The Long-Term Effects of Gifted Students' Programs

Niv Brosh, **Oren Danieli**, David Maagan, Ran Shorrer, Noam Zussman

November, 2025

Should We Have Special Programs for Gifted Students?

Should We Have Special Programs for Gifted Students?

The New York Times

De Blasio to Phase Out N.Y.C. Gifted and Talented Program

The mayor unveiled a plan to replace the highly selective program, which has become a glaring symbol of segregation in New York City public schools, for incoming students. It will be up to his successor to implement it.

Share full article 1.6K



Mayor Bill de Blasio has resisted changing the city's gifted and talented program for nearly eight years. His schools chancellor, Meisha Porter, at his right, helped convince him to overhaul the system. Anna Watts for The New York Times

By Eliza Shapiro

Published Oct. 8, 2021 Updated Oct. 15, 2021

Should We Have Special Programs for Gifted Students?

The New York Times

De Blasio to Phase Out N.Y.C. Gifted and Talented Program

The mayor unveiled a plan to replace the highly selective program, which has become a glaring symbol of segregation in New York City public schools, for incoming students. It will be up to his successor to implement it.

Share full article · 1.6K



Mayor Bill de Blasio has resisted changing the city's gifted and talented program for nearly eight years. His schools chancellor, Meisha Porter, at his right, helped convince him to overhaul the system. Anna Watts for The New York Times

By Eliza Shapiro

Published Oct. 8, 2021 Updated Oct. 15, 2021

The New York Times

New York City to Expand Gifted and Talented Program but Scrap Test

The mayor unveiled a plan to add seats in the highly selective program for both kindergartners and third graders and to permanently replace an admissions test with universal screening.

Share full article · 155



The gifted and talented program is seen by many parents as a pipeline into the city's competitive middle and high schools, like Stuyvesant High School. Natalie Keyssar for The New York Times

By Lola Fadulu

April 14, 2022

Should We Have Special Programs for Gifted Students?

The New York Times

De Blasio to Phase Out N.Y.C. Gifted and Talented Program

The mayor unveiled a plan to replace the highly selective program, which has become a glaring symbol of segregation in New York City public schools, for incoming students. It will be up to his successor to implement it.

Share full article 1.6K



Mayor Bill de Blasio has resisted changing the city's gifted and talented program for nearly eight years. His schools chancellor, Meisha Porter, at his right, helped convince him to overhaul the system. Anna Watts for The New York Times

By Eliza Shapiro

Published Oct. 8, 2021 Updated Oct. 15, 2021

The New York Times

New York City to Expand Gifted and Talented Program but Scrap Test

The mayor unveiled a plan to add seats in the highly selective program for both kindergartners and third graders and to permanently replace an admissions test with universal screening.

Share full article 155



The gifted and talented program is seen by many parents as a pipeline into the city's competitive middle and high schools, like Stuyvesant High School. Natalie Keyssar for The New York Times

By Lola Fadulu

April 14, 2022

'A Hornet's Nest:' Mamdani's Gifted Education Plan Divides New Yorkers

Zohran Mamdani wants to phase out the city's gifted program for kindergarten students if elected, a proposal that drew intense criticism and praise.

Listen to this article 7:06 min Learn more Share full article 1K



Zohran Mamdani, the Democratic front-runner for mayor in New York City, argues that kindergarten is too early to decide which children are gifted. Angelina Katsanis for The New York Times

By Troy Closson

Oct. 3, 2025

Criticism

Critics point to several potential problems with gifted programs:

1. **Increase Inequality** Why should governments spend resources on children that are likely to be successful anyway?

Criticism

Critics point to several potential problems with gifted programs:

1. **Increase Inequality** Why should governments spend resources on children that are likely to be successful anyway?
2. **Lack of Diversity** Admit mostly males of high socioeconomic (SES) background

Criticism

Critics point to several potential problems with gifted programs:

1. **Increase Inequality** Why should governments spend resources on children that are likely to be successful anyway?
2. **Lack of Diversity** Admit mostly males of high socioeconomic (SES) background
3. **Peer Effects** Removing gifted students from their neighborhood schools may deprive their peers of positive peer effects

Criticism

Critics point to several potential problems with gifted programs:

1. **Increase Inequality** Why should governments spend resources on children that are likely to be successful anyway?
2. **Lack of Diversity** Admit mostly males of high socioeconomic (SES) background
3. **Peer Effects** Removing gifted students from their neighborhood schools may deprive their peers of positive peer effects
4. **Ineffective** Research finds little effect, mostly considering short-term outcomes

Advantages

Proponents point to several reasons why societies should invest in gifted education (Rutigliano and Quarshie, 2021), among them:

1. **Positive Externalities** Gifted students could promote society/humanity via discoveries/innovations/leadership.

Advantages

Proponents point to several reasons why societies should invest in gifted education (Rutigliano and Quarshie, 2021), among them:

1. **Positive Externalities** Gifted students could promote society/humanity via discoveries/innovations/leadership.
2. **"Lost Einsteins/Marie Curies"**(Bell et al., 2019; Hoisl et al., 2023) Help students from underrepresented groups to fulfill their potential

Advantages

Proponents point to several reasons why societies should invest in gifted education (Rutigliano and Quarshie, 2021), among them:

1. **Positive Externalities** Gifted students could promote society/humanity via discoveries/innovations/leadership.
2. **"Lost Einsteins/Marie Curies"**(Bell et al., 2019; Hoisl et al., 2023) Help students from underrepresented groups to fulfill their potential
3. **Socioemotional Needs** Children with high cognitive ability might have special needs (e.g., socioemotional challenges due to asynchronous development)

This Paper: Bring Empirical Evidence to the Debate

We study the long-term causal effect of three programs for gifted students

- Long-standing elementary school programs in Israel
- Full-time; Pull-out; Afternoon
- Link admission score to rich administrative data
- Regression discontinuity based on admission scores

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote innovation.** Scientific publication, employment in startup - In progress

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote innovation.** Scientific publication, employment in startup - In progress
- **Can reduce gaps.** Impact of pull-out on women is stronger. Impact of afternoon is stronger for low-SES.

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote innovation.** Scientific publication, employment in startup - In progress
- **Can reduce gaps.** Impact of pull-out on women is stronger. Impact of afternoon is stronger for low-SES.
- **Increase marriage rates.** Gifted students lag behind the general population.

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote innovation.** Scientific publication, employment in startup - In progress
- **Can reduce gaps.** Impact of pull-out on women is stronger. Impact of afternoon is stronger for low-SES.
- **Increase marriage rates.** Gifted students lag behind the general population.
- **No negative peer effects.** Reject substantial negative effects.

Preview of Results

Negatives:

- **Lack of diversity.** Women and low SES students are underrepresented

Positives:

- **Effective.** Zero-negative short-term effect turns into strong and positive long-term effects
- **Promote innovation.** Scientific publication, employment in startup - In progress
- **Can reduce gaps.** Impact of pull-out on women is stronger. Impact of afternoon is stronger for low-SES.
- **Increase marriage rates.** Gifted students lag behind the general population.
- **No negative peer effects.** Reject substantial negative effects.

Bottom-line: Could be effective tools, especially with more diversity in admission.

Literature Review

- **Short Term Impacts of Programs for High Achieving Students:**
  - We will have long-term outcomes.

Literature Review

- **Short Term Impacts of Programs for High Achieving Students:**
  - We will have long-term outcomes.

- **Long Term Effects:** Cohodes (2020) and Lavy and Goldstein (2024)
  - We will have a combination of a rich dataset with a credible empirical design

Literature Review

- **Short Term Impacts of Programs for High Achieving Students:**
  - We will have long-term outcomes.

- **Long Term Effects:** Cohodes (2020) and Lavy and Goldstein (2024)
  - We will have a combination of a rich dataset with a credible empirical design

- Programs are different - our program targets children with exceptionally high ability, very early in life

Outline

Institutional Details

Data

Method

Average Effect on Admitted Students

Heterogeneity

Externalities

Institutional Details

Background

Three national programs in Israel:

- Elementary school programs, between grades 3–6
- Started in the early 70s with the establishment of the Department of Gifted Education
  - We have data since 1988
- Special enrichment curriculum
  - Example
  - No overlap with school curriculum
  - No acceleration
- Exposure to high-ability peers
- Strong signal about own ability

The Three Programs

	Full-time	Pull-Out	Afternoon
Timing	All school hours	One day a week during school hours	After school hours
Missing School	No	Yes	No
Curriculum	Enrichment + standard	Enrichment (3 sessions)	Enrichment (1–2 sessions)
Population	Top 1–3%	Top 1–3%	Next 3–5%
Availability	Few large municipalities	Most municipalities	Most municipalities
Location	Elementary school in city	Gifted center	Gifted center
Transportation	Some municipalities	Some municipalities	Not provided
Price	Free	Free	Co-payments

Admission Process

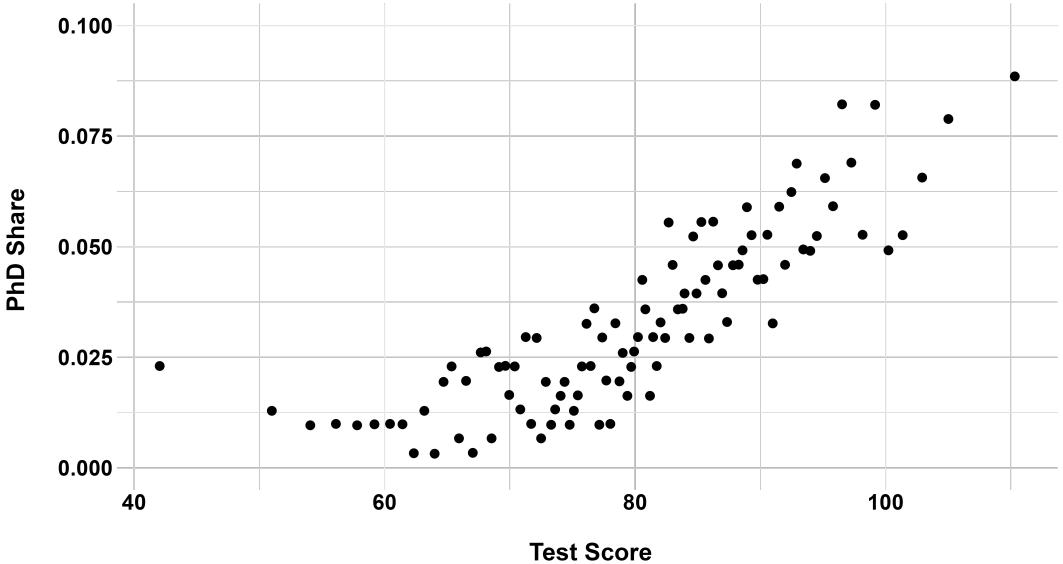
1. Screening exam + recommendation: 10–15% of students

Admission Process

1. Screening exam + recommendation: 10–15% of students

2. Admission exam: paper-based IQ test
   - Administered and graded by an NGO (contractor for the Ministry of Education)
   - Same exam for all students in the public and public-religious systems
     - Different exam for the Arab (not available to us)
     - No program for the ultraorthodox
   - Five chapters: mathematical/logical thinking, language, and general knowledge
   - Students, parents and teachers only know the final decision, not the score
   - Full scores + final decision is available to us

Second Grade Exam is Quite Predictive



Data

Data Sources

1. **Exam Records:** Scores for each chapter of the admission exam and the final admission decision
2. **Population Registry:** Data with birth date, marital status, residency/immigration status, and links to parents, spouses, and children
3. **Ministry of Education (MOE):** Test scores and classroom peers
4. **Council for Higher Education:** Panel data on educational attainment at all levels, including institution details, study programs, and university entrance exam scores
5. **Ministry of Finance:** Panel data on all forms of reported income, employment, and self-employment, with three-digit industry identifiers (including tech and academic sectors)
6. **Google Scholar:** Scientific records

Data

We merge all datasets based on the unique national identification number.

- Google Scholar data is matched by name and field of study.

Data

We merge all datasets based on the unique national identification number.

- Google Scholar data is matched by name and field of study.

Limited data on participation in early years.

- We use data from later years to estimate the impact on participation.

Data

We merge all datasets based on the unique national identification number.

- Google Scholar data is matched by name and field of study.

Limited data on participation in early years.

- We use data from later years to estimate the impact on participation.

Most data is missing for those who leave the country.

Data

We merge all datasets based on the unique national identification number.

- Google Scholar data is matched by name and field of study.

Limited data on participation in early years.

- We use data from later years to estimate the impact on participation.

Most data is missing for those who leave the country.

Build similar data on

- Parents - for background
- Spouses - to study the effect on marriage
- Siblings + classmates - to study spillovers - in progress

Summary Stats Table - 1978–1988 Cohorts Full Data

Outcome	Full-Time	Pull-Out	Afternoon	Tested, Not Admitted	Not Tested
High School GPA (standardized)	1.292	1.068	1.024	0.644	0.089
	(0.436)	(0.576)	(0.579)	(0.716)	(0.932)
	[635]	[4,270]	[2,828]	[28,173]	[511,919]
BA by 28	0.706	0.532	0.549	0.435	0.247
	(0.456)	(0.499)	(0.498)	(0.496)	(0.431)
	[694]	[4,856]	[3,233]	[34,457]	[806,761]
MA by 32	0.341	0.251	0.235	0.168	0.085
	(0.474)	(0.434)	(0.424)	(0.374)	(0.280)
	[693]	[4,851]	[3,229]	[34,428]	[806,725]
PhD by 34	0.100	0.061	0.066	0.027	0.009
	(0.300)	(0.239)	(0.248)	(0.163)	(0.096)
	[693]	[4,849]	[3,228]	[34,409]	[806,711]
Married by 30	0.401	0.512	0.470	0.540	0.569
	(0.490)	(0.500)	(0.499)	(0.498)	(0.495)
	[683]	[4,749]	[3,171]	[33,772]	[773,720]

Lack of Diversity

Outcome	Full-Time	Pull-Out	Afternoon	Tested, Not Admitted
Female	0.316	0.344	0.300	0.420
	(0.465)	(0.475)	(0.458)	(0.494)
	[702]	[4,911]	[3,266]	[34,824]
Mother MA	0.177	0.134	0.140	0.081
	(0.382)	(0.341)	(0.347)	(0.273)
	[702]	[4,911]	[3,266]	[34,824]
Mother PhD	0.053	0.025	0.028	0.011
	(0.224)	(0.156)	(0.165)	(0.106)
	[702]	[4,911]	[3,266]	[34,824]
Father MA	0.160	0.127	0.129	0.070
	(0.366)	(0.333)	(0.335)	(0.256)
	[702]	[4,911]	[3,266]	[34,824]
Father PhD	0.047	0.034	0.036	0.018
	(0.212)	(0.182)	(0.185)	(0.134)
	[702]	[4,911]	[3,266]	[34,824]
Parents Income Percentile	0.636	0.542	0.568	0.485
	(0.280)	(0.273)	(0.277)	(0.270)
	[702]	[4,911]	[3,266]	[34,824]

Method

RDD

We identify a causal effect using a regression discontinuity design (RDD).

- ITT: Show the effect of admission (not participation)

RDD

We identify a causal effect using a regression discontinuity design (RDD).

- ITT: Show the effect of admission (not participation)
- Aggregate results using a pooled estimator (Cattaneo et al., 2016)

RDD

We identify a causal effect using a regression discontinuity design (RDD).

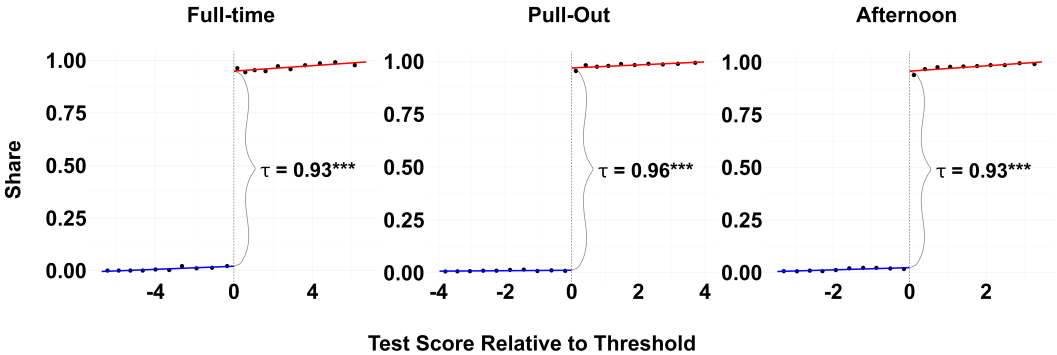
- ITT: Show the effect of admission (not participation)
- Aggregate results using a pooled estimator (Cattaneo et al., 2016)
- The cutoff is inferred from the data
  - Minimizing the number of misclassifications.

RDD

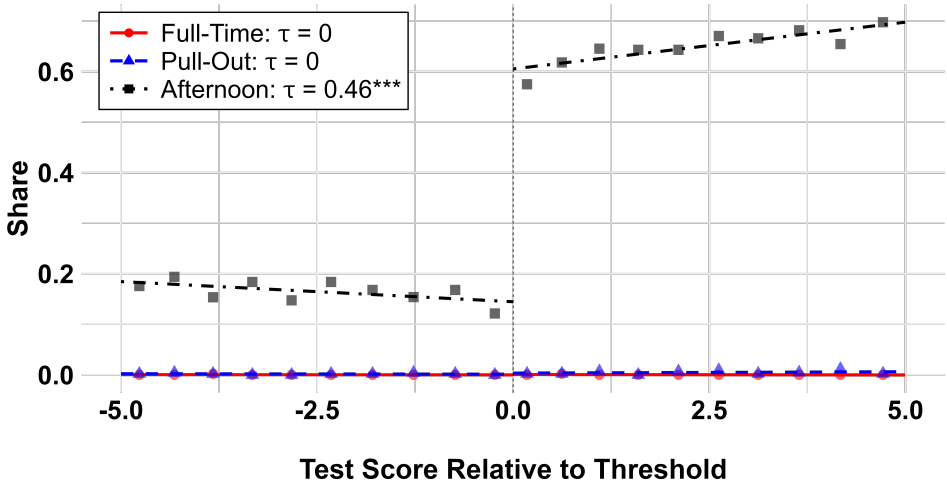
We identify a causal effect using a regression discontinuity design (RDD).

- ITT: Show the effect of admission (not participation)
- Aggregate results using a pooled estimator (Cattaneo et al., 2016)
- The cutoff is inferred from the data
  - Minimizing the number of misclassifications.
- Cluster SEs at the gifted center by year level

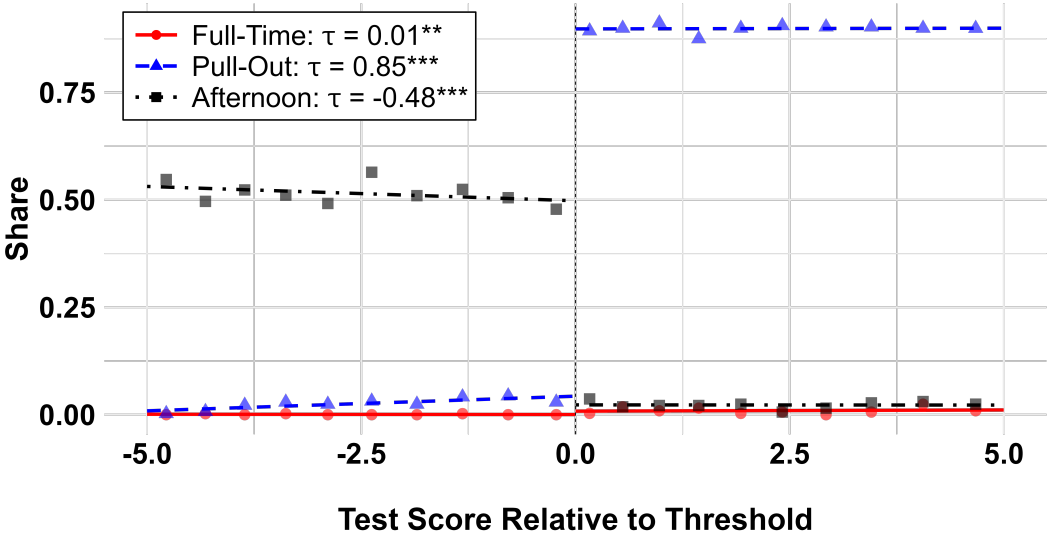
First-Stage - Admission



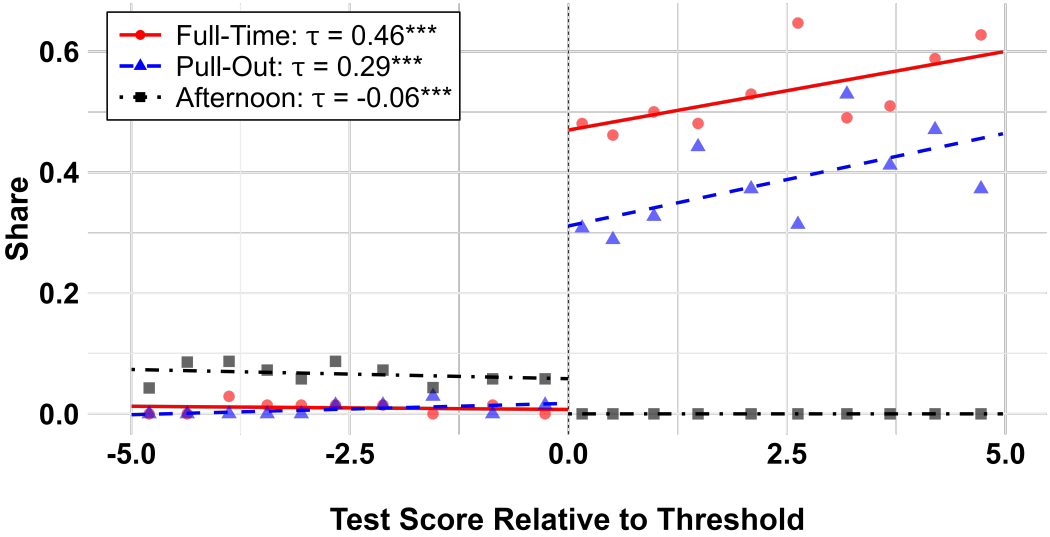
Participation – Afternoon – 2012–2020



Participation – Pull-Out – 2012–2020



Participation – Full-Time – 2012–2020



What Does Admission Mean?

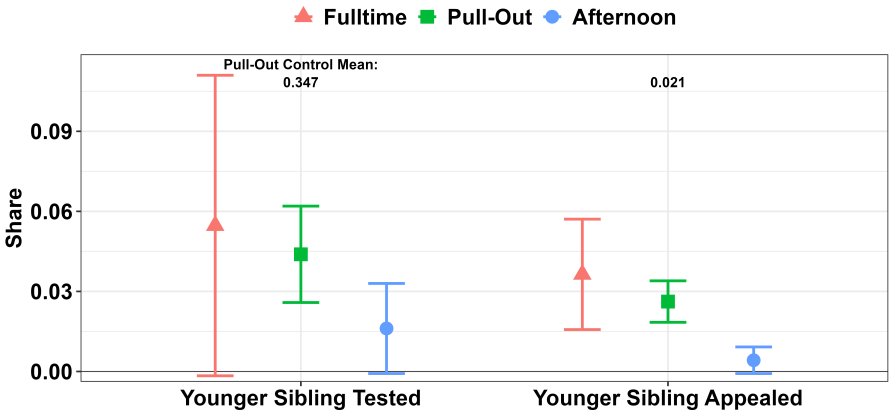
	Full-time	**Pull-out**	**Afternoon**
Treatment	Full-time/ pull-out	Pull-out	60% Afternoon
Control	Afternoon/ nothing	Afternoon/ nothing	20% Afternoon

Falsification Table

	Full-Time			Pull-Out			Afternoon		
Outcome	Control Mean	(1)	(2)	Control Mean	(3)	(4)	Control Mean	(5)	(6)
Female	0.42	0.02	0.02	0.44	-0.01	0.00	0.42	0.00	0.00
		(0.03)	(0.03)		(0.01)	(0.01)		(0.01)	(0.01)
Siblings Born Before Exam	1.53	[5189] -0.12	[5723] -0.10	2.06	[40748] 0.01	[45241] 0.01	1.93	[31406] -0.02	[30856] -0.02
		(0.05)	(0.05)		(0.03)	(0.03)		(0.03)	(0.03)
Age at Exam	8.07	[4151] 0.00	[4186] -0.01	8.21	[43687] -0.04	[43741] -0.03	8.15	[41714] -0.01	[36620] -0.01
		(0.07)	(0.06)		(0.03)	(0.03)		(0.03)	(0.03)
Mother Born Abroad	0.21	[8597] 0.03	[8608] 0.03	0.25	[41958] 0.00	[44054] 0.00	0.26	[56713] 0.01	[55332] 0.01
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
Mother MA at Exam	0.23	[5661] -0.04	[5782] -0.04	0.18	[46370] 0.01	[43798] 0.01	0.16	[40668] 0.00	[41373] 0.00
		(0.03)	(0.03)		(0.01)	(0.01)		(0.01)	(0.01)
Parental Income Percentile (Ages 8)	0.59	[3785] -0.01	[3744] -0.01	0.54	[42323] 0.01	[44200] 0.01	0.52	[36701] -0.00	[33638] -0.00
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
School SES Mean	0.37	[4840] -0.00	[4860] -0.01	0.10	[38345] 0.01	[36648] 0.00	0.09	[41357] 0.02	[41145] 0.02
		(0.03)	(0.03)		(0.01)	(0.01)		(0.02)	(0.01)
		[6869]	[7551]		[53428]	[46039]		[46618]	[38522]
Controls		No	Yes		No	Yes		No	Yes

Average Effect on Admitted Students

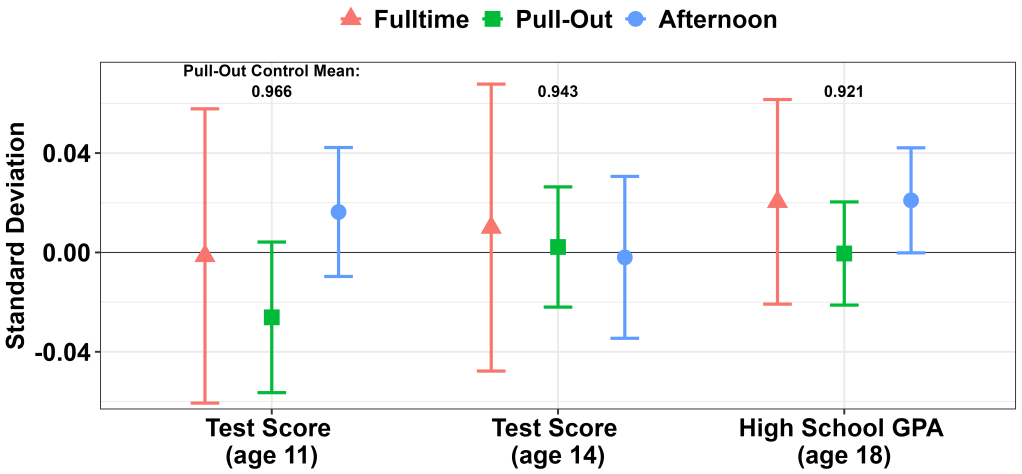
Younger Siblings



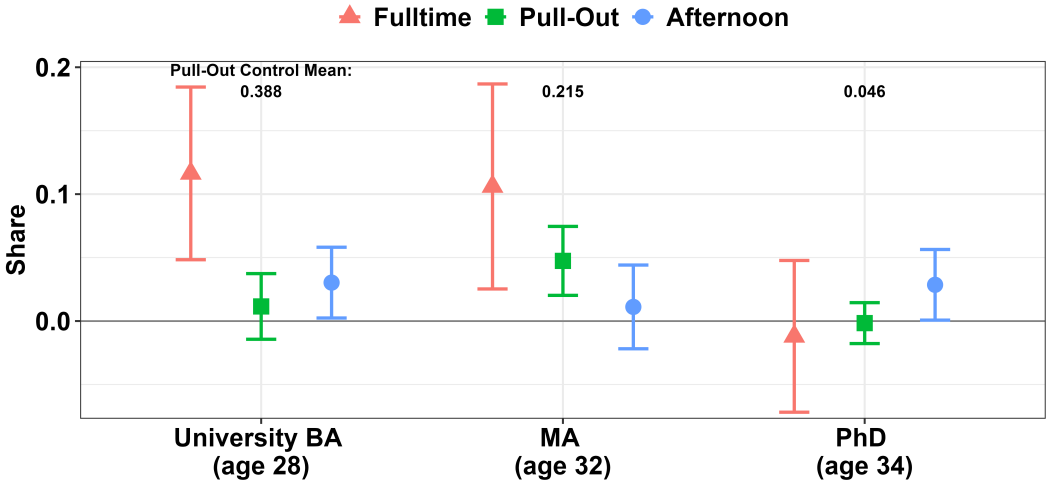
Confidence intervals at 90% levels.

Educational Outcomes

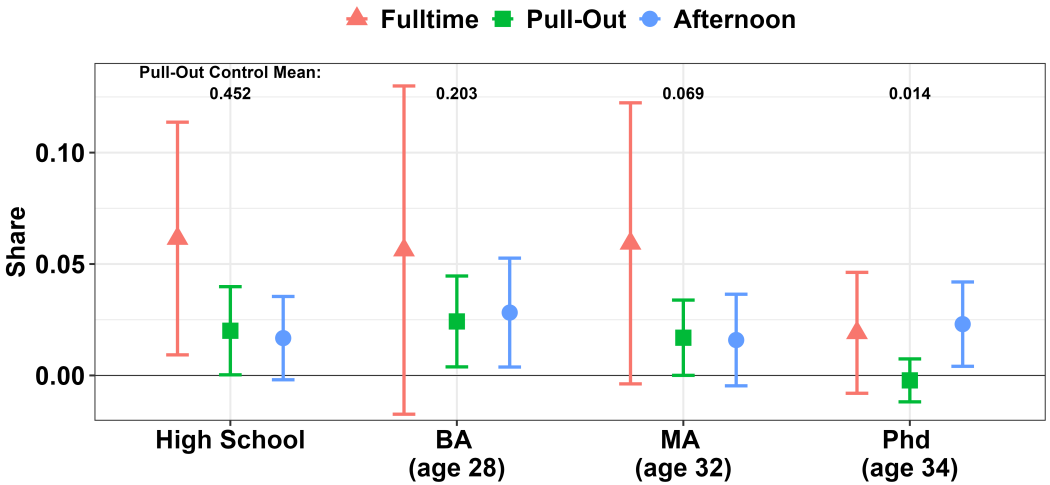
Short/Medium Term Effects



Positive Effects on Higher Education

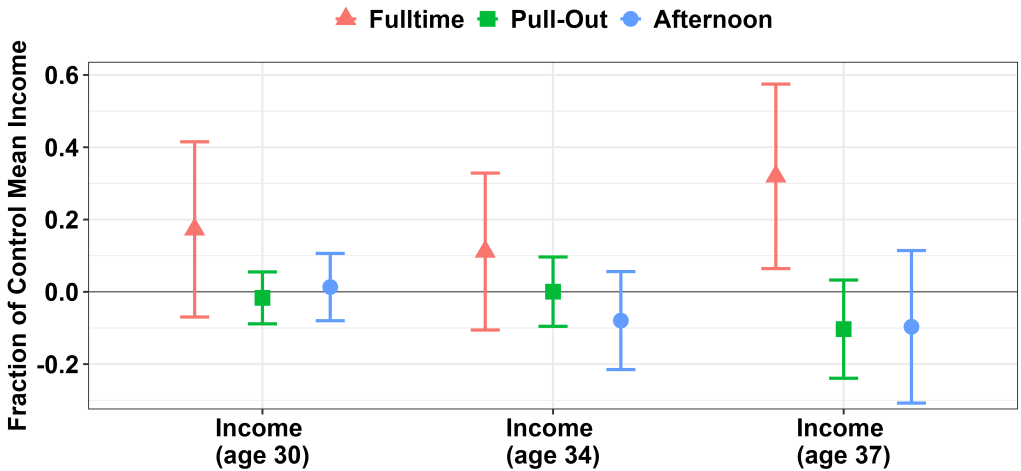


STEM Education Non-STEM



Income

Income (divided by control mean)



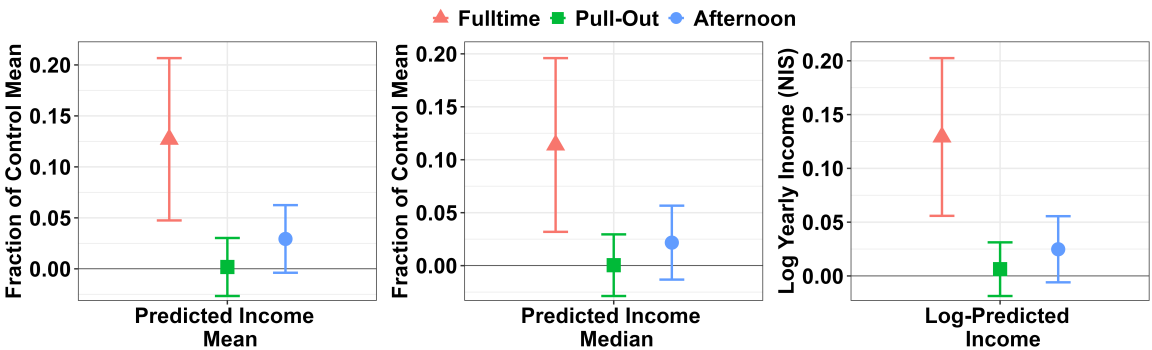
Log(Income + 1)

Income – Surrogate Index

Due to long military service and many years of education, age 37 might be too soon to observe income effects.

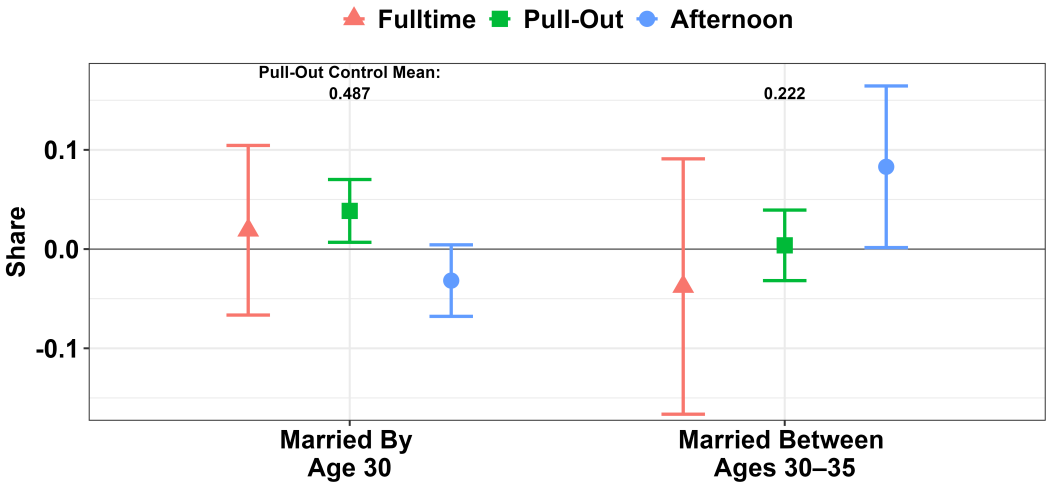
- We can perform a surrogate exercise based on earlier outcomes, such as degree institution and field.
- We can use the average income in the overall population by these degree type, to predict income at a later age - In progress
- For today, we will only use our data and predict income at 37 based on earlier degrees, and see similar patterns.

Predicted Income



Marriage

Marriage



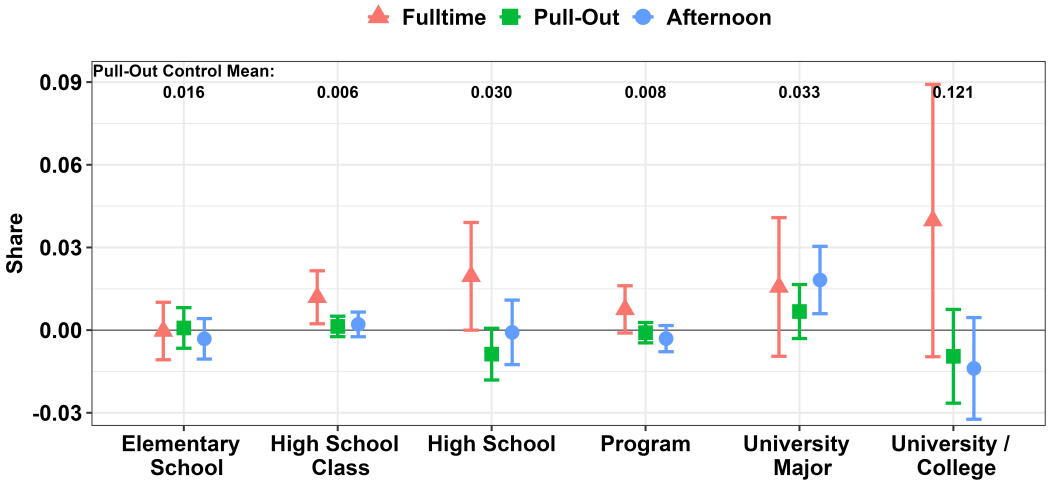
By Gender

Mechanisms

1. Admission puts you on a path to meet more people who you are likely to marry.
   - Some evidence, particularly for full-time boys.

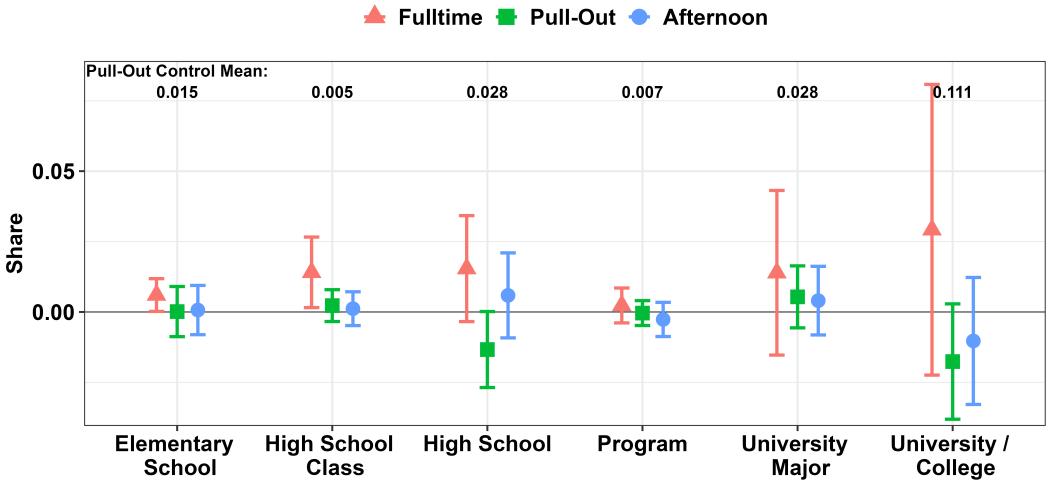
2. Programs develop skills that are helpful in the marriage market
   - Suggestive evidence for girls.

Married Someone From...



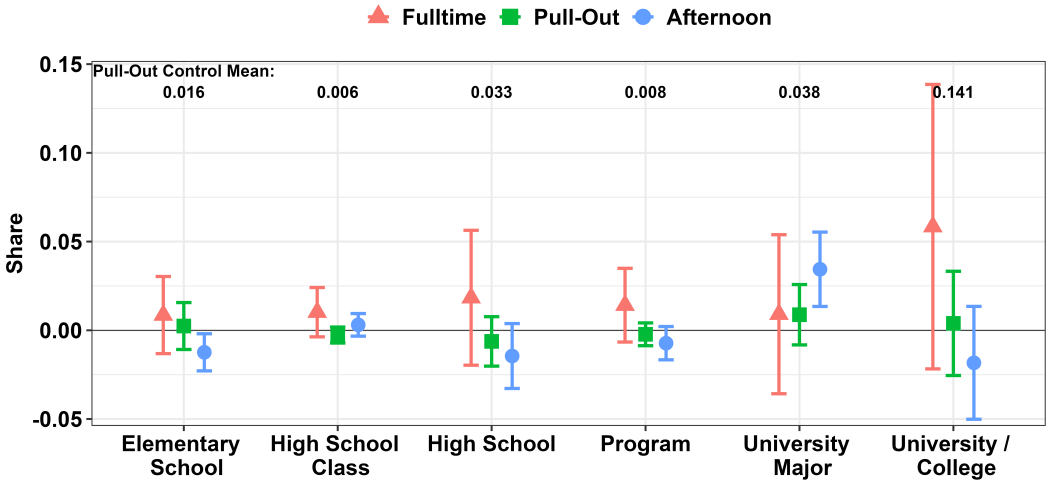
Ever married someone from that group, for individuals above the age of 25.

Boys - Married Someone From...



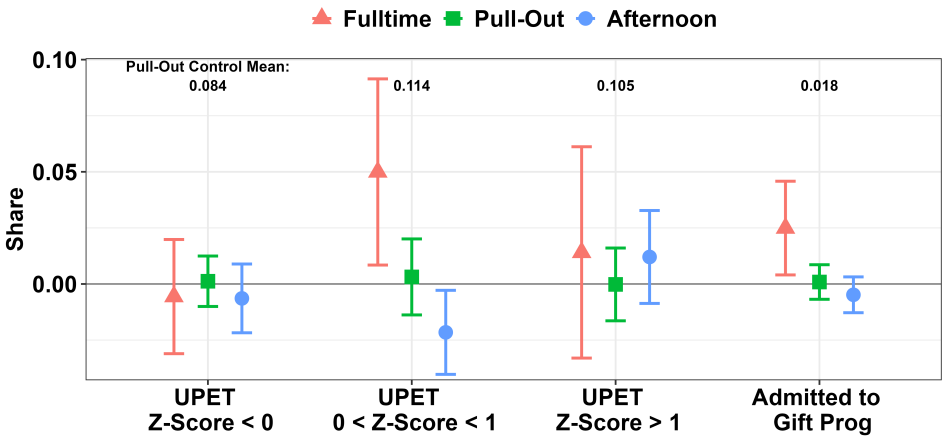
Ever married someone from that group, for individuals above the age of 25.

Girls - Married Someone From...



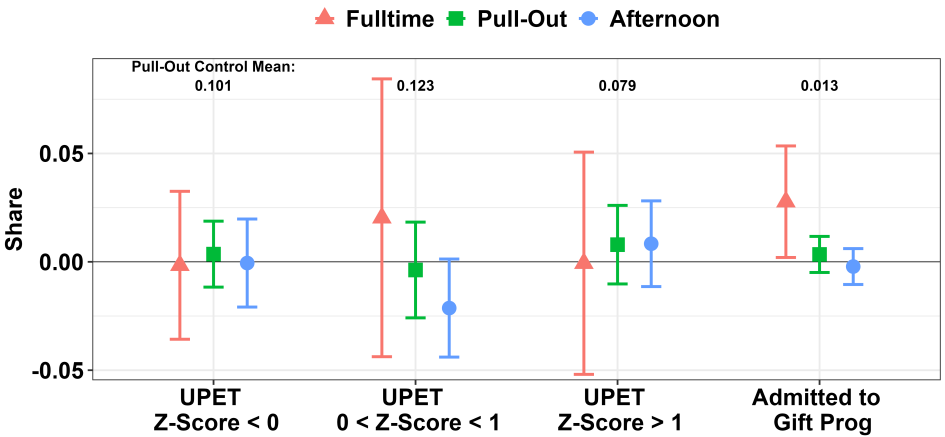
Ever married someone from that group, for individuals above the age of 25.

Marriage by Partner UPET

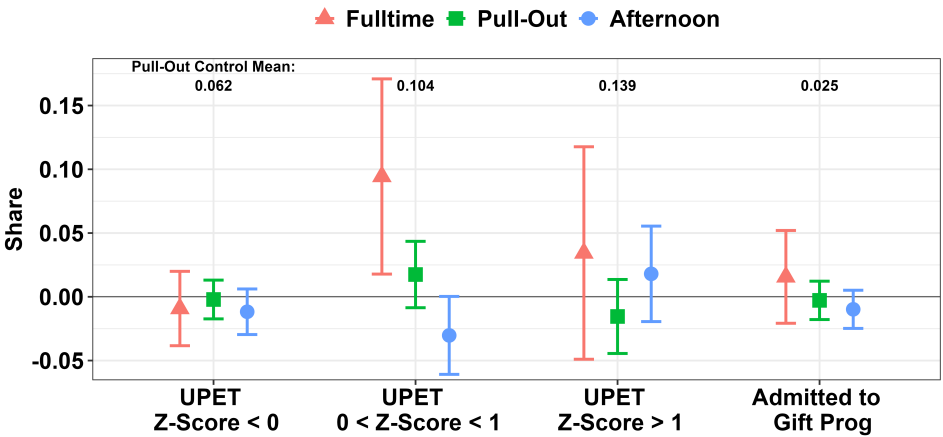


University psychometric entry test (UPET) - Israeli version of SAT, in standard deviation units.

Marriage by Partner UPET - Boys



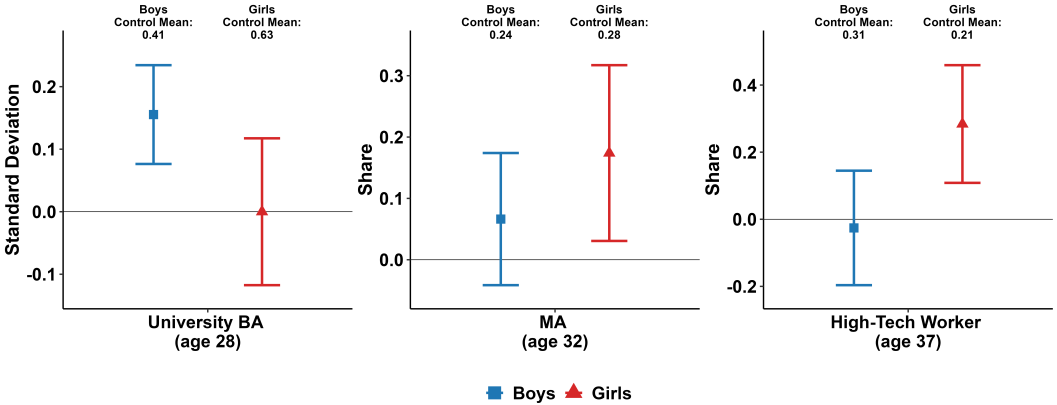
Marriage by Partner UPET - Girls



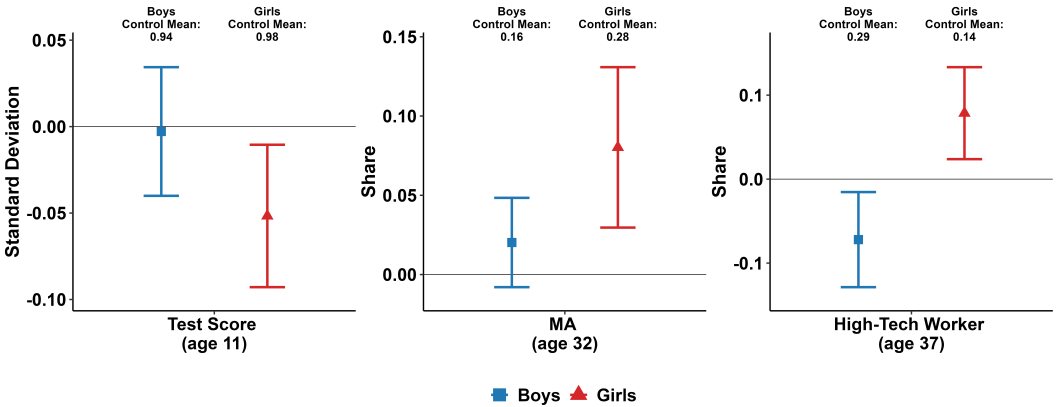
Heterogeneity

Gender

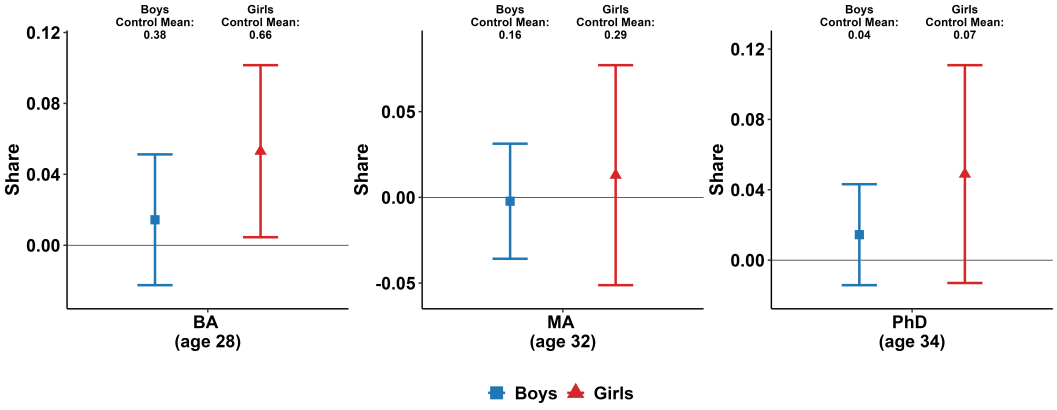
By Gender - Full-Time



By Gender - Pull-Out

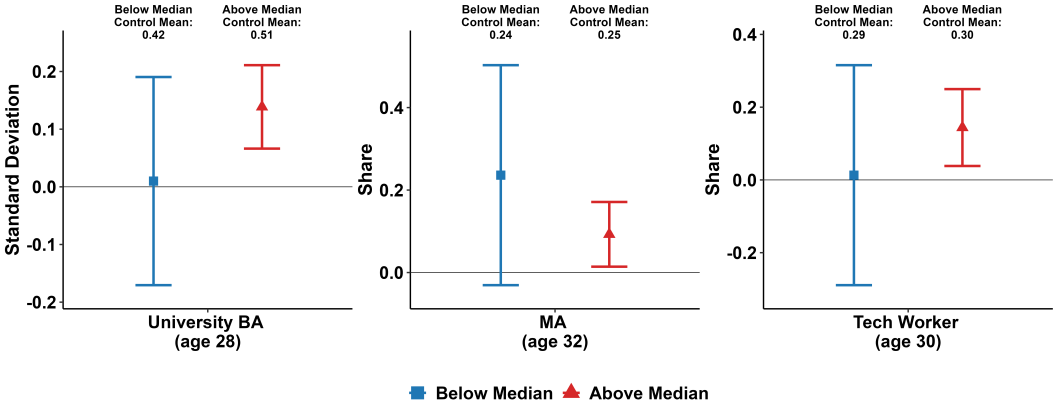


By Gender - Afternoon

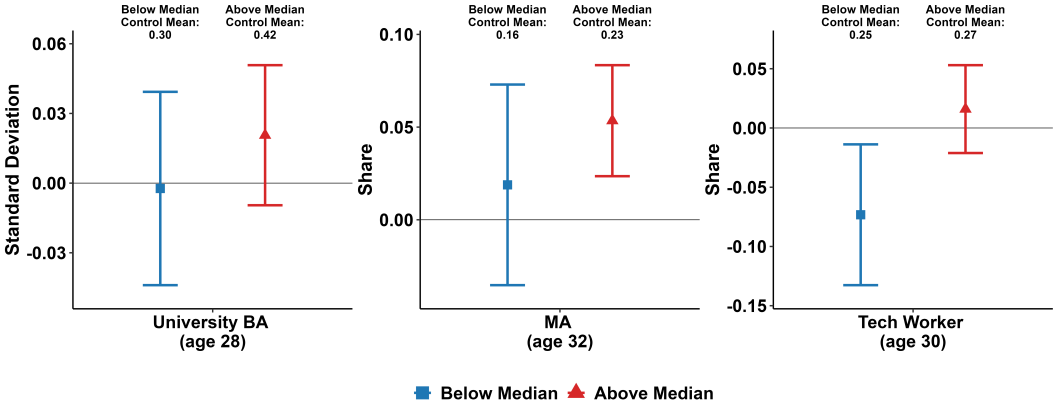


Socioeconomic Status

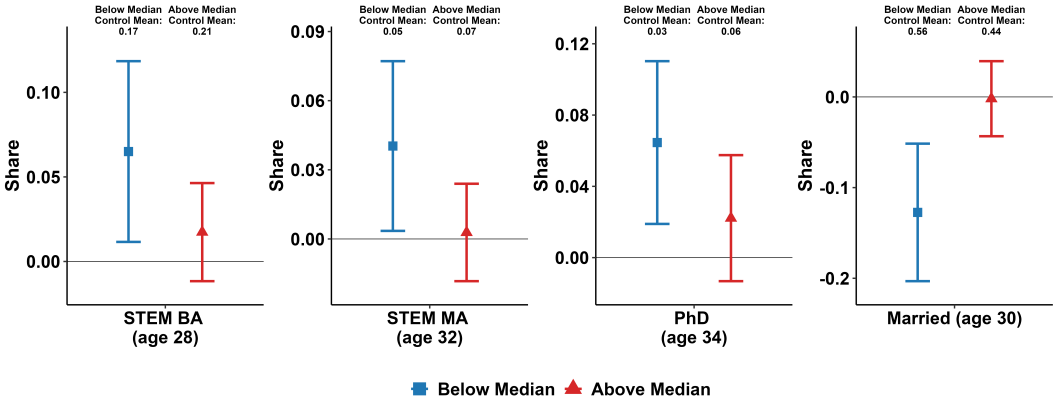
By SES - Full-Time



By SES - Pull-Out



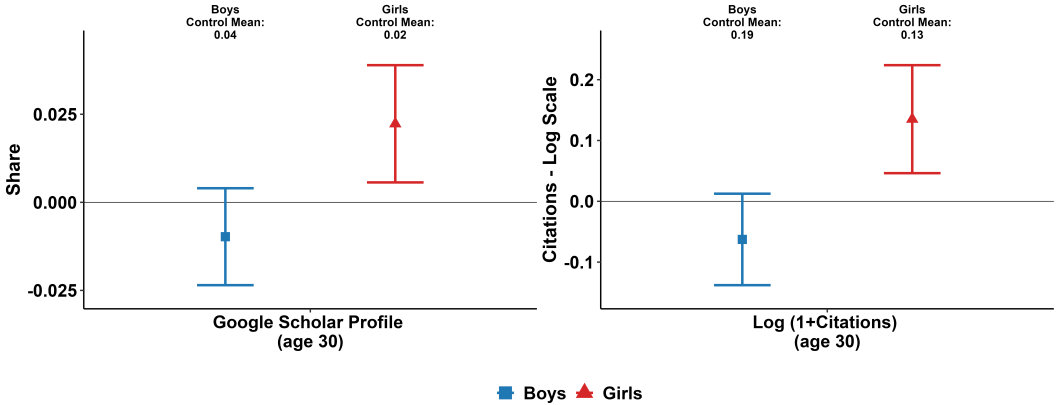
By SES - Afternoon



Externalities

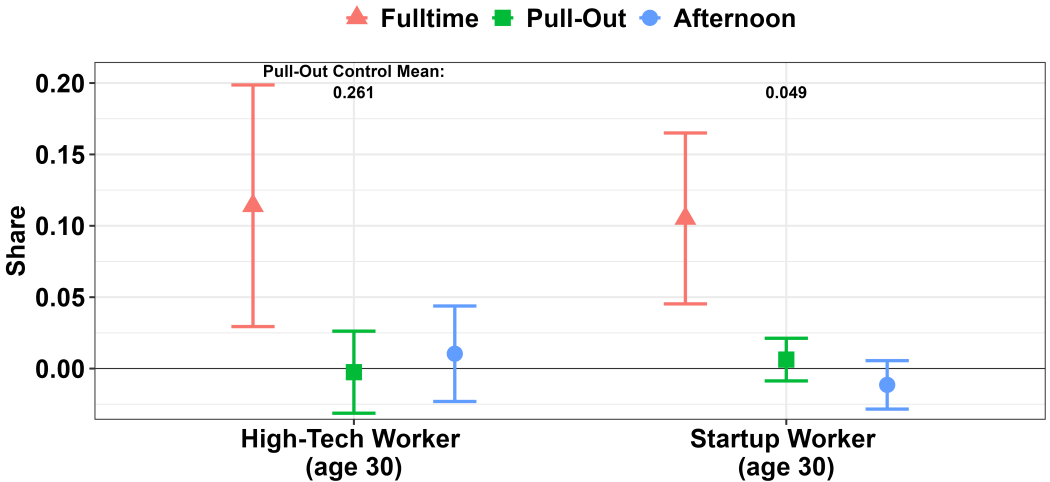
Developing Ideas

Google Scholar - Pull-Out



No effect in Full-time or afternoon programs.

Tech Worker



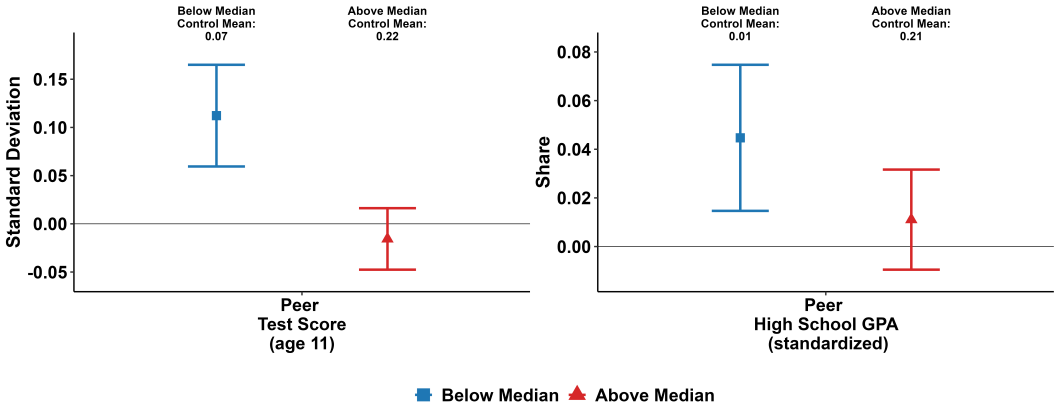
Heterogeneity | Older ages (not significant)

Spillover to Classmates

No substantial negative effects on classmates

	Full-Time			Pull-Out			Afternoon		
Outcome	Control Mean	(1)	(2)	Control Mean	(3)	(4)	Control Mean	(5)	(6)
Peer Test Score 5 (std)	0.30	-0.00	0.00	0.15	-0.00	-0.01	0.17	0.01	0.01
		(0.04)	(0.03)		(0.02)	(0.02)		(0.02)	(0.02)
		[3441]	[3550]		[19050]	[19540]		[21988]	[21615]
Peer High School GPA (std)	0.31	-0.02	-0.02	0.16	0.00	-0.01	0.14	0.01	0.02
		(0.03)	(0.02)		(0.01)	(0.01)		(0.02)	(0.01)
		[5712]	[6144]		[41342]	[44185]		[41128]	[35868]
Peer High School Credits	21.53	-0.08	-0.10	21.01	0.11	0.03	20.79	0.26	0.28
		(0.31)	(0.27)		(0.16)	(0.13)		(0.16)	(0.15)
		[5853]	[5008]		[39125]	[49720]		[33396]	[30890]
Peer Advanced Math	0.22	0.00	0.00	0.17	0.00	0.00	0.18	0.00	0.00
		(0.01)	(0.01)		(0.00)	(0.00)		(0.00)	(0.00)
		[6494]	[5353]		[33790]	[32267]		[39343]	[38421]
Peer MA	0.09	-0.00	-0.00	0.09	-0.01	-0.01	0.09	0.01	0.01
		(0.02)	(0.02)		(0.01)	(0.01)		(0.01)	(0.01)
		[602]	[626]		[6729]	[6773]		[5063]	[4558]
Peer Started PhD at 32	0.02	-0.00	-0.00	0.02	-0.00	-0.00	0.02	0.00	0.00
		(0.01)	(0.01)		(0.00)	(0.00)		(0.00)	(0.00)
		[525]	[491]		[6816]	[6749]		[5359]	[5343]
Controls		No	Yes		No	Yes		No	Yes

By SES - Afternoon - Peer



Conclusion

Overall, our findings support the arguments in favor of such programs.

- **Effective** Zero-negative short term effect turn into strong and positive long term effects
- **Promote Innovation** - scientific publication, employment in startup - In progress
- **Can improve mobility** Women and low SES students are underrepresented. However, the effect on them is often stronger.
- **Increase Marriage Rates** where gifted students lag behind the general population. Possibly due to better socioemotional skills.
- **No negative peer effects** Reject substantial negative effects

Example of Schedule - Pull-Out - Third Grade

Back

Classsrom	C. 1	C. 2	C. 3	C. 4	C. 5	C. 6	C. 7	C. 8	C. 9	C. 10	C. 11
Unit 1 8:15-9:45	Numbers and games Veronica	Theater Neta	Food for the body and soul Efrat	The wonderful world of mathematics Gilad	Math from a different angle Jeff	The inventions that changed the world Yvonne	Art workshop following wall paintings Ruthie	The chemistry of everyday Michal	Dungeons and Dragons Ran	The wonderful numbers Liat	Animation Nurit
Snack 9:45-9:45											
Break 9:55-10:20											
Unit 2 10:20-11:40	Suns, comets and stars Meir P.	Numbers and games Veronica	``Fantastic Beasts and Where to Find Them'' ecology Dana	Food for the body and soul Efrat	The soul bird Judith	Animation Nurit	Dungeons and Dragons Ran	Art workshop following wall paintings Ruthie	Math from a different angle Jeff	Mechanics and chain reactions Joseph	Tactical-strategic games Meir T.
Break 11:40-12:00											
Unit 3 12:00-13:30	Theater Neta	Suns, comets and stars Meir P.	The wonderful world of mathematics Gilad	``Fantastic Beasts and Where to Find Them'' ecology discusses	The inventions that changed the world Yvonne	Mechanics and chain reactions Joseph	The chemistry of everyday Michal	Tactical-strategic games Meir T.	"Folded world" Esther	The soul bird Judith	The wonderful numbers Liat

Summary Stats Table - 1978–2008 Cohorts

Back

Outcome	Not Tested	Tested, Not Admitted	Afternoon	Pull-Out	Full-Time
Test Score Grade 5 (standardized)	-0.003	0.657	0.912	1.044	1.095
	(0.796)	(0.529)	(0.434)	(0.381)	(0.323)
	[411,182]	[62,401]	[11,772]	[9,021]	[1,218]
High School GPA (standardized)	0.070	0.619	0.905	1.101	1.229
	(0.906)	(0.720)	(0.602)	(0.515)	(0.433)
	[1,292,760]	[145,072]	[23,009]	[20,901]	[2,725]
BA by 28	0.239	0.421	0.519	0.529	0.669
	(0.427)	(0.494)	(0.500)	(0.499)	(0.471)
	[1,215,264]	[82,897]	[7,604]	[10,172]	[1,364]
MA by 32	0.084	0.164	0.231	0.251	0.341
	(0.277)	(0.371)	(0.422)	(0.433)	(0.474)
	[945,159]	[51,313]	[4,666]	[6,556]	[765]
PhD by 34	0.009	0.027	0.066	0.061	0.100
	(0.096)	(0.163)	(0.248)	(0.239)	(0.300)
	[806,711]	[34,409]	[3,228]	[4,849]	[693]

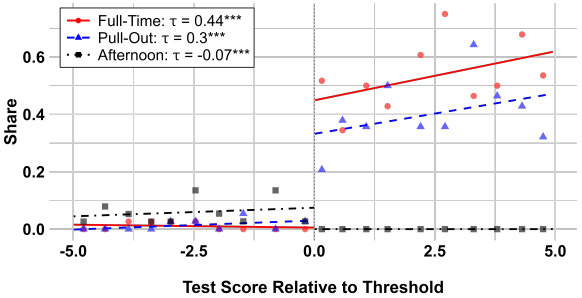
Summary Stats Table - 1978–2008 Cohorts

Back

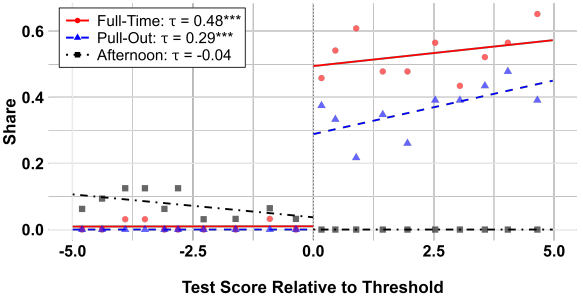
Outcome	Not Tested	Tested, Not Admitted	Afternoon	Pull-Out	Full-Time
Age by 2020	26.997	23.493	20.406	22.754	22.327
	(9.008)	(7.483)	(6.936)	(8.025)	(8.041)
	[2,201,775]	[206,668]	[36,053]	[29,952]	[4,139]
Married by 25	0.220	0.162	0.117	0.149	0.041
	(0.415)	(0.368)	(0.322)	(0.356)	(0.199)
	[1,229,714]	[89,765]	[8,255]	[10,955]	[1,497]
Married by 30	0.560	0.513	0.446	0.478	0.384
	(0.496)	(0.500)	(0.497)	(0.500)	(0.487)
	[912,117]	[50,663]	[4,608]	[6,454]	[755]
Number of Children by 25	0.220	0.124	0.080	0.113	0.011
	(0.608)	(0.458)	(0.371)	(0.439)	(0.143)
	[1,280,569]	[91,042]	[8,360]	[11,107]	[1,515]
Number of Children by 30	0.854	0.661	0.489	0.593	0.248
	(1.169)	(1.058)	(0.937)	(1.042)	(0.582)
	[945,177]	[51,341]	[4,669]	[6,558]	[766]

Participation - Gender Heterogeneity - Full-Time

Back

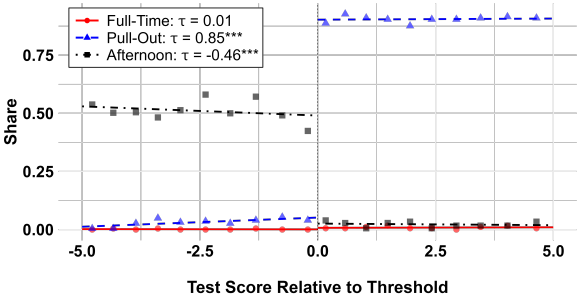


Boys

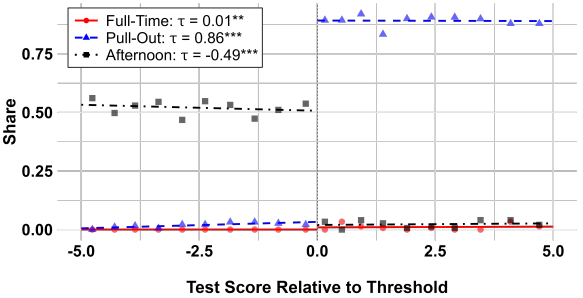


Girls

Participation - Gender Heterogeneity - Pull-Out

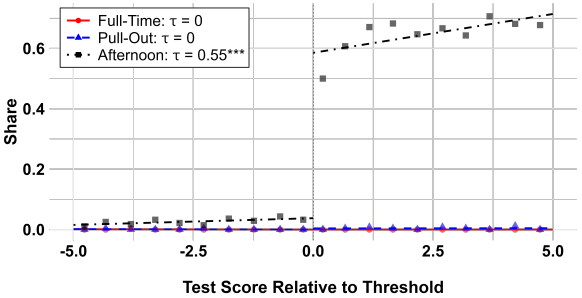


Boys

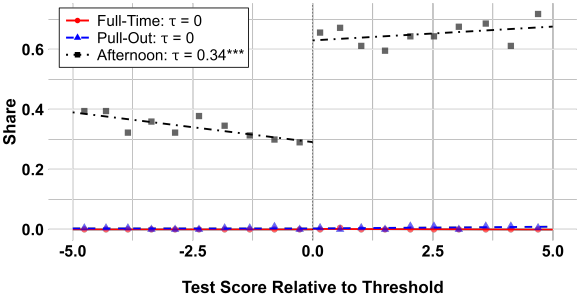


Girls

Participation - Gender Heterogeneity - Afternoon



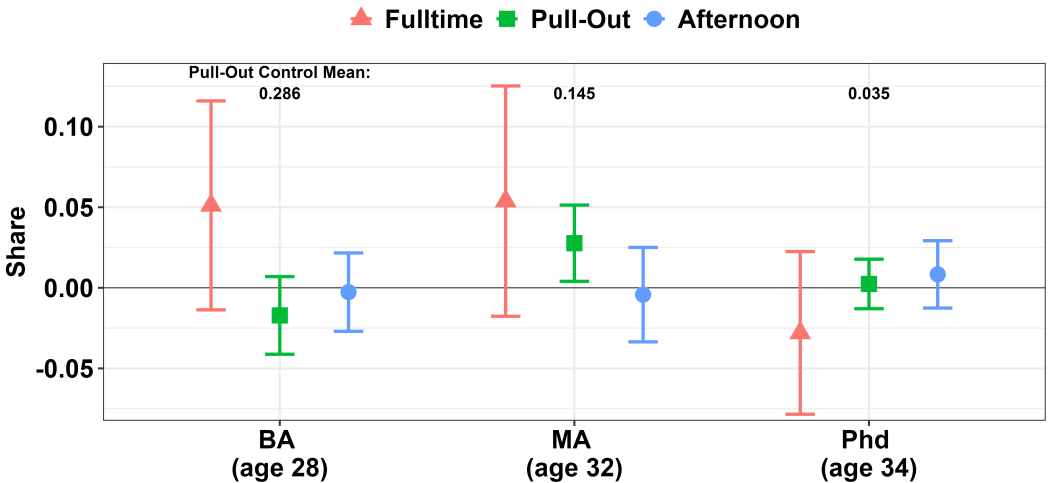
Boys



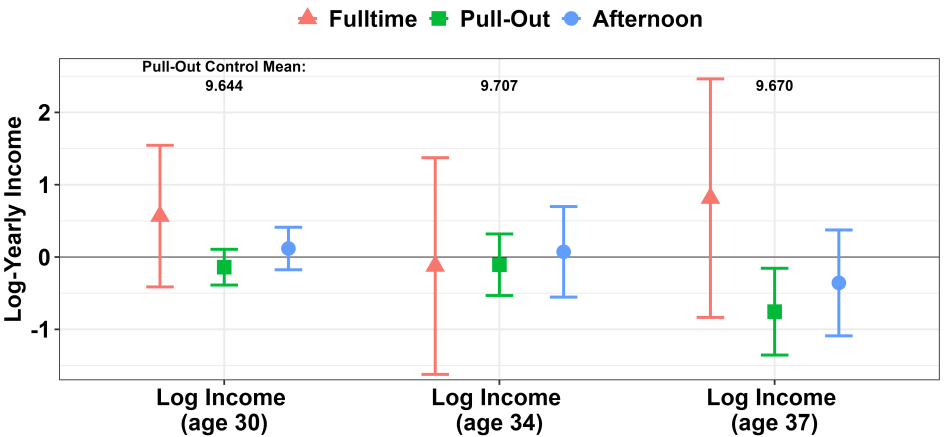
Girls

Non-STEM Education

Back

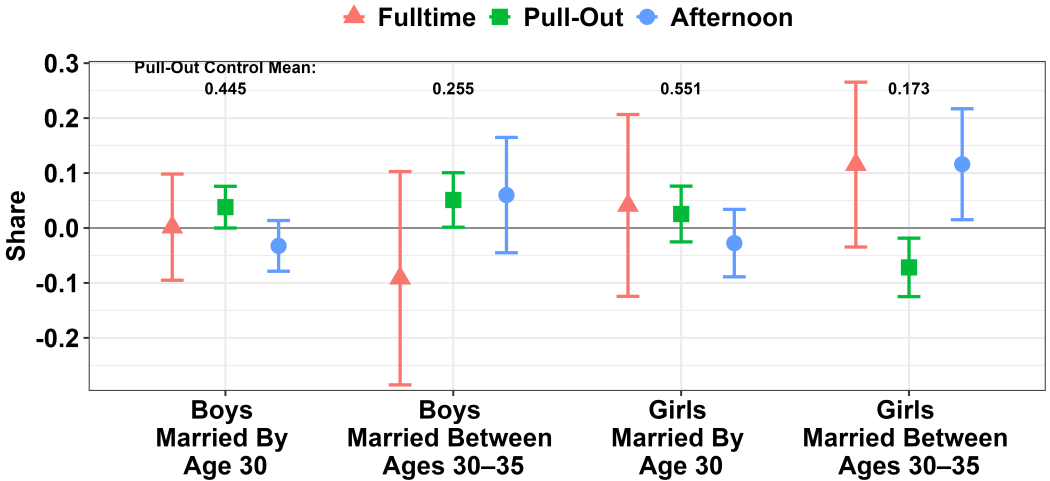


Log(Income+1) Back



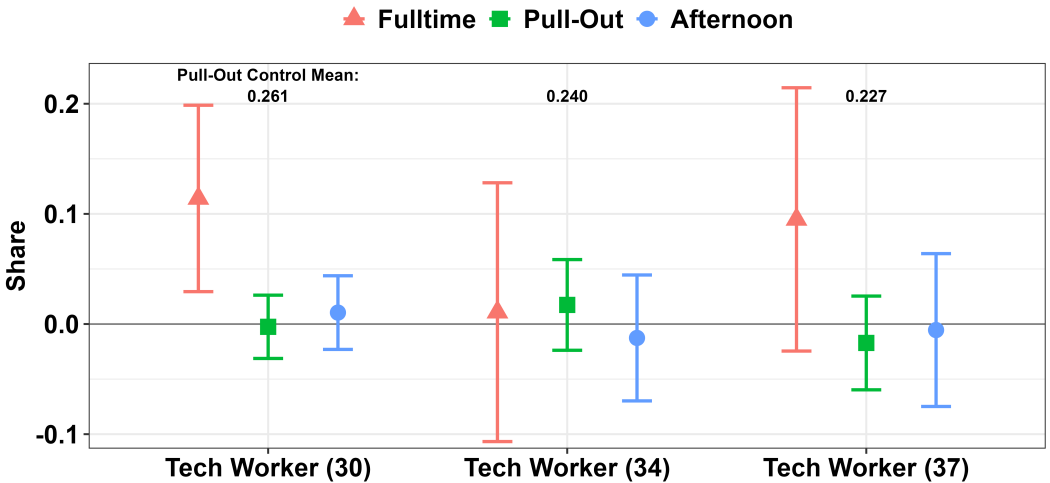
Marriage by Gender

Back

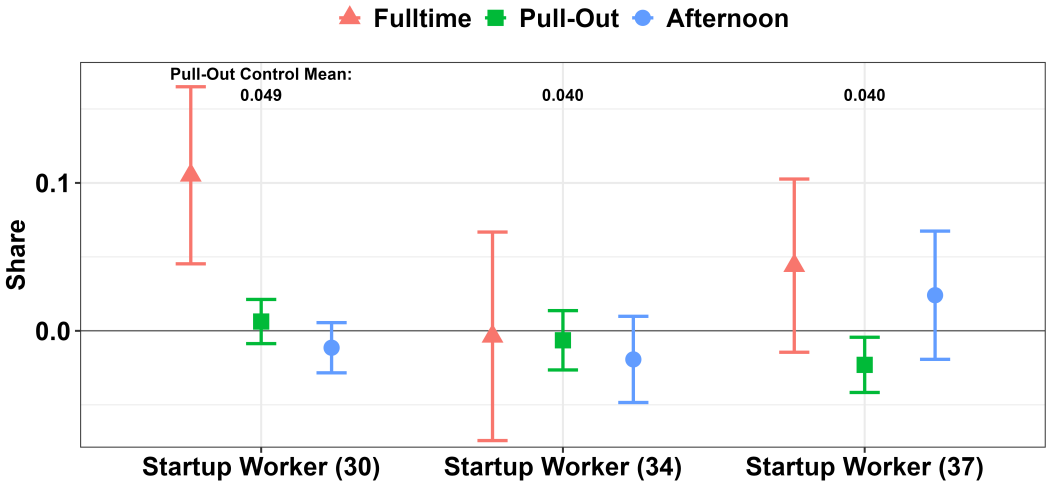


Tech Worker

Back



Startup Worker Back



Tech Worker Heterogeneity

Back

