a slide template

the `padajar-slides` class

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Outline

example slides

The best code is self-commenting

```
// Generate summary statistics (Table 1)
use "${cleandata}/district_policy_merged_all.dta"

assert               num_charter >= 0
gen    has_charter = num_charter >  0

local covariates mn_all_math mn_all_ela                    ^^I///
                 num_charter schools totenrl100 sesall     ^^I///
                 urban suburb town rural                   ^^I///
                 perwht perblk perhsp perasn perind

eststo clear
eststo: estpost summarize `covariates'                , detail
eststo: estpost summarize `covariates' if  has_charter, detail
eststo: estpost summarize `covariates' if !has_charter, detail
```

guiding philosophy:
you want people to understand.
design with that in mind.

Engagement is strongest predictor of take-up

Table 1: Access (%) by selection criteria used

	(1)	(2)	(3)	(4)	(5)
Selected w/ Admin	0.0678				-1.625
	(3.743)				(3.920)
Selected w/ Endline		1.233			-1.073
		(3.492)			(3.553)
Selected w/ Engagement			8.019*		6.645
			(3.391)		(3.446)
Selected w/ Grit				-9.489	-7.860
				(7.068)	(8.326)
Cons.	61.84***	61.14***	58.07***	62.77***	61.14***
	(3.151)	(2.680)	(2.347)	(1.750)	(4.727)
N	1464	1464	1464	1464	1464

Standard errors in parentheses. *p<0.05, **p<0.01, ***p<0.001.

What closes the achievement gaps for top students?

- Access to mentors greatly enhances participation, performance (Ellison and Swanson, 2016; Calaway, 2024)
- Intensive, targeted 6-week program at an elite STEM university shifted students towards elite schools (12pp increase in BA attainment), with expected earnings effects of 3-15% (Cohodes et al., 2024)
- Self-paced classes and tutoring have proven useful for helping students across the ability distribution, and potentially highly scalable (Carlana and Ferrara, 2021; Muralidharan et al., 2019; Koedinger et al., 1997)

Works cited (1)

Calaway, Ian (2024) “Early Mentors for Exceptional Students,” *Unpublished*.

Carlana, Michela and Eliana La Ferrara (2021) “Apart but Connected: Online Tutoring and Student Outcomes during the COVID-19 Pandemic,” *HKS Faculty Research Working Paper Series*, RWP21-001.

Cohodes, Sarah R, Helen Ho, and Silvia C Robles (2024) “Diversifying the STEM Pipeline: Evidence from STEM Summer Programs for Underrepresented Youth.”

Ellison, Glenn and Ashley Swanson (2016) “Do Schools Matter for High Math Achievement? Evidence from the American Mathematics Competitions,” *American Economic Review*, 106 (6), 1244–1277, 10.1257/aer.20140308.

Koedinger, Kenneth R, John R Anderson, William H Hadley, and Mary A Mark (1997) “Intelligent Tutoring Goes To School in the Big City,” *Carnegie Mellon University*, 10.1184/R1/6470153.v1.

Muralidharan, Karthik, Abhijeet Singh, and Alejandro J. Ganimian (2019) “Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India,” *American Economic Review*, 109 (4), 1426–1460, 10.1257/aer.20171112.