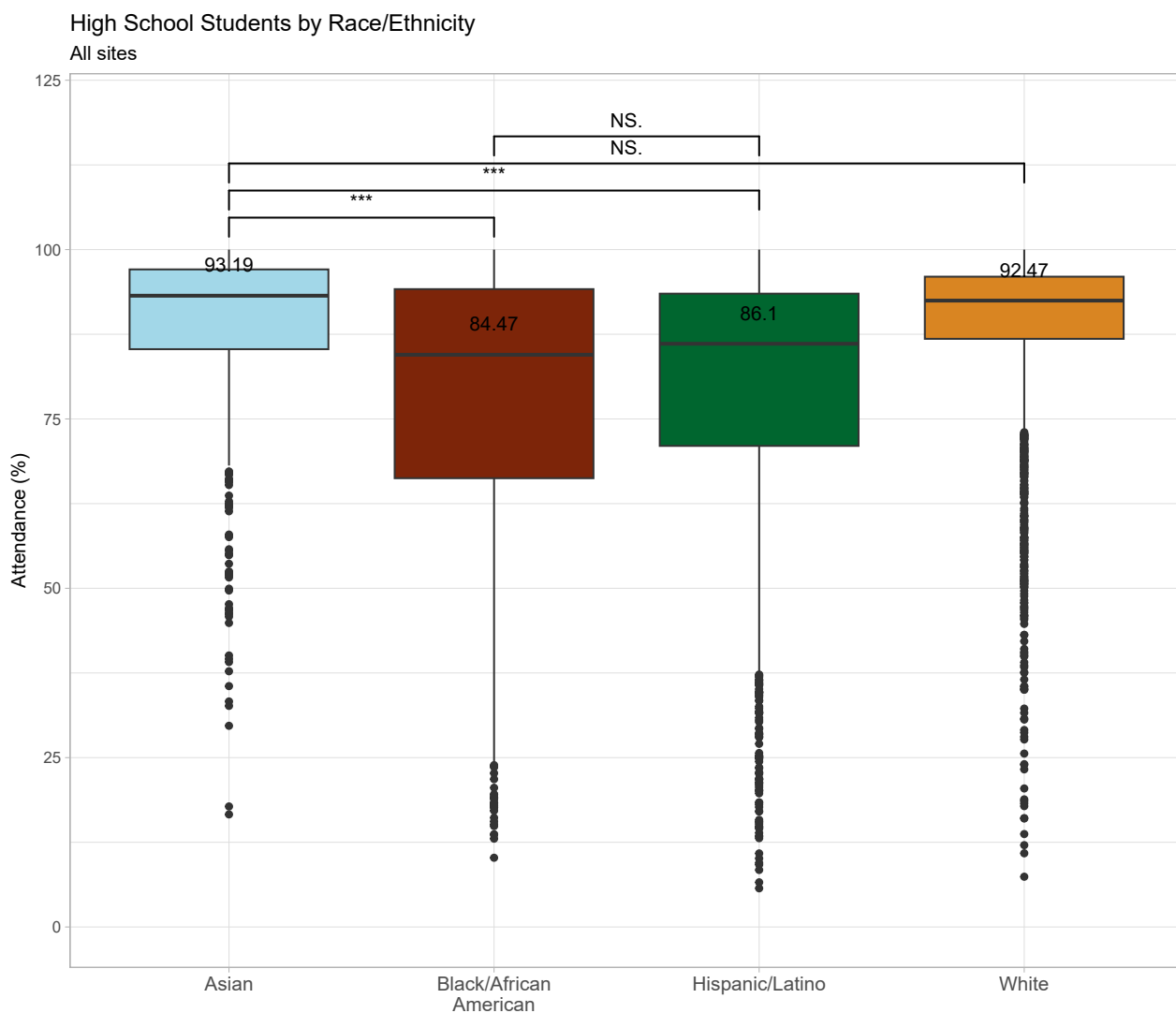


Figure 17. Among High school students, Asian and White students had the highest attendance (approximately 93%) compared to Black/African American students (84.5%) and Hispanic/Latino students (86.1%).

Middle School Students by Race/Ethnicity

All sites

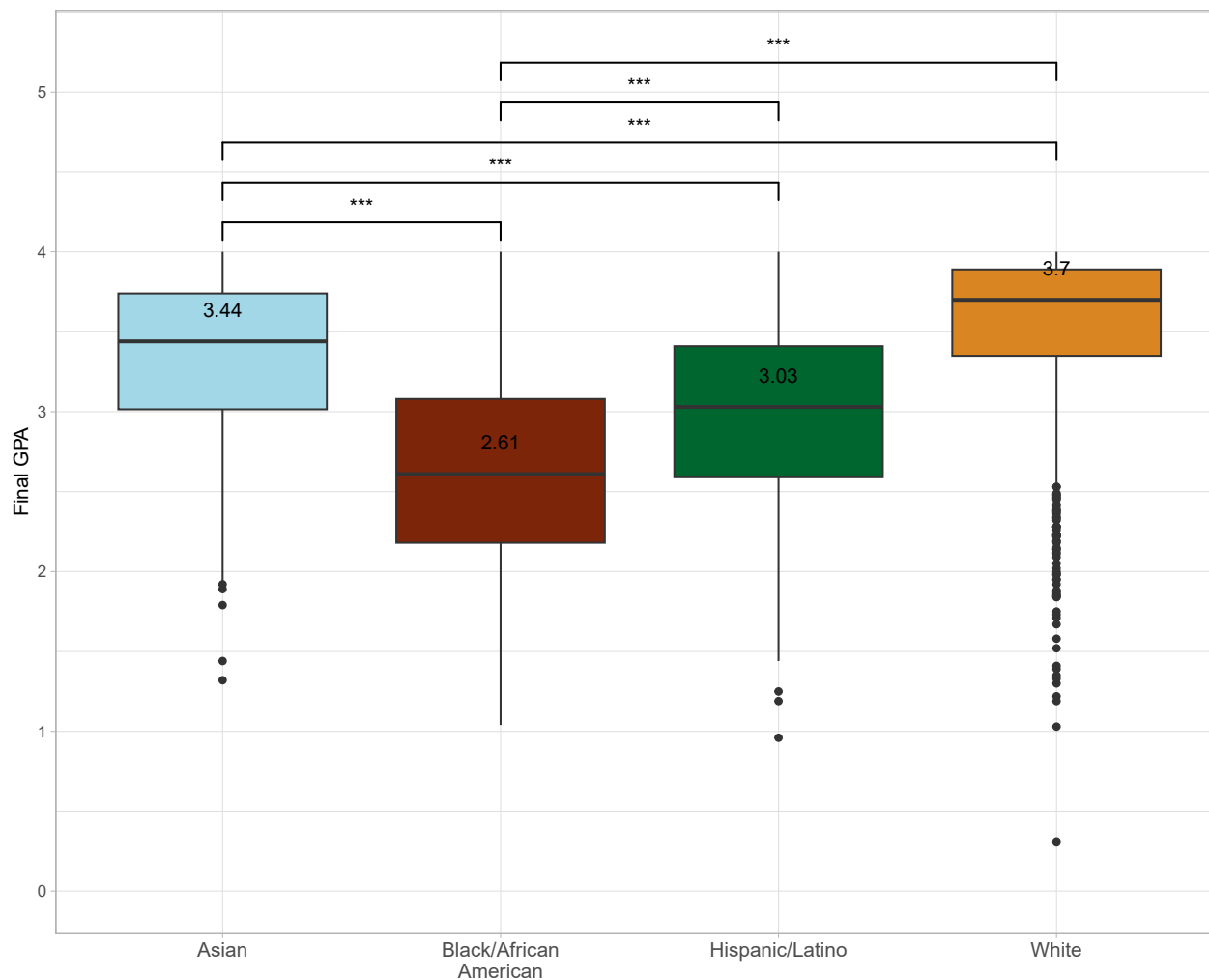


Figure 18. Among Middle school students, Black/African American students showed the lowest average GPA (2.61) compared to Hispanic/Latino students (3.03), Asian students (3.44) and White students (3.70).

High School Students by Race/Ethnicity

All sites

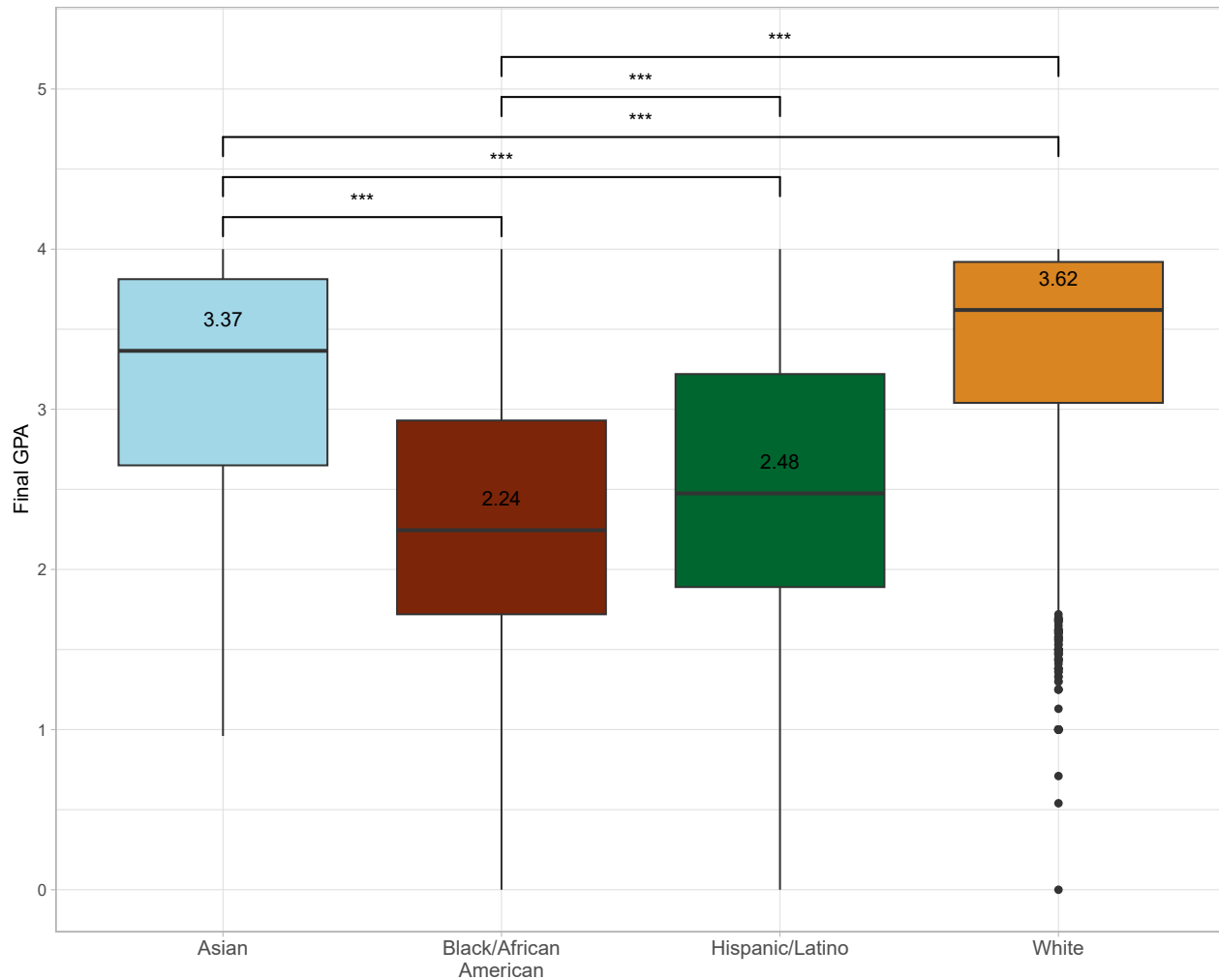


Figure 19. Among High school students, Black/African American students showed the lowest average GPA (2.24) compared to Hispanic/Latino students (2.48), Asian students (3.37) and White students (3.62).

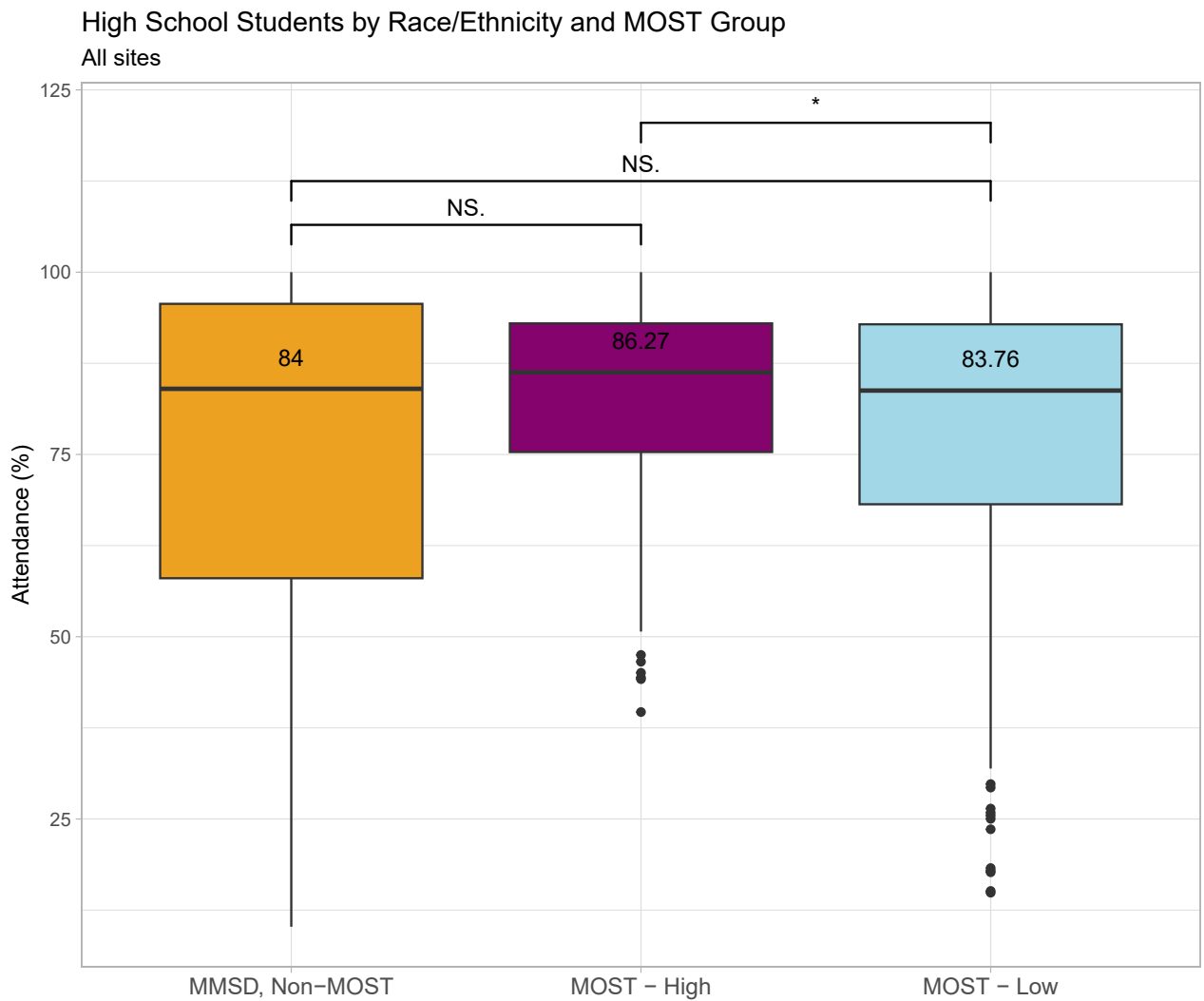


Figure 20. Among Black/African American High school students, attendance rates were similar between MMSD, non-MOST students (84%) and MOST-High group (86.3%). The MOST-High group showed attendance rates 2.5% higher than the MOST-Low group.

High School Students by Race/Ethnicity and MOST Group

All sites

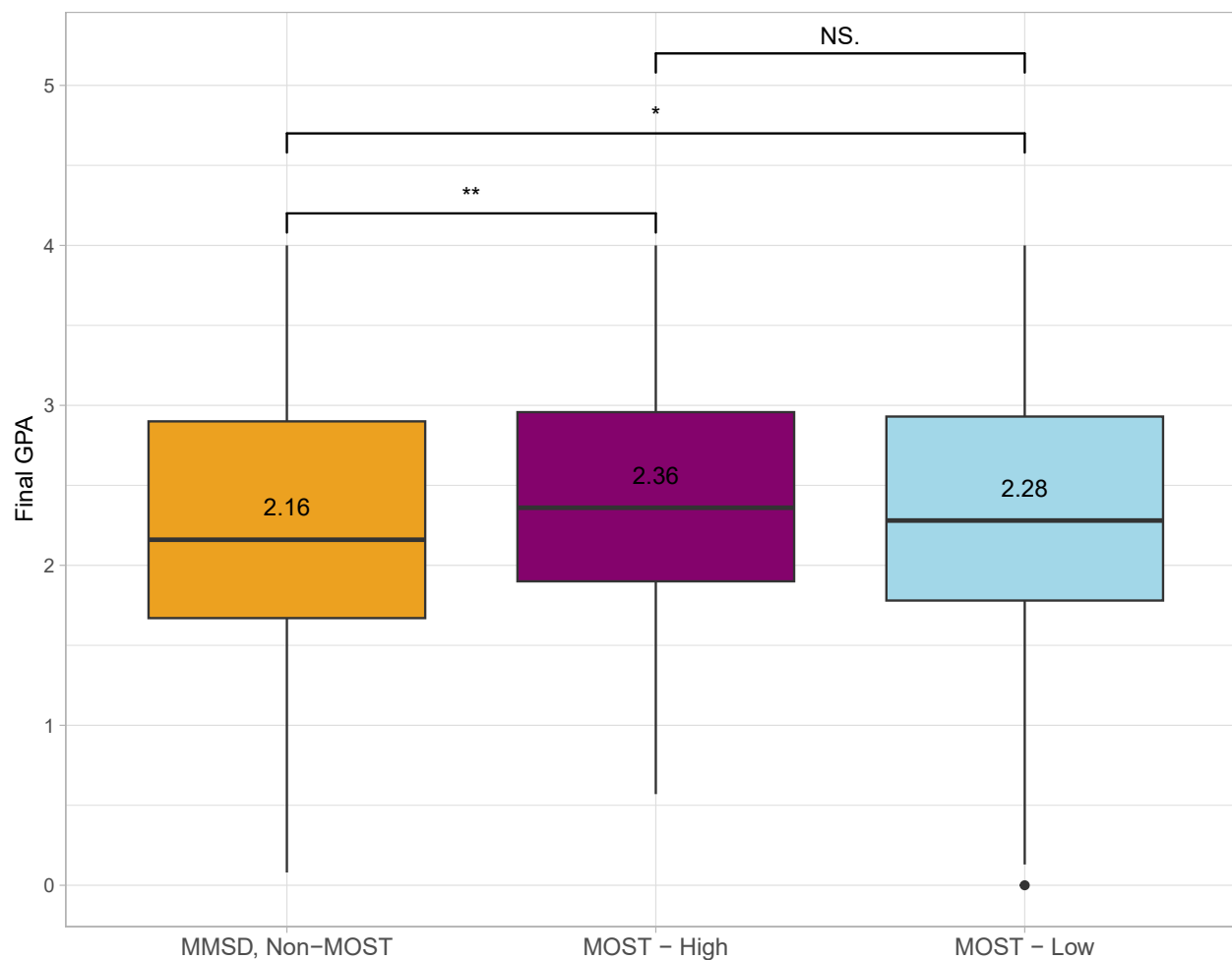


Figure 21. Among Black/African American High school students, both MOST groups showed higher Final GPA compared to the MMSD, non-MOST group. This difference was more pronounced for the MOST-High group, which showed a nearly 6% higher Final GPA than MMSD, non-MOST students.

High School Students by Race/Ethnicity and MOST Group

All sites

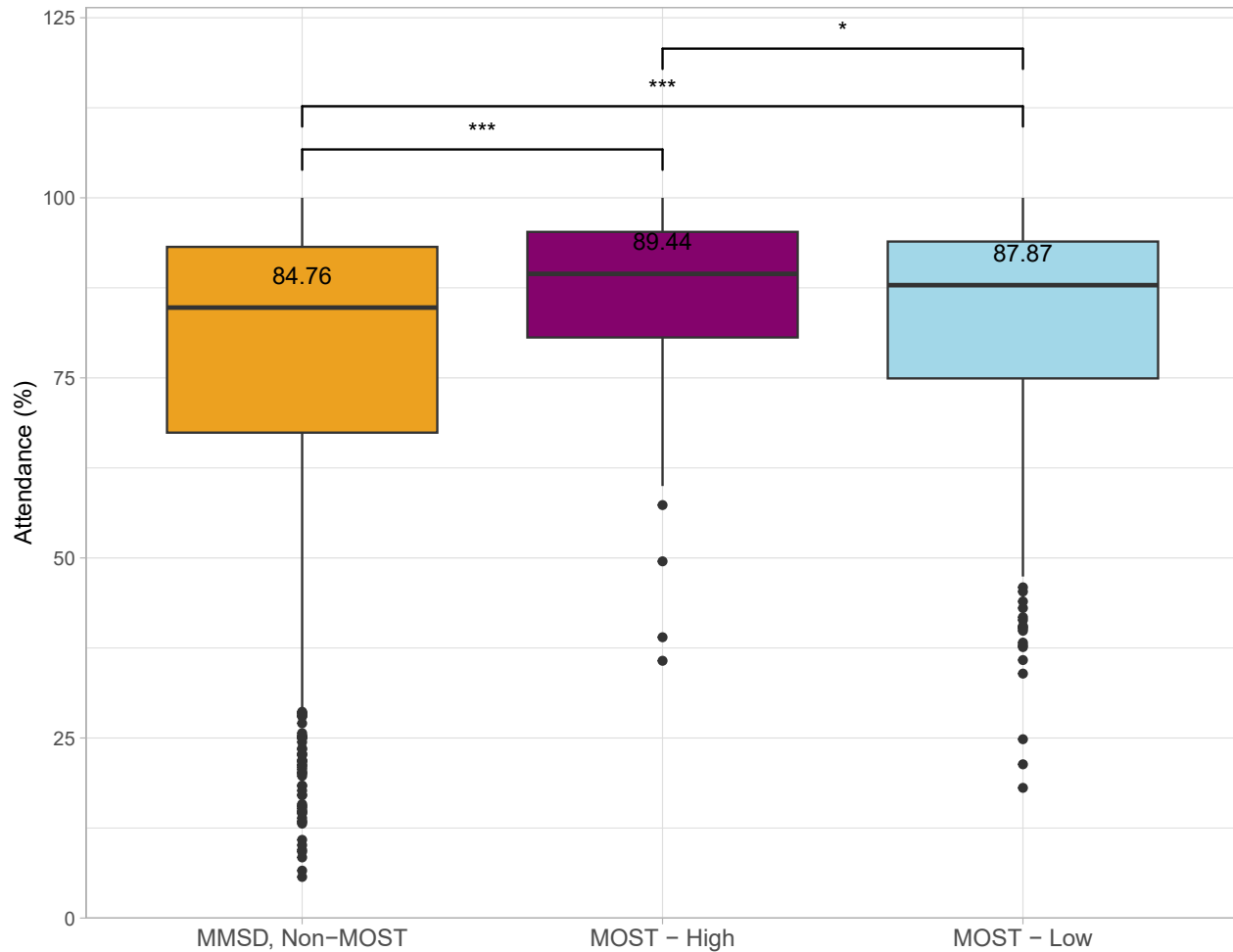


Figure 22. Among Hispanic/Latino High school students, the MOST-High group showed higher attendance than MMSD, non-MOST students (nearly 5% higher) and the MOST-Low group (1.5% higher). Both MOST groups showed higher attendance than the MMSD, non-MOST students.

High School Students by Race/Ethnicity and MOST Group

All sites

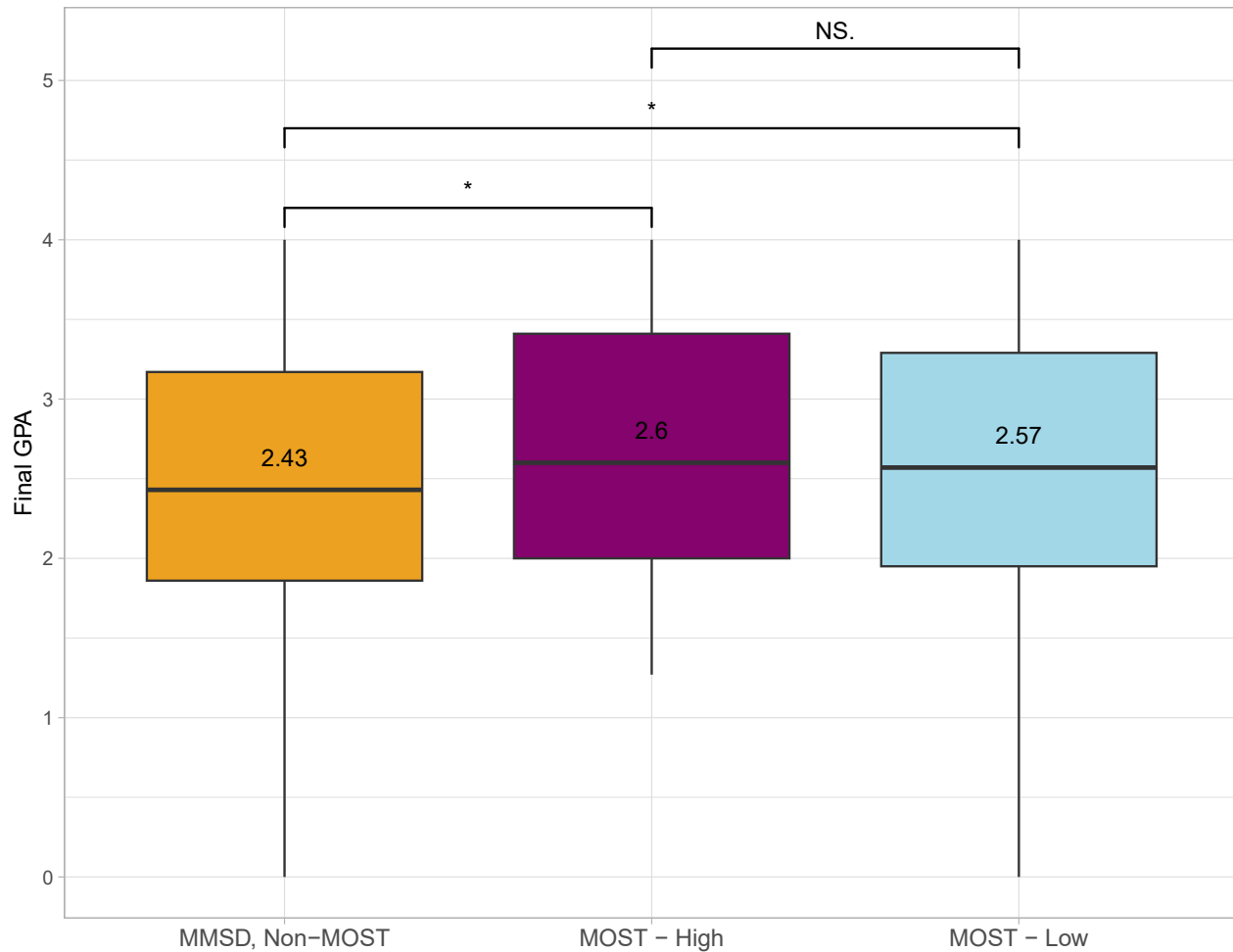


Figure 23. Among Hispanic/Latino High school students, both MOST groups had higher Final GPA compared to MMSD, non-MOST students. This was more pronounced for the MOST-High group, which showed GPAs approximately 4.5% higher than MMSD, non-MOST students.

Elementary School Students by Race/Ethnicity and MOST Group
All sites

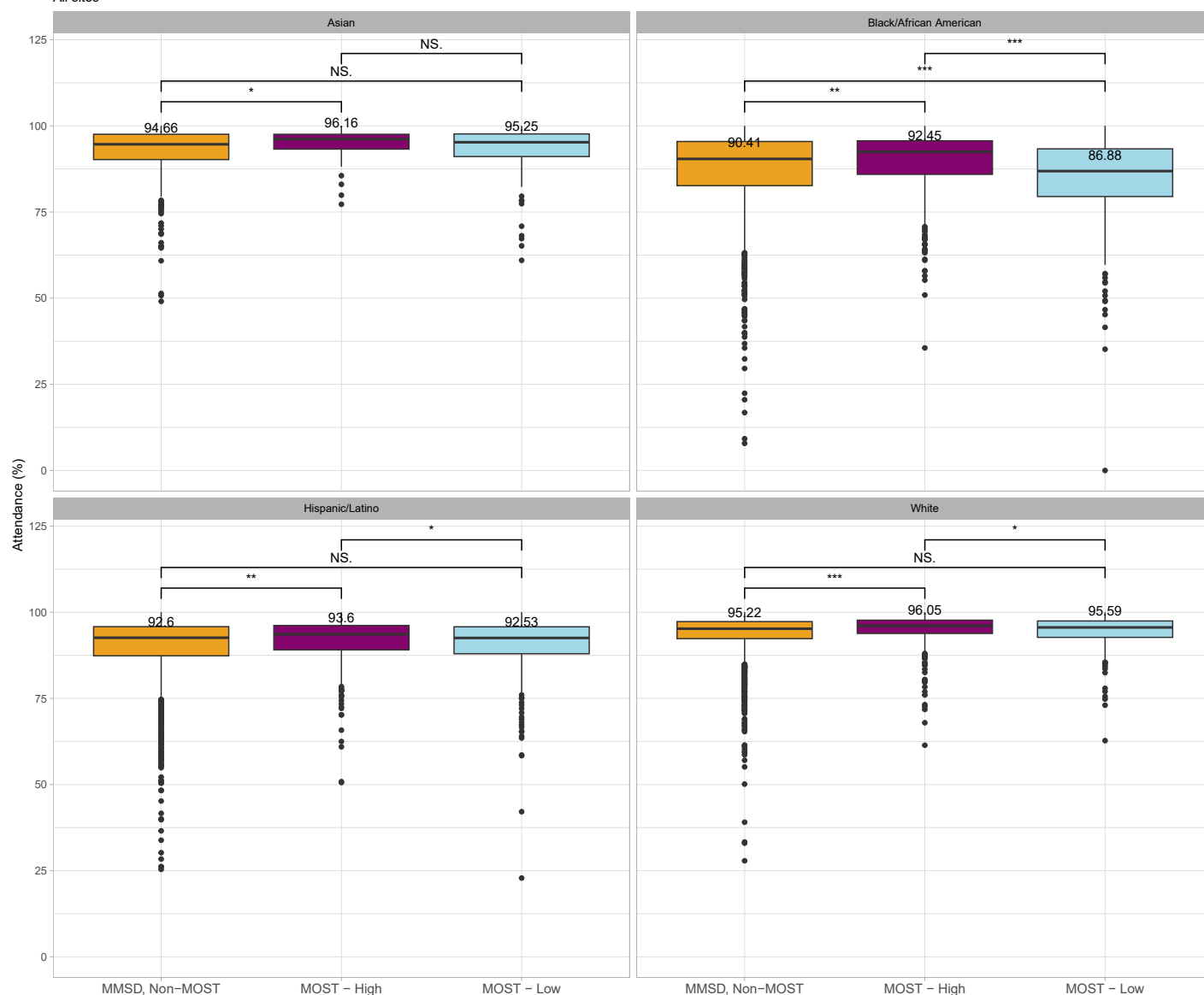
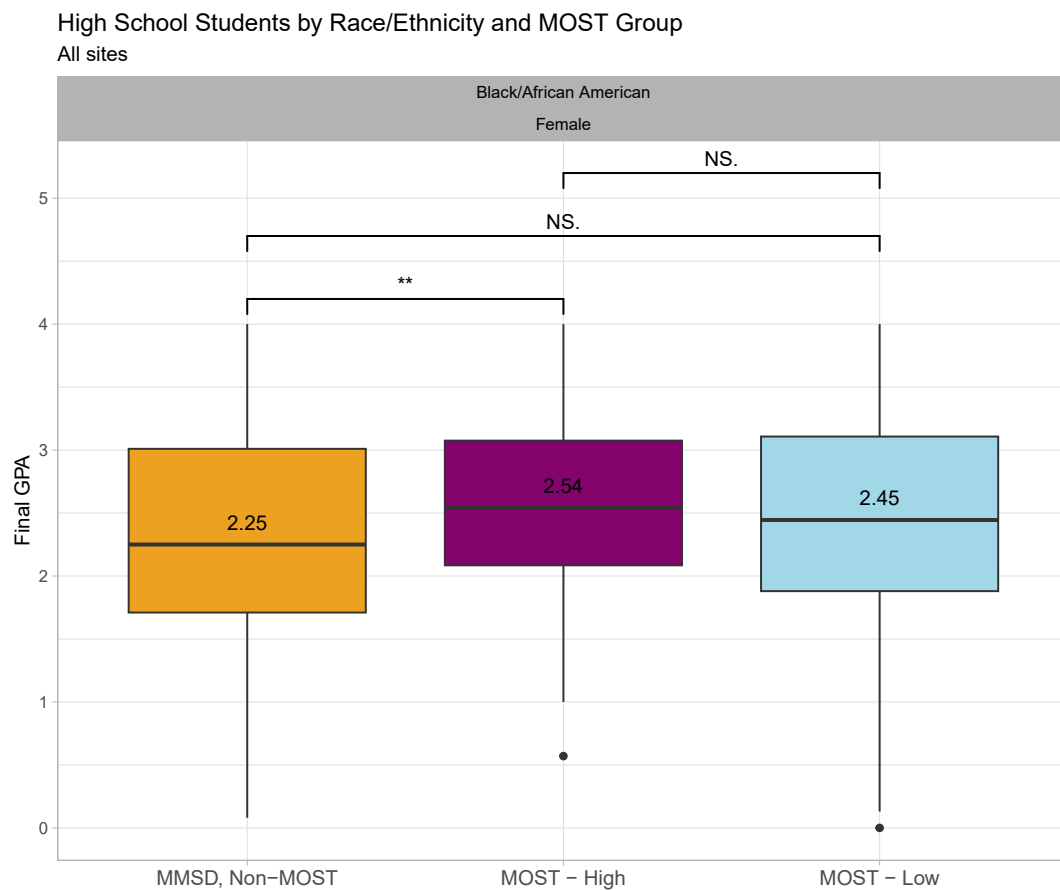
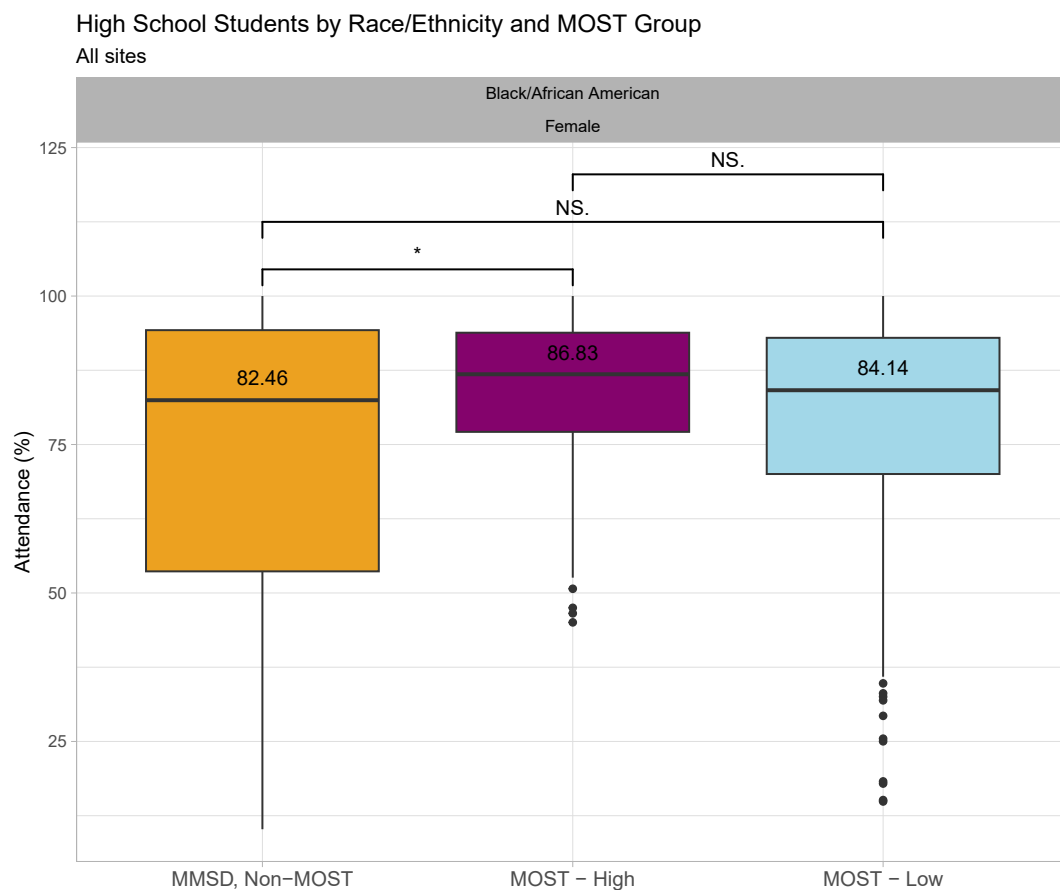
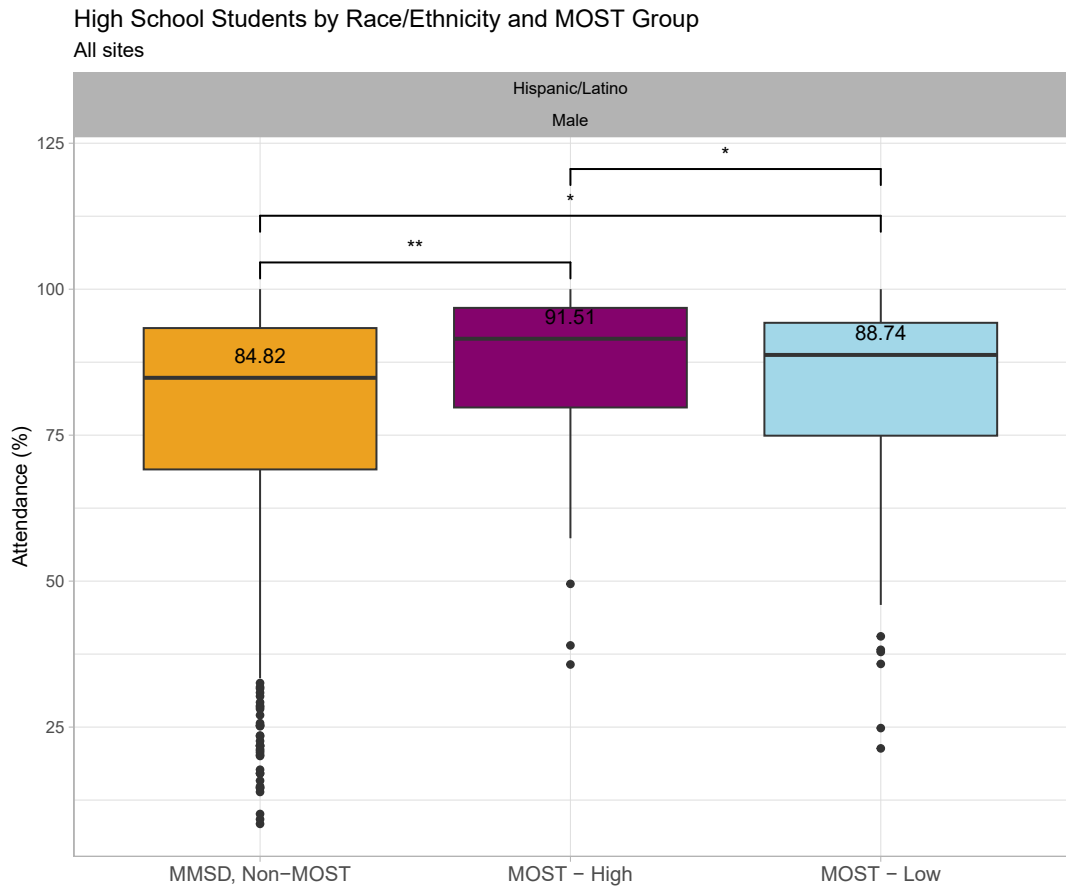
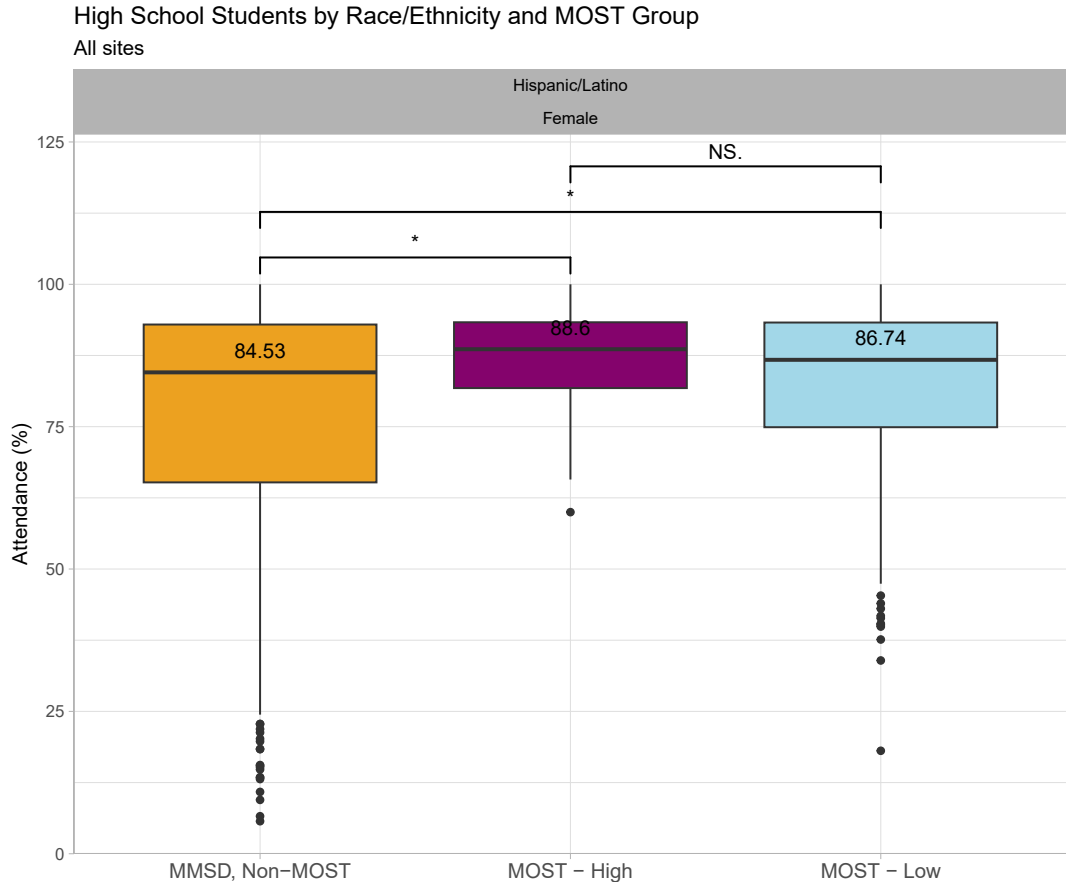


Figure 24. Across all races/ethnicities, Elementary school students in the MOST-High group showed higher attendance than MMSD, non-MOST students. For all races/ethnicities, the MOST-High group showed attendance rates 1-2% higher than the MMSD, Non-MOST group.

Figures 25–26. Among Black/African American High school students, the difference in attendance and GPA was only true for female students, who showed attendance rates more than 4% higher and had Final GPAs nearly 8% higher than female MMSD, non-MOST students.



Figures 27–28. For both male and female Hispanic/Latino High school students, both MOST groups showed higher attendance than the MMSD, non-MOST students. This was more pronounced for male students in the MOST–High group, whose attendance was over 6% higher than male MMSD, non-MOST students.



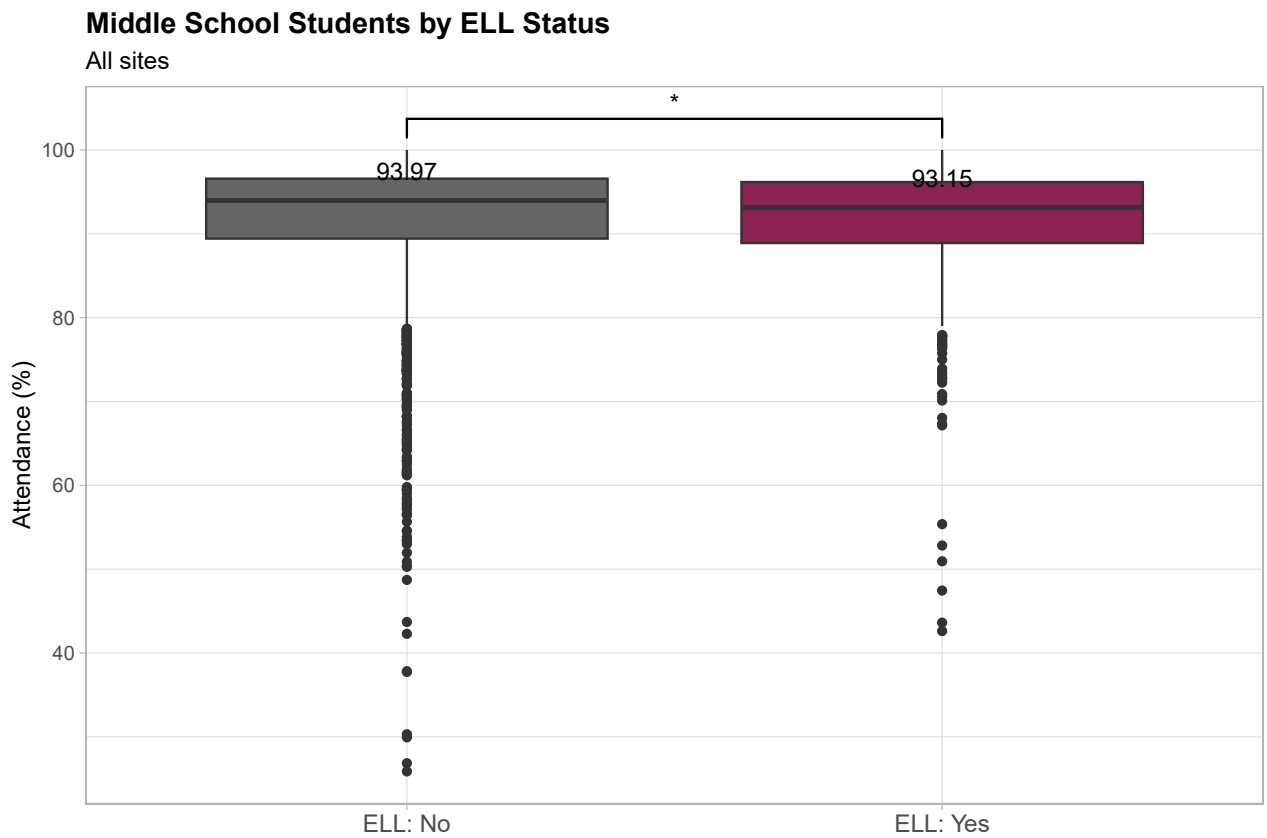


Figure 29. ELL Middle school students showed slightly, but significantly lower attendance compared to non-ELL students.

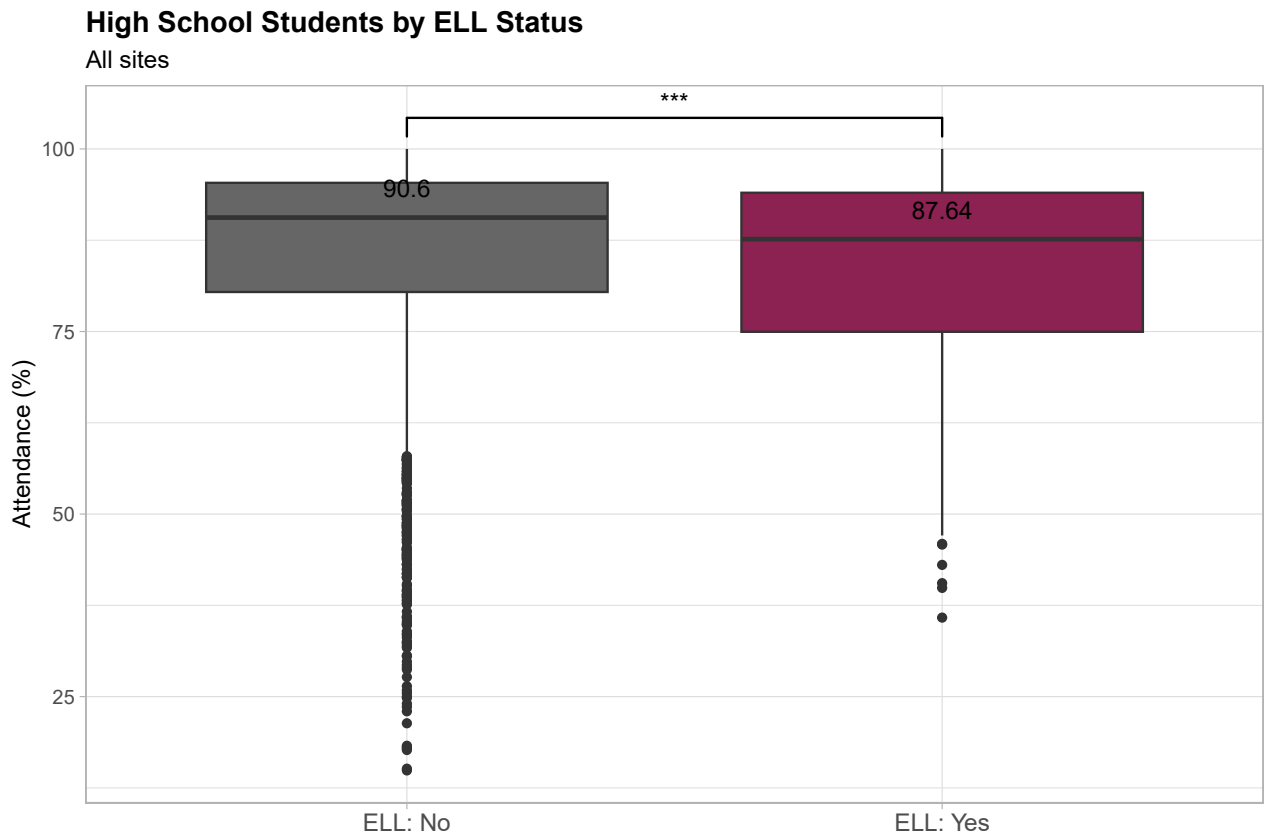


Figure 30. ELL High school students showed attendance rates nearly 3% lower than non-ELL students.

Middle School Students by ELL Status

All sites

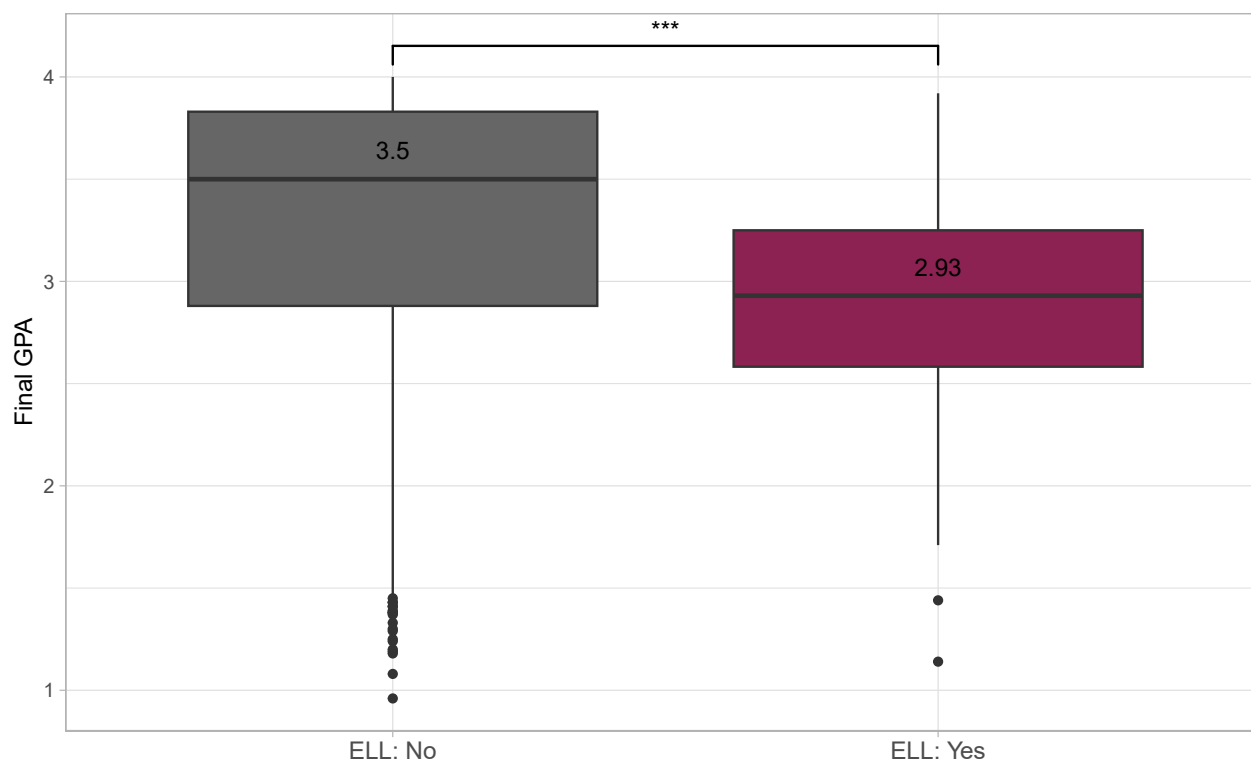


Figure 31. ELL Middle school students showed significantly lower GPA (more than ½ grade point) compared to non-ELL students.

High School Students by ELL Status

All sites

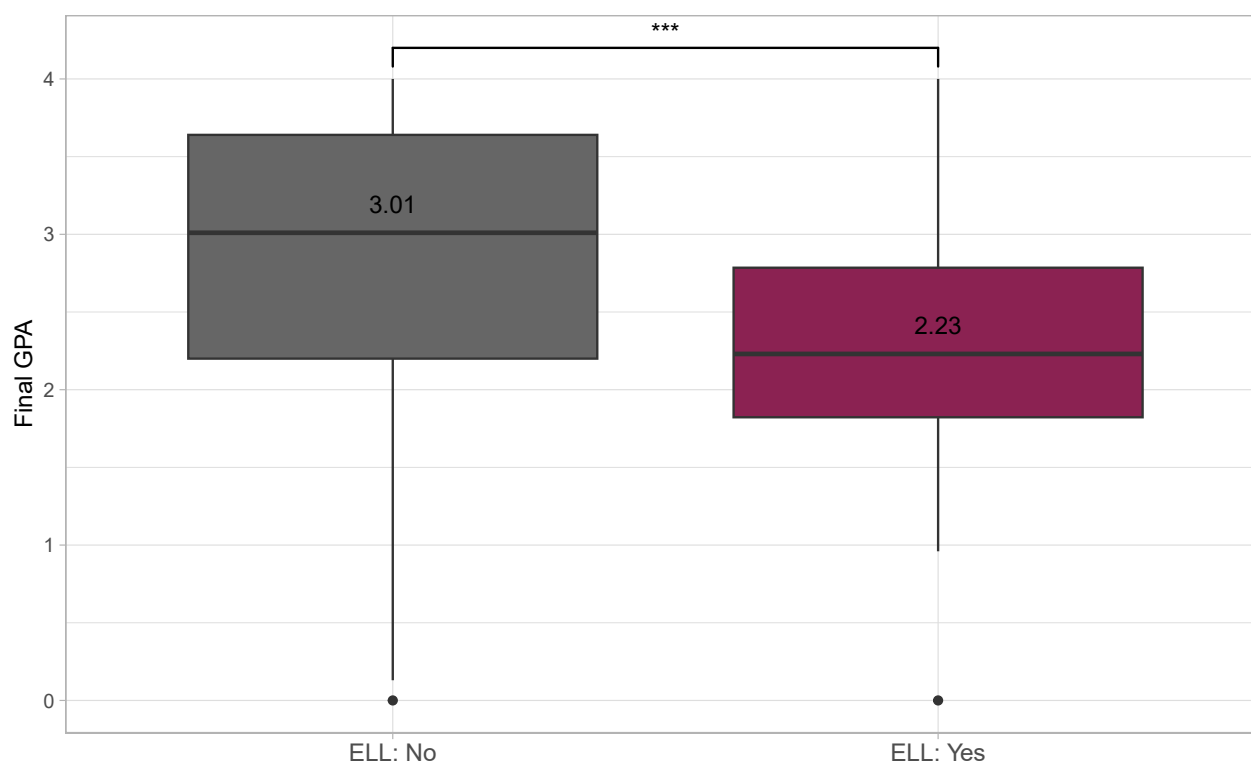


Figure 32. The difference in GPA between ELL and non-ELL students was more pronounced for High school students, where ELL students showed GPAs 19% lower than non-ELL students.

Middle School Students by ELL and MOST Group

All sites

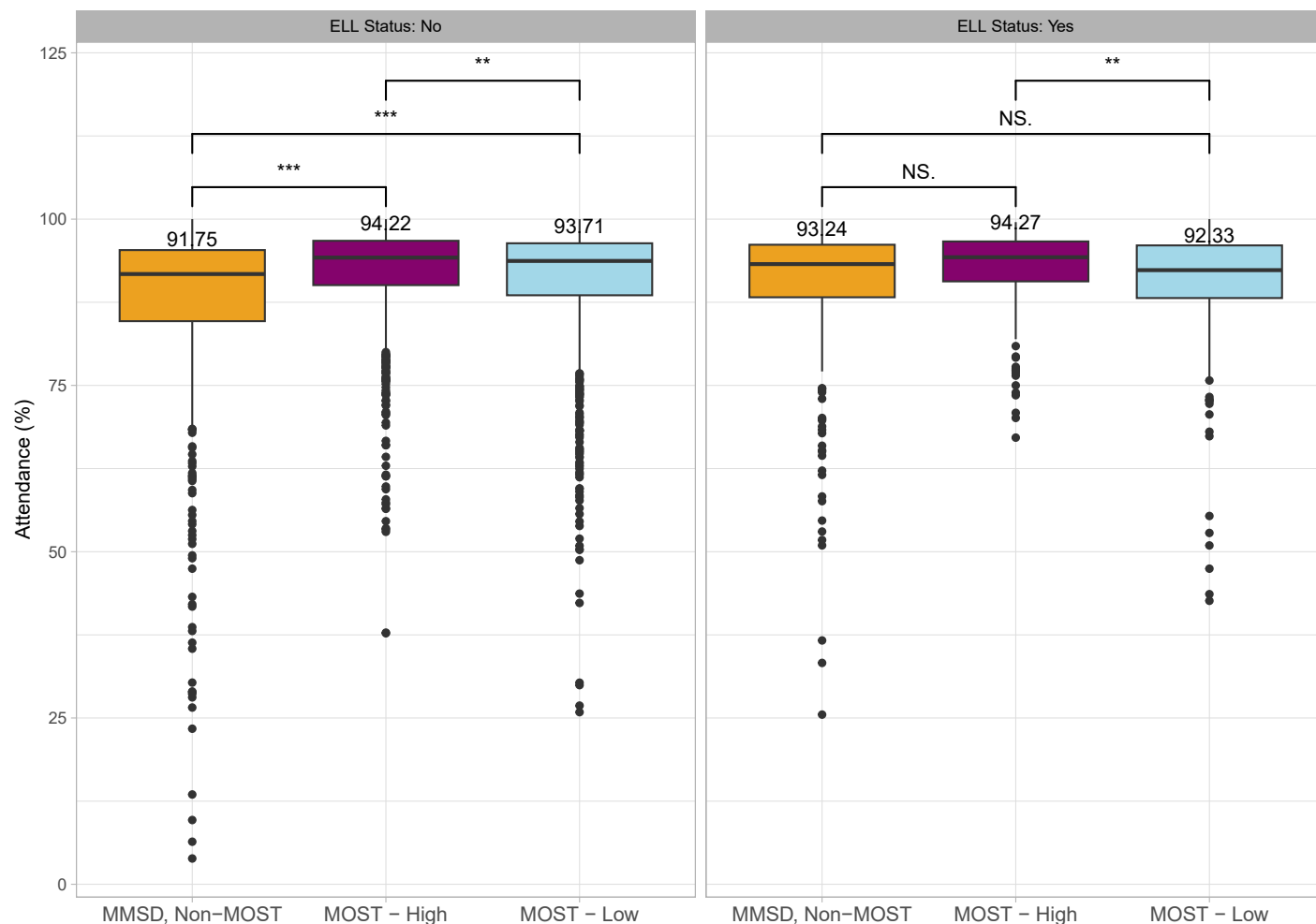


Figure 33. For Middle school English Language Learners (ELL), students in the MOST-High group had higher attendance than students in the MOST-Low group. Attendance rates were not significantly different between Middle school ELL students in the MOST-High group compared to students who did not participate in MOST programming.

Discussion and Limitations

More than 14,000 students participated in Madison-Area Out-of-School Time (MOST) programming during the 2024–2025 MMSD school year at over 100 different sites. Across all sites, students participating in MOST programming showed moderately higher GPA and attendance compared to students enrolled at MMSD who did not participate in MOST programming. City-funded sites seek to provide programming to underserved populations of students, such as Black/African American and Hispanic/Latino students and students receiving free or reduced lunch. Among underserved populations, MOST programming was associated with various positive outcomes, such as higher attendance for female Black/African American High school students compared to MMSD students who did not participate in MOST. Research points to various factors that may lead to positive impacts. Out-of-School Time (OST) programs are able to meet young people and families where they are and with what they need, and often they maintain relationships with students and families through whole grade bands (K–5, for example) (Baldrige, Beck, Medina & Reeves, 2017). Other research indicates that participants in OST programs report significantly higher number of “adults they can trust,” often seen as a key protective factor (Dane County Youth Commission, 2024).

While promising, the positive impact of MOST programming was not seen for all school levels or all groups of students. For example, male Black/African American High school students in MOST programming did not show differences in attendance compared to MMSD students not participating in MOST. Additionally, there were only minimal impacts of MOST programming for students receiving free or reduced lunch and English Language Learners. This may be due to data limitations, for example, MMSD students tended to over-represent white students compared to MOST, or may be because MOST programming is not particularly beneficial for these groups of students.

Data regarding free or reduced lunch status was not available for MMSD students who did not participate in MOST programming, restricting comparisons to those between students in MOST programming. Future analyses would benefit from comparisons of students receiving free or

reduced lunch who do not participate in MOST programming with those who do. Additionally, English Language Learners represented a small number of students at all school levels. With additional data, more insights may be available for this group.

Overall, CDD feels heartened by the positive results. Our three distinct groups were not demographically matched, and in many cases, the MMSD group represented a group of students who may not have as great of a need for afterschool programs due to other resources and supports their families could provide. When taken as a whole, the general positive trend that students experienced legitimize our focus and investments.

Our analysis also includes a wide variety of programs for analysis: some focus on Science Technology Engineering and Math (STEM), arts, sports, or childcare. Future analysis should consider breaking down afterschool organizations by focus, topic area, and content. Does Black Girl Magic, for example, have outsized impacts on Black girls? And, if so, what could we learn from their practices that are scalable across other organizations?

More Work to be Done

While both the scale of programs and the outcomes are impressive, access to programs remains a problem, particularly for students from low-income households. In the 2024–2025 school year only 27% of elementary aged students from low-income households were enrolled in an afterschool program (Find out more current info here). Access is a systematic city-wide problem impacting every neighborhood, but there are some bright spots to learn from. Programs funded by the City of Madison show a strong prioritization of students furthest from opportunity. Over 70% of students enrolled in City-funded programs are from low-income households.

But public dollars are stretched thin. In 2023, the City of Madison allocated approximately \$2M to School Age Child & Youth Programs despite receiving over \$3M of requests. The State of Wisconsin is one of 22 states without dedicated funds for afterschool programs therefore OST organizations operate with severe funding and workforce

constraints that reduce opportunities for children. Across the state over 300,000+ children are on waitlists for afterschool programs; however, the only federal funding source designated for afterschool programs has been proposed for elimination in the next federal budget. In light of these proposed cuts and with results of this report in mind, a greater focus on increasing public and private funds for afterschool programs is necessary. Neighboring states of Michigan, Minnesota, and Illinois contribute over \$140M annually towards afterschool organizations, meaning a particular focus could be paid to state-level legislation.



Appendix

Table 1

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Elementary					Attendance (%)	93.88	94.74		-0.86	1.00607E-08	***
Elementary					Attendance (%)	93.88		92.91	0.97	1.03956E-06	***
Elementary					Attendance (%)		94.74	92.91	1.83	1.45776E-14	***
Elementary	FRL: No				Attendance (%)		95.885	95.3	0.585	0.001041132	**
Elementary	FRL: Yes				Attendance (%)		92.235	90.58	1.655	3.0841E-05	***
Elementary	FRL: No	White			Attendance (%)		96.25	95.845	0.405	0.057991839	
Elementary	FRL: No	Hispanic/Latino			Attendance (%)		94.6	92.56	2.04	0.004140184	**
Elementary	FRL: No	Multiracial			Attendance (%)		95.65	95.215	0.435	0.261562463	
Elementary	FRL: No	Black/African American			Attendance (%)		93.625	95.675	-2.05	0.121962396	
Elementary	FRL: No	Asian			Attendance (%)		95.97	96.34	-0.37	0.737444809	
Elementary	FRL: Yes	White			Attendance (%)		91.67	94.53	-2.86	0.387611273	
Elementary	FRL: Yes	Hispanic/Latino			Attendance (%)		92.78	92.51	0.27	0.559805076	
Elementary	FRL: Yes	Multiracial			Attendance (%)		91.36	92.16	-0.8	0.551791856	
Elementary	FRL: Yes	Black/African American			Attendance (%)		91.59	85.65	5.94	3.65021E-11	***
Elementary	FRL: Yes	Asian			Attendance (%)		96.18	92.84	3.34	0.023745354	*
Elementary	FRL: No			Male	Attendance (%)		96.03	95.1	0.93	0.002399214	**
Elementary	FRL: No			Female	Attendance (%)		95.735	95.34	0.395	0.103339763	
Elementary	FRL: Yes			Male	Attendance (%)		92.53	90.055	2.475	1.02436E-05	***
Elementary	FRL: Yes			Female	Attendance (%)		92.055	91.385	0.67	0.120916	
Elementary	FRL: No		ELL: No		Attendance (%)		95.91	95.41	0.5	0.046988884	*
Elementary	FRL: No		ELL: Yes		Attendance (%)		95.86	94.99	0.87	0.007845644	**
Elementary	FRL: Yes		ELL: No		Attendance (%)		92.37	90.48	1.89	0.003581097	**

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
Elementary	FRL: Yes		ELL: Yes		Attendance (%)		92.12	90.67	1.45	0.003126831	**
Elementary				Male	Attendance (%)	94	94.875		-0.875	1.3514E-05	***
Elementary				Male	Attendance (%)	94		92.33	1.67	2.2399E-07	***
Elementary				Male	Attendance (%)		94.875	92.33	2.545	1.12283E-12	***
Elementary				Female	Attendance (%)	93.75	94.57		-0.82	0.000165676	***
Elementary				Female	Attendance (%)	93.75		93.42	0.33	0.074778041	
Elementary				Female	Attendance (%)		94.57	93.42	1.15	0.000132017	***
Elementary	FRL: No	White		Male	Attendance (%)		96.635	95.97	0.665	0.024016135	*
Elementary	FRL: No	Hispanic/Latino		Male	Attendance (%)		94.99	91.84	3.15	0.067715142	
Elementary	FRL: No	Multiracial		Male	Attendance (%)		95.55	94.665	0.885	0.522892329	
Elementary	FRL: No	Black/African American		Male	Attendance (%)		93.575	92.42	1.155	0.70772895	
Elementary	FRL: No	Asian		Male	Attendance (%)		95.585	96.55	-0.965	0.381919349	
Elementary	FRL: Yes	White		Male	Attendance (%)		91.305	93.78	-2.475	0.71822614	
Elementary	FRL: Yes	Hispanic/Latino		Male	Attendance (%)		92.965	91.15	1.815	0.134959757	
Elementary	FRL: Yes	Multiracial		Male	Attendance (%)		91.52	91.19	0.33	0.686899985	
Elementary	FRL: Yes	Black/African American		Male	Attendance (%)		92.1	85.92	6.18	4.59061E-07	***
Elementary	FRL: Yes	Asian		Male	Attendance (%)		96.18	91.17	5.01	0.020908502	*
Elementary	FRL: No	White		Female	Attendance (%)		95.98	95.72	0.26	0.592514701	
Elementary	FRL: No	Hispanic/Latino		Female	Attendance (%)		93.915	92.88	1.035	0.039687307	*
Elementary	FRL: No	Multiracial		Female	Attendance (%)		96.17	95.53	0.64	0.300537613	
Elementary	FRL: No	Black/African American		Female	Attendance (%)		93.805	96.8	-2.995	0.021291759	*
Elementary	FRL: No	Asian		Female	Attendance (%)		96.76	95.65	1.11	0.67891413	
Elementary	FRL: Yes	White		Female	Attendance (%)		92.77	95.15	-2.38	0.382466192	
Elementary	FRL: Yes	Hispanic/Latino		Female	Attendance (%)		92.17	92.86	-0.69	0.4786578	
Elementary	FRL: Yes	Multiracial		Female	Attendance (%)		91.105	92.68	-1.575	0.216015897	
Elementary	FRL: Yes	Black/African American		Female	Attendance (%)		90.94	85.56	5.38	1.29643E-05	***

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Elementary	FRL: Yes	Asian		Female	Attendance (%)		95.91	94.725	1.185	0.298654037	
Elementary		White			Attendance (%)	95.22	96.05		-0.83	3.09325E-11	***
Elementary		White			Attendance (%)	95.22		95.59	-0.37	0.245695742	
Elementary		White			Attendance (%)		96.05	95.59	0.46	0.030551362	*
Elementary		Hispanic/Latino			Attendance (%)	92.595	93.6		-1.005	0.005506439	**
Elementary		Hispanic/Latino			Attendance (%)	92.595		92.535	0.06	0.628332975	
Elementary		Hispanic/Latino			Attendance (%)		93.6	92.535	1.065	0.022140525	*
Elementary		Multiracial			Attendance (%)	93.14	93.87		-0.73	0.154529349	
Elementary		Multiracial			Attendance (%)	93.14		93.06	0.08	0.589969042	
Elementary		Multiracial			Attendance (%)		93.87	93.06	0.81	0.119773258	
Elementary		Black/African American			Attendance (%)	90.41	92.45		-2.04	0.004090441	**
Elementary		Black/African American			Attendance (%)	90.41		86.88	3.53	1.84793E-05	***
Elementary		Black/African American			Attendance (%)		92.45	86.88	5.57	4.34087E-09	***
Elementary		Asian			Attendance (%)	94.665	96.16		-1.495	0.011880192	*
Elementary		Asian			Attendance (%)	94.665		95.255	-0.59	0.601723286	
Elementary		Asian			Attendance (%)		96.16	95.255	0.905	0.146295287	
Elementary		White		Male	Attendance (%)	95.145	96.345		-1.2	1.68288E-08	***
Elementary		White		Male	Attendance (%)	95.145		95.37	-0.225	0.9330176	
Elementary		White		Male	Attendance (%)		96.345	95.37	0.975	0.007084944	**
Elementary		White		Female	Attendance (%)	95.34	95.93		-0.59	0.000188136	***
Elementary		White		Female	Attendance (%)	95.34		95.69	-0.35	0.12865118	
Elementary		White		Female	Attendance (%)		95.93	95.69	0.24	0.597947191	
Elementary		Black/African American		Male	Attendance (%)	91.07	92.6		-1.53	0.117020801	
Elementary		Black/African American		Male	Attendance (%)	91.07		86.45	4.62	4.51671E-05	***
Elementary		Black/African American		Male	Attendance (%)		92.6	86.45	6.15	6.01962E-07	***

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Elementary		Black/African American		Female	Attendance (%)	90	92.06		-2.06	0.00846417	**
Elementary		Black/African American		Female	Attendance (%)	90		87.935	2.065	0.053826946	
Elementary		Black/African American		Female	Attendance (%)		92.06	87.935	4.125	0.000742698	***
Elementary		Hispanic/Latino		Male	Attendance (%)	92.66	94.05		-1.39	0.011230206	*
Elementary		Hispanic/Latino		Male	Attendance (%)	92.66		91.215	1.445	0.416639037	
Elementary		Hispanic/Latino		Male	Attendance (%)		94.05	91.215	2.835	0.016969279	*
Elementary		Hispanic/Latino		Female	Attendance (%)	92.5	93.44		-0.94	0.198697526	
Elementary		Hispanic/Latino		Female	Attendance (%)	92.5		92.87	-0.37	0.868638333	
Elementary		Hispanic/Latino		Female	Attendance (%)		93.44	92.87	0.57	0.442800568	
Elementary		Asian		Male	Attendance (%)	94.655	96.105		-1.45	0.085052035	
Elementary		Asian		Male	Attendance (%)	94.655		95.41	-0.755	0.64018069	
Elementary		Asian		Male	Attendance (%)		96.105	95.41	0.695	0.31631784	
Elementary		Asian		Female	Attendance (%)	94.67	96.475		-1.805	0.080909504	
Elementary		Asian		Female	Attendance (%)	94.67		95.1	-0.43	0.762671079	
Elementary		Asian		Female	Attendance (%)		96.475	95.1	1.375	0.290287994	
Elementary		Multiracial		Male	Attendance (%)	93.33	93.685		-0.355	0.963094012	
Elementary		Multiracial		Male	Attendance (%)	93.33		92.765	0.565	0.130714021	
Elementary		Multiracial		Male	Attendance (%)		93.685	92.765	0.92	0.14649769	
Elementary		Multiracial		Female	Attendance (%)	92.925	93.95		-1.025	0.039446623	*
Elementary		Multiracial		Female	Attendance (%)	92.925		93.69	-0.765	0.368406106	
Elementary		Multiracial		Female	Attendance (%)		93.95	93.69	0.26	0.423303656	
Middle					Attendance (%)	92.39	94.22		-1.83	6.15662E-12	***
Middle					Attendance (%)	92.39		93.51	-1.12	0.000242326	***
Middle					Attendance (%)		94.22	93.51	0.71	6.4532E-05	***
Middle					GPA	3.08	3.35		-0.27	7.41865E-18	***
Middle					GPA	3.08		3.37	-0.29	2.05449E-19	***
Middle					GPA		3.35	3.37	-0.02	0.815392444	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
Middle	FRL: No				Attendance (%)		95.41	94.59	0.82	4.29721E-06	***
Middle	FRL: No				GPA		3.68	3.67	0.01	0.461656804	
Middle	FRL: Yes				Attendance (%)		91.745	90.57	1.175	0.057462828	
Middle	FRL: Yes				GPA		2.85	2.88	-0.03	0.388105548	
Middle	FRL: No	White			Attendance (%)		95.86	94.815	1.045	3.6216E-08	***
Middle	FRL: No	White			GPA		3.81	3.75	0.06	0.028443761	*
Middle	FRL: No	Hispanic/Latino			Attendance (%)		94.43	93.94	0.49	0.896460111	
Middle	FRL: No	Hispanic/Latino			GPA		3.215	3.235	-0.02	0.967688533	
Middle	FRL: No	Multiracial			Attendance (%)		94.705	94.11	0.595	0.317156823	
Middle	FRL: No	Multiracial			GPA		3.6	3.58	0.02	0.825788272	
Middle	FRL: No	Black/African American			Attendance (%)		93.515	90.62	2.895	0.093924023	
Middle	FRL: No	Black/African American			GPA		2.93	2.805	0.125	0.458663205	
Middle	FRL: No	Asian			Attendance (%)		95.275	94.97	0.305	0.537077114	
Middle	FRL: No	Asian			GPA		3.73	3.5	0.23	0.026567056	*
Middle	FRL: Yes	White			Attendance (%)		92.575	92.075	0.5	0.31456819	
Middle	FRL: Yes	White			GPA		3.18	3.255	-0.075	0.667974992	
Middle	FRL: Yes	Hispanic/Latino			Attendance (%)		93.19	91.51	1.68	0.268429014	
Middle	FRL: Yes	Hispanic/Latino			GPA		2.925	2.96	-0.035	0.999693387	
Middle	FRL: Yes	Multiracial			Attendance (%)		91.88	88.225	3.655	0.003281221	**
Middle	FRL: Yes	Multiracial			GPA		2.96	2.625	0.335	0.061556242	
Middle	FRL: Yes	Black/African American			Attendance (%)		89.19	86.63	2.56	0.053960002	
Middle	FRL: Yes	Black/African American			GPA		2.57	2.55	0.02	0.581674496	
Middle	FRL: Yes	Asian			Attendance (%)		95.51	93.7	1.81	0.309323066	
Middle	FRL: Yes	Asian			GPA		3.37	3.28	0.09	0.477769801	
Middle	FRL: No			Male	Attendance (%)		95.405	94.43	0.975	7.23759E-05	***
Middle	FRL: No			Male	GPA		3.57	3.59	-0.02	0.553173129	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
Middle	FRL: No			Female	Attendance (%)		95.37	94.665	0.705	0.014060995	*
Middle	FRL: No			Female	GPA		3.74	3.755	-0.015	0.592000171	
Middle	FRL: Yes			Male	Attendance (%)		91.4	91.095	0.305	0.69063869	
Middle	FRL: Yes			Male	GPA		2.68	2.81	-0.13	0.12888864	
Middle	FRL: Yes			Female	Attendance (%)		91.89	90.31	1.58	0.022939627	*
Middle	FRL: Yes			Female	GPA		3.025	2.96	0.065	0.734715971	
Middle	FRL: No		ELL: No		Attendance (%)		95.47	94.515	0.955	1.94804E-05	***
Middle	FRL: No		ELL: No		GPA		3.68	3.675	0.005	0.986548694	
Middle	FRL: No		ELL: Yes		Attendance (%)		95.31	94.66	0.65	0.027491519	*
Middle	FRL: No		ELL: Yes		GPA		3.69	3.66	0.03	0.28619298	
Middle	FRL: Yes		ELL: No		Attendance (%)		92.22	90.23	1.99	0.007910926	**
Middle	FRL: Yes		ELL: No		GPA		2.89	2.85	0.04	0.685132907	
Middle	FRL: Yes		ELL: Yes		Attendance (%)		91.06	91.12	-0.06	0.864177752	
Middle	FRL: Yes		ELL: Yes		GPA		2.83	2.96	-0.13	0.105660976	
Middle				Male	Attendance (%)	92.81	94.01		-1.2	0.000390259	***
Middle				Male	Attendance (%)	92.81		93.56	-0.75	0.075724907	
Middle				Male	Attendance (%)		94.01	93.56	0.45	0.026804015	*
Middle				Male	GPA	3.035	3.17		-0.135	1.1082E-05	***
Middle				Male	GPA	3.035		3.27	-0.235	1.49734E-10	***
Middle				Male	GPA		3.17	3.27	-0.1	0.096759328	
Middle				Female	Attendance (%)	91.82	94.34		-2.52	1.36308E-09	***
Middle				Female	Attendance (%)	91.82		93.41	-1.59	0.000505128	***
Middle				Female	Attendance (%)		94.34	93.41	0.93	0.001155073	**
Middle				Female	GPA	3.145	3.46		-0.315	8.70547E-10	***
Middle				Female	GPA	3.145		3.46	-0.315	6.29091E-09	***
Middle				Female	GPA		3.46	3.46	0	0.738363822	
Middle	FRL: No	White		Male	Attendance (%)		95.83	94.92	0.91	3.22544E-05	***
Middle	FRL: No	White		Male	GPA		3.74	3.67	0.07	0.097349586	
Middle	FRL: No	Hispanic/Latino		Male	Attendance (%)		94.27	93.83	0.44	0.716871591	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
Middle	FRL: No	Hispanic/Latino		Male	GPA		3.13	3.13	0	0.895078746	
Middle	FRL: No	Multiracial		Male	Attendance (%)		94.275	92.195	2.08	0.132288005	
Middle	FRL: No	Multiracial		Male	GPA		3.265	3.255	0.01	0.788054549	
Middle	FRL: No	Black/African American		Male	Attendance (%)		94.34	89.82	4.52	0.043952971	*
Middle	FRL: No	Black/African American		Male	GPA		2.96	2.5	0.46	0.18430974	
Middle	FRL: No	Asian		Male	Attendance (%)		94.98	94.995	-0.015	0.782413261	
Middle	FRL: No	Asian		Male	GPA		3.73	3.385	0.345	0.019001709	*
Middle	FRL: Yes	White		Male	Attendance (%)		93.33	93.46	-0.13	0.948512029	
Middle	FRL: Yes	White		Male	GPA		3.1	3.36	-0.26	0.245006804	
Middle	FRL: Yes	Hispanic/Latino		Male	Attendance (%)		92.065	91.935	0.13	0.620330725	
Middle	FRL: Yes	Hispanic/Latino		Male	GPA		2.825	2.915	-0.09	0.413999829	
Middle	FRL: Yes	Multiracial		Male	Attendance (%)		91.11	89.86	1.25	0.456315548	
Middle	FRL: Yes	Multiracial		Male	GPA		2.535	2.48	0.055	0.602325655	
Middle	FRL: Yes	Black/African American		Male	Attendance (%)		89.81	85.055	4.755	0.008383651	**
Middle	FRL: Yes	Black/African American		Male	GPA		2.5	2.41	0.09	0.334168467	
Middle	FRL: Yes	Asian		Male	Attendance (%)		95.51	95.11	0.4	0.847589911	
Middle	FRL: Yes	Asian		Male	GPA		3.21	3.32	-0.11	1	
Middle	FRL: No	White		Female	Attendance (%)		95.865	94.66	1.205	0.000297917	***
Middle	FRL: No	White		Female	GPA		3.85	3.85	0	0.742815203	
Middle	FRL: No	Hispanic/Latino		Female	Attendance (%)		94.57	94.485	0.085	0.885009816	
Middle	FRL: No	Hispanic/Latino		Female	GPA		3.315	3.32	-0.005	0.976243986	
Middle	FRL: No	Multiracial		Female	Attendance (%)		94.705	95	-0.295	0.887771482	
Middle	FRL: No	Multiracial		Female	GPA		3.7	3.635	0.065	0.693102832	
Middle	FRL: No	Black/African American		Female	Attendance (%)		92.3	93.09	-0.79	0.858490737	
Middle	FRL: No	Black/African American		Female	GPA		2.9	2.94	-0.04	0.601832697	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
Middle	FRL: No	Asian		Female	Attendance (%)		95.29	94.97	0.32	0.52333936	
Middle	FRL: No	Asian		Female	GPA		3.73	3.54	0.19	0.448068774	
Middle	FRL: Yes	White		Female	Attendance (%)		92.545	88.97	3.575	0.129865799	
Middle	FRL: Yes	White		Female	GPA		3.18	3.16	0.02	0.703624381	
Middle	FRL: Yes	Hispanic/Latino		Female	Attendance (%)		93.725	91.06	2.665	0.029629701	*
Middle	FRL: Yes	Hispanic/Latino		Female	GPA		3.105	3.03	0.075	0.301311385	
Middle	FRL: Yes	Multiracial		Female	Attendance (%)		92.1	86.35	5.75	0.000984074	***
Middle	FRL: Yes	Multiracial		Female	GPA		3.16	2.935	0.225	0.122578885	
Middle	FRL: Yes	Black/African American		Female	Attendance (%)		88.785	87.78	1.005	0.869750821	
Middle	FRL: Yes	Black/African American		Female	GPA		2.73	2.64	0.09	0.941400589	
Middle	FRL: Yes	Asian		Female	Attendance (%)		95.445	92.18	3.265	0.089780319	
Middle	FRL: Yes	Asian		Female	GPA		3.445	3.26	0.185	0.254326596	
Middle		White			Attendance (%)	91.98	95.69		-3.71	2.51634E-23	***
Middle		White			Attendance (%)	91.98		94.61	-2.63	1.1481E-10	***
Middle		White			Attendance (%)		95.69	94.61	1.08	4.37094E-08	***
Middle		White			GPA	3.41	3.78		-0.37	3.13732E-25	***
Middle		White			GPA	3.41		3.72	-0.31	7.29166E-19	***
Middle		White			GPA		3.78	3.72	0.06	0.03163209	*
Middle		Hispanic/Latino			Attendance (%)	92.74	93.49		-0.75	0.05642791	
Middle		Hispanic/Latino			Attendance (%)	92.74		92.6	0.14	0.375514675	
Middle		Hispanic/Latino			Attendance (%)		93.49	92.6	0.89	0.274264128	
Middle		Hispanic/Latino			GPA	2.935	3.07		-0.135	0.013434564	*
Middle		Hispanic/Latino			GPA	2.935		3.05	-0.115	0.026936593	*
Middle		Hispanic/Latino			GPA		3.07	3.05	0.02	0.677920598	
Middle		Multiracial			Attendance (%)	91.915	92.99		-1.075	0.115229744	
Middle		Multiracial			Attendance (%)	91.915		91.98	-0.065	0.801696755	
Middle		Multiracial			Attendance (%)		92.99	91.98	1.01	0.02020545	*
Middle		Multiracial			GPA	3.035	3.18		-0.145	0.056320468	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Middle		Multiracial			GPA	3.035		3.18	-0.145	0.070103618	
Middle		Multiracial			GPA		3.18	3.18	0	0.931955331	
Middle		Black/African American			Attendance (%)	88.64	90.55		-1.91	0.06064424	
Middle		Black/African American			Attendance (%)	88.64		87.57	1.07	0.963852773	
Middle		Black/African American			Attendance (%)		90.55	87.57	2.98	0.004778665	**
Middle		Black/African American			GPA	2.5	2.68		-0.18	0.011698997	*
Middle		Black/African American			GPA	2.5		2.56	-0.06	0.154013795	
Middle		Black/African American			GPA		2.68	2.56	0.12	0.225627604	
Middle		Asian			Attendance (%)	95.975	95.36		0.615	0.79333231	
Middle		Asian			Attendance (%)	95.975		94.76	1.215	0.231880553	
Middle		Asian			Attendance (%)		95.36	94.76	0.6	0.205868371	
Middle		Asian			GPA	3.255	3.61		-0.355	0.000675566	***
Middle		Asian			GPA	3.255		3.44	-0.185	0.145580535	
Middle		Asian			GPA		3.61	3.44	0.17	0.01344254	*
Middle		White		Male	Attendance (%)	92.16	95.57		-3.41	1.15736E-13	***
Middle		White		Male	Attendance (%)	92.16		94.735	-2.575	1.10829E-07	***
Middle		White		Male	Attendance (%)		95.57	94.735	0.835	0.000125264	***
Middle		White		Male	GPA	3.26	3.71		-0.45	4.90018E-16	***
Middle		White		Male	GPA	3.26		3.65	-0.39	1.05151E-14	***
Middle		White		Male	GPA		3.71	3.65	0.06	0.228045476	
Middle		White		Female	Attendance (%)	91.98	95.68		-3.7	9.89127E-10	***
Middle		White		Female	Attendance (%)	91.98		94.505	-2.525	0.00052832	***
Middle		White		Female	Attendance (%)		95.68	94.505	1.175	8.30332E-05	***
Middle		White		Female	GPA	3.63	3.82		-0.19	1.48426E-06	***
Middle		White		Female	GPA	3.63		3.81	-0.18	3.79269E-05	***

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Middle		White		Female	GPA		3.82	3.81	0.01	0.466998504	
Middle		Black/African American		Male	Attendance (%)	89.44	90.465		-1.025	0.275838067	
Middle		Black/African American		Male	Attendance (%)	89.44		86.04	3.4	0.305924117	
Middle		Black/African American		Male	Attendance (%)		90.465	86.04	4.425	0.001040819	**
Middle		Black/African American		Male	GPA	2.5	2.575		-0.075	0.20508548	
Middle		Black/African American		Male	GPA	2.5		2.41	0.09	0.973536058	
Middle		Black/African American		Male	GPA		2.575	2.41	0.165	0.105716536	
Middle		Black/African American		Female	Attendance (%)	86.59	90.55		-3.96	0.07023569	
Middle		Black/African American		Female	Attendance (%)	86.59		88.755	-2.165	0.249787868	
Middle		Black/African American		Female	Attendance (%)		90.55	88.755	1.795	0.476414882	
Middle		Black/African American		Female	GPA	2.44	2.78		-0.34	0.045595532	*
Middle		Black/African American		Female	GPA	2.44		2.69	-0.25	0.06275967	
Middle		Black/African American		Female	GPA		2.78	2.69	0.09	0.979645869	
Middle		Hispanic/Latino		Male	Attendance (%)	93.05	93.08		-0.03	0.836362106	
Middle		Hispanic/Latino		Male	Attendance (%)	93.05		92.6	0.45	0.771845601	
Middle		Hispanic/Latino		Male	Attendance (%)		93.08	92.6	0.48	0.991968881	
Middle		Hispanic/Latino		Male	GPA	2.91	2.9		0.01	0.989367549	
Middle		Hispanic/Latino		Male	GPA	2.91		2.93	-0.02	0.586458835	
Middle		Hispanic/Latino		Male	GPA		2.9	2.93	-0.03	0.66040511	
Middle		Hispanic/Latino		Female	Attendance (%)	91.51	94.01		-2.5	0.002890667	**
Middle		Hispanic/Latino		Female	Attendance (%)	91.51		92.58	-1.07	0.104816117	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
Middle		Hispanic/Latino		Female	Attendance (%)		94.01	92.58	1.43	0.112773002	
Middle		Hispanic/Latino		Female	GPA	2.97	3.17		-0.2	0.001414812	**
Middle		Hispanic/Latino		Female	GPA	2.97		3.12	-0.15	0.017411608	*
Middle		Hispanic/Latino		Female	GPA		3.17	3.12	0.05	0.276253744	
Middle		Asian		Male	Attendance (%)	96.03	95.435		0.595	0.526783309	
Middle		Asian		Male	Attendance (%)	96.03		95.11	0.92	0.542178196	
Middle		Asian		Male	Attendance (%)		95.435	95.11	0.325	0.934303892	
Middle		Asian		Male	GPA	3.25	3.665		-0.415	0.006948724	**
Middle		Asian		Male	GPA	3.25		3.33	-0.08	0.319867318	
Middle		Asian		Male	GPA		3.665	3.33	0.335	0.061982044	
Middle		Asian		Female	Attendance (%)	94.55	95.29		-0.74	0.66265755	
Middle		Asian		Female	Attendance (%)	94.55		93.63	0.92	0.589944402	
Middle		Asian		Female	Attendance (%)		95.29	93.63	1.66	0.080730408	
Middle		Asian		Female	GPA	3.3	3.52		-0.22	0.069049719	
Middle		Asian		Female	GPA	3.3		3.46	-0.16	0.502869684	
Middle		Asian		Female	GPA		3.52	3.46	0.06	0.118868116	
Middle		Multiracial		Male	Attendance (%)	92.21	92.93		-0.72	0.837805847	
Middle		Multiracial		Male	Attendance (%)	92.21		91.205	1.005	0.256204036	
Middle		Multiracial		Male	Attendance (%)		92.93	91.205	1.725	0.166187707	
Middle		Multiracial		Male	GPA	2.79	2.75		0.04	0.671331194	
Middle		Multiracial		Male	GPA	2.79		3.03	-0.24	0.269744858	
Middle		Multiracial		Male	GPA		2.75	3.03	-0.28	0.549680567	
Middle		Multiracial		Female	Attendance (%)	91.2	92.99		-1.79	0.052564189	
Middle		Multiracial		Female	Attendance (%)	91.2		92.645	-1.445	0.431213607	
Middle		Multiracial		Female	Attendance (%)		92.99	92.645	0.345	0.073249566	
Middle		Multiracial		Female	GPA	3.31	3.4		-0.09	0.465599711	
Middle		Multiracial		Female	GPA	3.31		3.435	-0.125	0.35936039	
Middle		Multiracial		Female	GPA		3.4	3.435	-0.035	0.998451122	
High					Attendance (%)	90.165	91.055		-0.89	0.013580722	*

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
High					Attendance (%)	90.165		90.25	-0.085	0.48070836	
High					Attendance (%)		91.055	90.25	0.805	0.002965443	**
High					GPA	3.12	3		0.12	0.085817021	
High					GPA	3.12		2.87	0.25	4.66248E-11	***
High					GPA		3	2.87	0.13	0.053714064	
High	FRL: No				Attendance (%)		92.95	91.95	1	0.003473187	**
High	FRL: No				GPA		3.4	3.255	0.145	0.009519513	**
High	FRL: Yes				Attendance (%)		87.3	86.37	0.93	0.102044739	
High	FRL: Yes				GPA		2.39	2.36	0.03	0.492813888	
High	FRL: No	White			Attendance (%)		94.675	93.95	0.725	0.065624435	
High	FRL: No	White			GPA		3.71	3.62	0.09	0.017510288	*
High	FRL: No	Hispanic/Latino			Attendance (%)		89.185	86.74	2.445	0.082940252	
High	FRL: No	Hispanic/Latino			GPA		2.71	2.76	-0.05	0.351615944	
High	FRL: No	Multiracial			Attendance (%)		93.5	91.65	1.85	0.328732155	
High	FRL: No	Multiracial			GPA		3.29	3.33	-0.04	0.622315041	
High	FRL: No	Black/African American			Attendance (%)		90.545	86.555	3.99	0.122026085	
High	FRL: No	Black/African American			GPA		2.63	2.56	0.07	0.757627554	
High	FRL: No	Asian			Attendance (%)		92.2	94.37	-2.17	0.415776316	
High	FRL: No	Asian			GPA		3.48	3.405	0.075	0.548066938	
High	FRL: Yes	White			Attendance (%)		89.49	90.05	-0.56	0.919201102	
High	FRL: Yes	White			GPA		2.96	2.795	0.165	0.839196869	
High	FRL: Yes	Hispanic/Latino			Attendance (%)		89.89	88.4	1.49	0.116186275	
High	FRL: Yes	Hispanic/Latino			GPA		2.54	2.41	0.13	0.740101644	
High	FRL: Yes	Multiracial			Attendance (%)		86.74	86.425	0.315	0.558469001	
High	FRL: Yes	Multiracial			GPA		2.08	2.415	-0.335	0.587439581	
High	FRL: Yes	Black/African American			Attendance (%)		85.16	81.31	3.85	0.031538122	*

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
High	FRL: Yes	Black/African American			GPA		2.23	2.07	0.16	0.075261291	
High	FRL: Yes	Asian			Attendance (%)		92.82	91.905	0.915	0.612954961	
High	FRL: Yes	Asian			GPA		3.32	3.095	0.225	0.883222207	
High	FRL: No			Male	Attendance (%)		94.225	93.035	1.19	0.02624953	*
High	FRL: No			Male	GPA		3.31	3.21	0.1	0.533532701	
High	FRL: No			Female	Attendance (%)		91.355	90.57	0.785	0.030553441	*
High	FRL: No			Female	GPA		3.615	3.31	0.305	0.002157692	**
High	FRL: Yes			Male	Attendance (%)		87.06	87.2	-0.14	0.345930204	
High	FRL: Yes			Male	GPA		2.15	2.17	-0.02	0.880085064	
High	FRL: Yes			Female	Attendance (%)		87.385	85.64	1.745	0.17722949	
High	FRL: Yes			Female	GPA		2.54	2.57	-0.03	0.665293496	
High	FRL: No		ELL: No		Attendance (%)		93.185	91.83	1.355	0.023074357	*
High	FRL: No		ELL: No		GPA		3.565	3.27	0.295	0.054006606	
High	FRL: No		ELL: Yes		Attendance (%)		92.3	92.14	0.16	0.067584666	
High	FRL: No		ELL: Yes		GPA		3.36	3.25	0.11	0.088441389	
High	FRL: Yes		ELL: No		Attendance (%)		87.24	86.525	0.715	0.163941284	
High	FRL: Yes		ELL: No		GPA		2.46	2.36	0.1	0.652672685	
High	FRL: Yes		ELL: Yes		Attendance (%)		87.535	86.21	1.325	0.367836409	
High	FRL: Yes		ELL: Yes		GPA		2.355	2.33	0.025	0.615169733	
High				Male	Attendance (%)	90.47	91.61		-1.14	0.01960153	*
High				Male	Attendance (%)	90.47		91.31	-0.84	0.466958895	
High				Male	Attendance (%)		91.61	91.31	0.3	0.040609722	*
High				Male	GPA	3	2.81		0.19	0.129904092	
High				Male	GPA	3		2.78	0.22	0.00047576	***
High				Male	GPA		2.81	2.78	0.03	0.687261681	
High				Female	Attendance (%)	89.71	89.8		-0.09	0.198197672	
High				Female	Attendance (%)	89.71		89.055	0.655	0.12691593	
High				Female	Attendance (%)		89.8	89.055	0.745	0.020852796	*

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
High				Female	GPA	3.32	3.075		0.245	0.160438579	
High				Female	GPA	3.32		2.99	0.33	2.32343E-10	***
High				Female	GPA		3.075	2.99	0.085	0.033014984	*
High	FRL: No	White		Male	Attendance (%)		96.01	94.57	1.44	0.035862304	*
High	FRL: No	White		Male	GPA		3.58	3.5	0.08	0.075598981	
High	FRL: No	Hispanic/Latino		Male	Attendance (%)		91.63	89.15	2.48	0.078398138	
High	FRL: No	Hispanic/Latino		Male	GPA		2.65	2.605	0.045	0.308172793	
High	FRL: No	Multiracial		Male	Attendance (%)		97.45	93.325	4.125	0.098566141	
High	FRL: No	Multiracial		Male	GPA		3	3.165	-0.165	0.857214646	
High	FRL: No	Black/African American		Male	Attendance (%)		89.115	85.385	3.73	0.433552032	
High	FRL: No	Black/African American		Male	GPA		2.36	2.365	-0.005	0.930446802	
High	FRL: No	Asian		Male	Attendance (%)		94.06	95.11	-1.05	0.796471684	
High	FRL: No	Asian		Male	GPA		3	3.36	-0.36	0.501535655	
High	FRL: Yes	White		Male	Attendance (%)		89.49	91.765	-2.275	0.936880842	
High	FRL: Yes	White		Male	GPA		2.92	2.765	0.155	0.466223113	
High	FRL: Yes	Hispanic/Latino		Male	Attendance (%)		90.63	88.53	2.1	0.213084062	
High	FRL: Yes	Hispanic/Latino		Male	GPA		2.015	2.16	-0.145	0.895490629	
High	FRL: Yes	Multiracial		Male	Attendance (%)		90.5	87.215	3.285	0.522923824	
High	FRL: Yes	Multiracial		Male	GPA		2.7	2.22	0.48	0.203276926	
High	FRL: Yes	Black/African American		Male	Attendance (%)		85.27	81.8	3.47	0.251763264	
High	FRL: Yes	Black/African American		Male	GPA		2.03	2.015	0.015	0.768574832	
High	FRL: Yes	Asian		Male	Attendance (%)		91.43	92.59	-1.16	0.446827004	
High	FRL: Yes	Asian		Male	GPA		2.245	2.81	-0.565	0.434304787	
High	FRL: No	White		Female	Attendance (%)		93.095	92.825	0.27	0.421005751	
High	FRL: No	White		Female	GPA		3.82	3.805	0.015	0.235064853	
High	FRL: No	Hispanic/Latino		Female	Attendance (%)		88.76	85.83	2.93	0.53784821	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
High	FRL: No	Hispanic/Latino		Female	GPA		2.795	2.81	-0.015	0.678826942	
High	FRL: No	Multiracial		Female	Attendance (%)		93.47	91.085	2.385	0.622422342	
High	FRL: No	Multiracial		Female	GPA		3.29	3.49	-0.2	0.817198025	
High	FRL: No	Black/African American		Female	Attendance (%)		91.155	88.99	2.165	0.092305932	
High	FRL: No	Black/African American		Female	GPA		2.915	2.71	0.205	0.205223414	
High	FRL: No	Asian		Female	Attendance (%)		89.57	92.6	-3.03	0.425376539	
High	FRL: No	Asian		Female	GPA		3.555	3.46	0.095	0.713816824	
High	FRL: Yes	White		Female	Attendance (%)		85.45	87.53	-2.08	0.68228632	
High	FRL: Yes	White		Female	GPA		2.47	3.08	-0.61	0.234275496	
High	FRL: Yes	Hispanic/Latino		Female	Attendance (%)		88.5	88.2	0.3	0.290261391	
High	FRL: Yes	Hispanic/Latino		Female	GPA		2.6	2.675	-0.075	0.70089119	
High	FRL: Yes	Multiracial		Female	Attendance (%)		83.64	85.595	-1.955	0.158064008	
High	FRL: Yes	Multiracial		Female	GPA		1.86	2.67	-0.81	0.058296542	
High	FRL: Yes	Black/African American		Female	Attendance (%)		85.05	79.62	5.43	0.059411403	
High	FRL: Yes	Black/African American		Female	GPA		2.39	2.1	0.29	0.055280067	
High	FRL: Yes	Asian		Female	Attendance (%)		95.22	89.78	5.44	0.235001952	
High	FRL: Yes	Asian		Female	GPA		3.51	3.15	0.36	0.324903881	
High		White			Attendance (%)	92.06	94.23		-2.17	8.91421E-06	***
High		White			Attendance (%)	92.06		93.44	-1.38	8.68864E-05	***
High		White			Attendance (%)		94.23	93.44	0.79	0.021652213	*
High		White			GPA	3.62	3.69		-0.07	0.031930543	*
High		White			GPA	3.62		3.54	0.08	0.059353693	
High		White			GPA		3.69	3.54	0.15	0.002855036	**
High		Hispanic/Latino			Attendance (%)	84.76	89.44		-4.68	7.53585E-05	***
High		Hispanic/Latino			Attendance (%)	84.76		87.87	-3.11	0.000689949	***
High		Hispanic/Latino			Attendance (%)		89.44	87.87	1.57	0.022590746	*

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
High		Hispanic/Latino			GPA	2.43	2.6		-0.17	0.026220348	*
High		Hispanic/Latino			GPA	2.43		2.57	-0.14	0.014660405	*
High		Hispanic/Latino			GPA		2.6	2.57	0.03	0.370796178	
High		Multiracial			Attendance (%)	89.99	90.51		-0.52	0.863536262	
High		Multiracial			Attendance (%)	89.99		90.98	-0.99	0.821748289	
High		Multiracial			Attendance (%)		90.51	90.98	-0.47	0.983132075	
High		Multiracial			GPA	3	2.91		0.09	0.707316516	
High		Multiracial			GPA	3		3.04	-0.04	0.670463557	
High		Multiracial			GPA		2.91	3.04	-0.13	0.796241633	
High		Black/African American			Attendance (%)	84	86.27		-2.27	0.114594643	
High		Black/African American			Attendance (%)	84		83.76	0.24	0.810974096	
High		Black/African American			Attendance (%)		86.27	83.76	2.51	0.027109847	*
High		Black/African American			GPA	2.16	2.36		-0.2	0.005325595	**
High		Black/African American			GPA	2.16		2.28	-0.12	0.01455631	*
High		Black/African American			GPA		2.36	2.28	0.08	0.266730087	
High		Asian			Attendance (%)	93.34	92.2		1.14	0.359261972	
High		Asian			Attendance (%)	93.34		93.185	0.155	0.366155271	
High		Asian			Attendance (%)		92.2	93.185	-0.985	0.691085195	
High		Asian			GPA	3.43	3.355		0.075	0.15432089	
High		Asian			GPA	3.43		3.33	0.1	0.287760044	
High		Asian			GPA		3.355	3.33	0.025	0.502937655	
High		White		Male	Attendance (%)	92.42	95.745		-3.325	1.6419E-05	***
High		White		Male	Attendance (%)	92.42		94.2	-1.78	4.76882E-05	***
High		White		Male	Attendance (%)		95.745	94.2	1.545	0.020329167	*
High		White		Male	GPA	3.5	3.575		-0.075	0.076841623	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
High		White		Male	GPA	3.5		3.44	0.06	0.32395373	
High		White		Male	GPA		3.575	3.44	0.135	0.030984215	*
High		White		Female	Attendance (%)	91.585	93.01		-1.425	0.043582882	*
High		White		Female	Attendance (%)	91.585		91.945	-0.36	0.236485766	
High		White		Female	Attendance (%)		93.01	91.945	1.065	0.202832323	
High		White		Female	GPA	3.745	3.785		-0.04	0.156219181	
High		White		Female	GPA	3.745		3.71	0.035	0.391974343	
High		White		Female	GPA		3.785	3.71	0.075	0.082073276	
High		Black/African American		Male	Attendance (%)	84.62	85.34		-0.72	0.896771773	
High		Black/African American		Male	Attendance (%)	84.62		83.055	1.565	0.158237457	
High		Black/African American		Male	Attendance (%)		85.34	83.055	2.285	0.160419191	
High		Black/African American		Male	GPA	2.09	2.17		-0.08	0.344433598	
High		Black/African American		Male	GPA	2.09		2.145	-0.055	0.335847038	
High		Black/African American		Male	GPA		2.17	2.145	0.025	0.789612661	
High		Black/African American		Female	Attendance (%)	82.46	86.83		-4.37	0.03048891	*
High		Black/African American		Female	Attendance (%)	82.46		84.14	-1.68	0.244036538	
High		Black/African American		Female	Attendance (%)		86.83	84.14	2.69	0.077447164	
High		Black/African American		Female	GPA	2.25	2.54		-0.29	0.005700335	**
High		Black/African American		Female	GPA	2.25		2.445	-0.195	0.050869584	
High		Black/African American		Female	GPA		2.54	2.445	0.095	0.157170717	
High		Hispanic/Latino		Male	Attendance (%)	84.82	91.51		-6.69	0.00162126	**

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST – High	MOST – Low	Difference	p_val	Significance
High		Hispanic/Latino		Male	Attendance (%)	84.82		88.74	-3.92	0.020645541	*
High		Hispanic/Latino		Male	Attendance (%)		91.51	88.74	2.77	0.040228163	*
High		Hispanic/Latino		Male	GPA	2.29	2.35		-0.06	0.131961879	
High		Hispanic/Latino		Male	GPA	2.29		2.3	-0.01	0.31071323	
High		Hispanic/Latino		Male	GPA		2.35	2.3	0.05	0.396642475	
High		Hispanic/Latino		Female	Attendance (%)	84.535	88.6		-4.065	0.011726919	*
High		Hispanic/Latino		Female	Attendance (%)	84.535		86.74	-2.205	0.010692686	*
High		Hispanic/Latino		Female	Attendance (%)		88.6	86.74	1.86	0.206295799	
High		Hispanic/Latino		Female	GPA	2.615	2.76		-0.145	0.230033308	
High		Hispanic/Latino		Female	GPA	2.615		2.74	-0.125	0.213352648	
High		Hispanic/Latino		Female	GPA		2.76	2.74	0.02	0.641237216	
High		Asian		Male	Attendance (%)	94.195	93.2		0.995	0.399151386	
High		Asian		Male	Attendance (%)	94.195		94.525	-0.33	0.62239272	
High		Asian		Male	Attendance (%)		93.2	94.525	-1.325	0.519055238	
High		Asian		Male	GPA	3.225	2.57		0.655	0.080362709	
High		Asian		Male	GPA	3.225		3.235	-0.01	0.575385114	
High		Asian		Male	GPA		2.57	3.235	-0.665	0.184021254	
High		Asian		Female	Attendance (%)	92.59	92.2		0.39	0.736467568	
High		Asian		Female	Attendance (%)	92.59		91.87	0.72	0.576285284	
High		Asian		Female	Attendance (%)		92.2	91.87	0.33	0.894824156	
High		Asian		Female	GPA	3.53	3.54		-0.01	0.500485918	
High		Asian		Female	GPA	3.53		3.38	0.15	0.280504762	
High		Asian		Female	GPA		3.54	3.38	0.16	0.903695609	
High		Multiracial		Male	Attendance (%)	87.99	91.14		-3.15	0.20166236	
High		Multiracial		Male	Attendance (%)	87.99		91.325	-3.335	0.147825066	
High		Multiracial		Male	Attendance (%)		91.14	91.325	-0.185	0.591501536	
High		Multiracial		Male	GPA	2.88	2.955		-0.075	0.87252859	
High		Multiracial		Male	GPA	2.88		2.865	0.015	0.650203851	
High		Multiracial		Male	GPA		2.955	2.865	0.09	0.949471384	

Grade	FRL Status	Race/Ethnicity	ELL Status	Gender	Outcome	MMSD	MOST-High	MOST-Low	Difference	p_val	Significance
High		Multiracial		Female	Attendance (%)	90.605	88.79		1.815	0.303842054	
High		Multiracial		Female	Attendance (%)	90.605		89.405	1.2	0.23236267	
High		Multiracial		Female	Attendance (%)		88.79	89.405	-0.615	0.690012988	
High		Multiracial		Female	GPA	3.145	2.82		0.325	0.50962438	
High		Multiracial		Female	GPA	3.145		3.22	-0.075	0.934717732	
High		Multiracial		Female	GPA		2.82	3.22	-0.4	0.510917127	

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