

Tracking students in secondary education : consequences for student performance and inequality

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Propositions
accompanying the dissertation

Tracking Students in Secondary Education

Consequences for Student Performance and Inequality

By Roxanne A. Korthals

1. The influence of parents on track placement can be restricted but never fully prevented by using test scores to select students into tracks. (Chapters 3 and 5)
2. The marginal student in the Netherlands is somewhat better off in the high track in secondary school than in the middle track. (Chapter 4)
3. Misallocation to a lower secondary school track does not necessary lead to worse long term outcomes for students. (Chapter 6)
4. Test scores for young students should be corrected for their relative age when one wants to compare results across students. (Chapter 6)
5. *Education is the silver bullet. Education is everything.* (Sam Seaborn, The West Wing, Season 1, Episode 18)
6. The versatility of economics, both in its methods as in its questions, makes economics such a wonderful science.
7. Even when some interesting questions are difficult to answer causally, this does not mean economists should not try.
8. All students, also those in economics, would benefit from a course in logic.
9. *Not everything that can be counted counts. Not everything that counts can be counted.* (William Bruce Cameron)
10. The design of an education system is best chosen behind a veil of ignorance. (In the style of John Rawls)