ECO 426 (Market Design) - Lecture 6

Ettore Damiano

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- Describing "preferences" of a school *s* by the students' exam scores in the school's category, *c_s*, one obtains an **associated college admissions**

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 - No waste: Whenever a student *i* prefers another school *s* to the one she is assigned to, school *s* has no empty slot.
 - **Pareto efficiency:** There is no assignment that makes no **student** worse off and some **student** better off.

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 Individual rationality + no justified envy + no waste coincide with a stability requirement

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- Proposition. A school placement matching is individually rational and eliminates waste and justified envy, if and only if it is stable in the associated college admission problem.

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 - is Pareto eficient; and
 - eliminates justified envy.
- no-waste and individual rationality follow from Pareto efficiency

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- run the serial dictatorship separately in each category
- if a student is assigned to more than one school, change her preferences so that all school worse than best assigned school are not acceptable
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- School choice programs were introduced to give family more flexibility and also introduce competition between schools (i.e. eliminating the "monopoly" of schools over students in their neighborhood)
- In school choice programs factors other than the students' place of residence are considered to determine school attendance eligibility

• Model:

Ettore Damiano ECO 426 (Market Design) - Lecture 6

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 - A set of **students**, *I*, with (strict) preferences over a set of **schools** *S*

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 - Process ends when all students have been assigned a school

• Problem:

Ettore Damiano ECO 426 (Market Design) - Lecture 6

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 - Would you list as top choice a very popular school where you have low priority?
 - Preference reporting as a "coordination game"

• NYC school choice:

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 - Student (about 90,000 high school students) submit up to five applications
 - Schools receive applications and either accept or wait-list applicants
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 - Students unassigned at the end of mechanism (about 30,000) are administratively assigned to a school.

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- Problem: Can be inefficient (same example as in school placement problem)

• How doe we address efficiency?

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• How doe we address efficiency? We can treat priorities as "owned" by students

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- Efficiency improvements come from "trading priorities"

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 - School boards did not like the idea of "trading priorities"
- Big improvement in outcomes over previous mechanisms
 - Number of students administratively matched in NYC dropped to 3,000 from 30,000 after change in mechanism

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- Pareto dominated by $(i_1, s_1)(i_2, s_3)(i_3, s_2)$

• How to break ties?

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- How to break ties?
 - single lottery (i.e one for all schools)

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 - NYC adopted a single lottery protocol
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 - Limits: SIC procedure is not strategy proof.

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