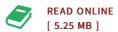




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focuses on commonly-used designs in education research to test intervention effects on student test
scores. The main conclusion is that three to four times larger samples are typically required under
RD than experimental clustered designs to produce impacts with the same level of statistical
precision. Thus, the viability of using RD designs for new impact evaluations of educational
interventions may be limited, and will depend on the point of treatment assignment, the availability
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