An Attempt at Collaboration with GitKraken

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Abstract

This is our abstract and it's really something else! SO abstract! And so concise!

Keywords: add, some, keywords, words, keys, Yo, Key, Word

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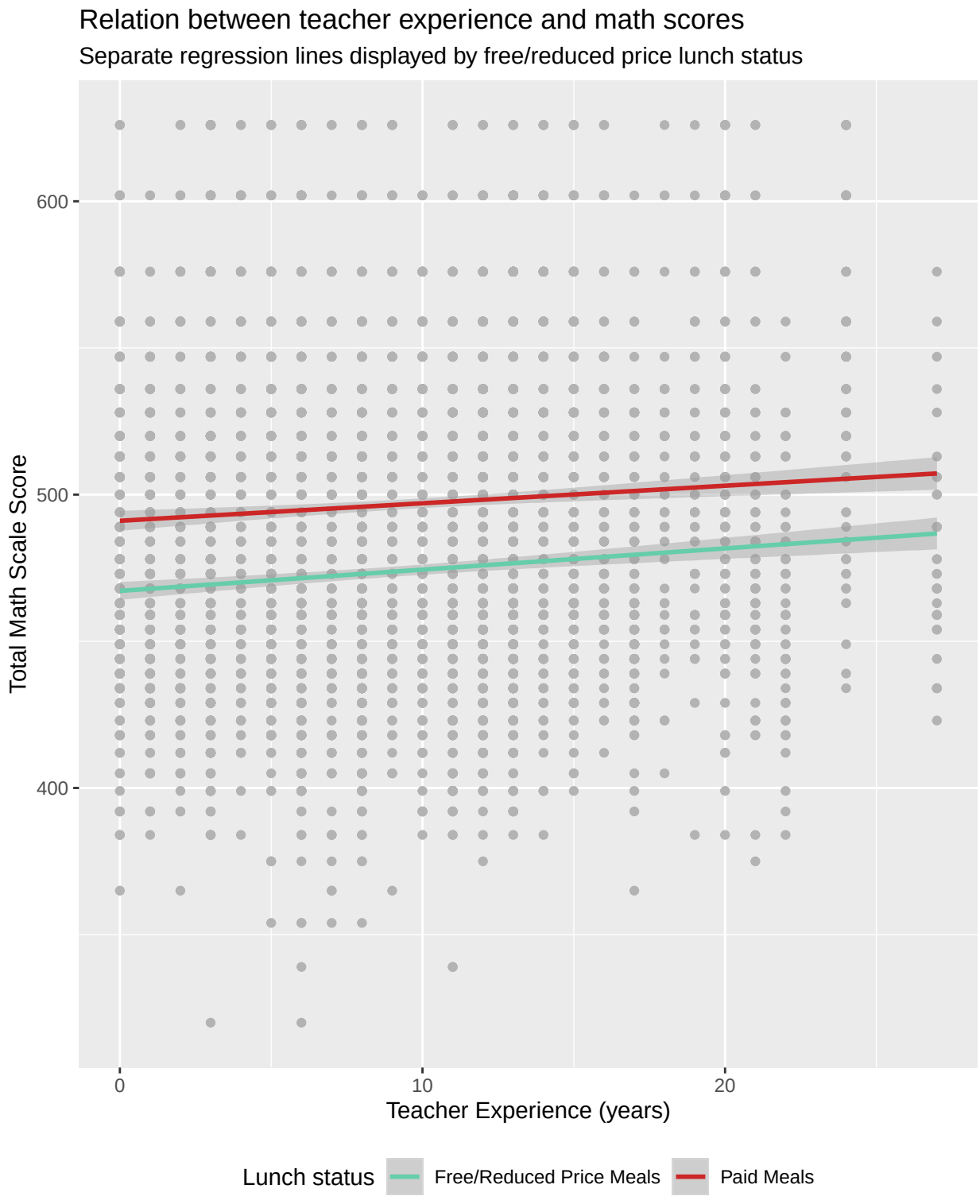

Wehman, Chan, Ditchman, and Kang (2014) conducted a case study to examine the

the effect of supported employment on vocational rehabilitation outcomes of transition-age youth. Other researchers examined the exmployability skills for entry-level employees with and without disabilities (Ju, Roberts, & Zhang, 2013).

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

Material

Procedure

Data analysis

We used R (Version 3.6.1; R Core Team, 2019) and the R-packages *devtools* (Version 2.2.1; Wickham et al., 2019b), *dplyr* (Version 0.8.3; Wickham et al., 2019a), *forcats* (Version 0.4.0; Wickham, 2019a), *ggplot2* (Version 3.2.1; Wickham, 2016), *here* (Version 0.1; Müller, 2017), *janitor* (Version 1.2.0; Firke, 2019), *papaja* (Version 0.1.0.9842; Aust & Barth, 2018), *purrr* (Version 0.3.2; Henry & Wickham, 2019), *readr* (Version 1.3.1; Wickham, Hester, & Francois, 2018), *rio* (Version 0.5.16; Chan, Chan, Leeper, & Becker, 2018), *stringr* (Version 1.4.0; Wickham, 2019b), *tibble* (Version 2.1.3; Müller & Wickham, 2019), *tidyr* (Version 1.0.0; Wickham & Henry, 2019), *tidyverse* (Version 1.2.1; Wickham, 2017), *tinytex* (Version 0.16; Xie, 2019), and *usethis* (Version 1.5.1; Wickham & Bryan, 2019) for all our analyses.

Results

Figure 1 demonstrates the relationship between teacher experience and student's math scale scores. The two regression lines demonstrate differences between free and

reduced price lunch status, which students who are not eligible for free and reduced price lunch scoring, in general, higher than those who do. In general, it does not appear that teacher experience significantly impacts this difference, as math scores for students both with and without free and reduced price lunch status appears to increase at approximately the same rate.

Both boys and grils who recieve free or reduced lunch have lower math and reading scores relatie to boys and girls who do not recieve free or reduced lunch. Also of note, girls have higher mean math and reading scores regardless of free or reduced lunch status.

sex	frl	math_mean	math_sd	rdg_mean	rdg_sd
boy	no	492.85	46.34	441.46	32.32
boy	yes	469.87	46.09	425.38	26.63
girl	no	501.21	45.96	448.54	34.52
girl	yes	477.51	46.30	430.80	27.42

Discussion

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