

Does the timing of the final test in primary school affect educational outcomes of migrant children?

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This paper evaluates whether educational outcomes of first-generation non-Western migrant children changed relative to other groups after a policy change regarding the assignment of students to secondary school track levels. Using register data and a difference-in-differences methodology, we show that the policy change increased exit test scores of first-generation non-Western migrants relative to those of natives and second-generation migrants. We show that the reason for the relative increase in the test scores is that the test was held three months later than usual and that consequentially, immigrants had more time to catch up to the linguistic level of natives.