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Class Size and the Early Years of Schooling: Evidence From a Randomized Trial

C. M. Adams and P. Ruiz

Abstract

This fictional randomized trial assigned students in kindergarten to Grade 3 to small or regular classes. The overall effect was small but positive.

Introduction

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Method

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Design and Main Result

Seventy-nine classes from kindergarten to Grade 3 were randomly assigned to small (15 students) or regular (24 students) size. Across these grades, the overall effect of small classes on achievement was small (d = 0.12).

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