

Online Appendix

Priorities in School Choice: The case of the Boston mechanism in Barcelona

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Abstract

This online appendix accompanies our paper “Priorities in School Choice: The case of the Boston mechanism in Barcelona”. Section 1 provides a summary of the education system in Spain. Section 2 provides links to all relevant legislation and documentation mentioned in our paper. Section 3 provides the school application forms that are the source of the Barcelona primary school application data set used in our paper. Section 4 describes and illustrates the neighborhoods for public schools before 2007.

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1 Relevant features of the education system in Spain

In Spain all children age 3 and above have the universal access to a seat in the public system. This right started in 1990 with the recognition of preschool education in the national law Ley Orgánica de Ordenación General del Sistema Educativo (LOGSE). This has been developed further since then. Preschool education is divided into two stages: the first one (0-3) and the second one (3-6), which is appended to primary schools. Most schools include both preschool (3-6 years old) and primary school (from 6 years old on). The LOGSE in 1990 established that in order to universally incorporate 3-year-old children into the public system, primary schools in the public system should expand and include preschool. In fact, public childcare centers that offer care for children under 3 do not offer care for older children, and the supply of care is limited.

Educational policies in Spain are determined at three levels: national, regional, and municipal. In the case of the city of Barcelona, whose region is Catalonia, the regional government is called the *Generalitat de Catalunya*, and the municipal government is called the *Ajuntament de Barcelona*. Together they form the *Consorti d'Educació de Barcelona*, which deals with the management of public education in Barcelona.

In Spain, families have the right to choose their children's school. This was first established in the 1985 national law called Ley Orgánica reguladora del Derecho a la Educación (LODE). Further developments on the application process, the allocation algorithm, and priorities for the region of Catalonia are developed in decrees; the relevant decrees for our period of study are 252/2004 (for the years 2005 and 2006) and 75/2007 (from 2007 until 2010). Finally, further details on the exact weights of the established priorities are provided every year (even if there are no changes) under resolutions from the regional educational ministry. The relevant ones for our period of study are EDC/712/2005, EDC/449/2006, EDU/904/2007, EDU/349/2008, EDU/553/2009 and EDU/107/2010. All these laws are available in the section 2 of this appendix.

2 Education laws relevant for Barcelona

Relevant laws for our paper can be found online at <http://www.maiague11.com/SchoolsBCN/EducationLaws.zip>, which contains the following files:

- LODE1985.pdf: 1985 national law called LODE (Ley Orgánica reguladora del Derecho a la Educación)
- LOGSE1990.pdf: 1990 national law called LOGSE (Ley Orgánica de Ordenación General del Sistema Educativo)
- Decree_252_2004.pdf: 2004 regional decree (number 252)
- EDC_712_2005.pdf: 2005 regional resolution (number 712)
- EDC_449_2006.pdf: 2006 regional resolution (number 449)
- Decree_75_2007.pdf: 2007 regional decree (number 75)
- DOGC_4850_27032007.pdf: 2007 regional edict (number 4850)
- EDU_904_2007.pdf: 2007 regional resolution (number 904)
- EDU_349_2008.pdf: 2008 regional resolution (number 349)
- EDU_553_2009.pdf: 2009 regional resolution (number 553)
- EDU_107_2010.pdf: 2010 regional resolution (number 107)

3 School application forms

School application forms for the years 2006 and 2007 can be found online at <http://www.maiaguell.com/SchoolsBCN/ApplicationForms.zip>, which contains the following files:

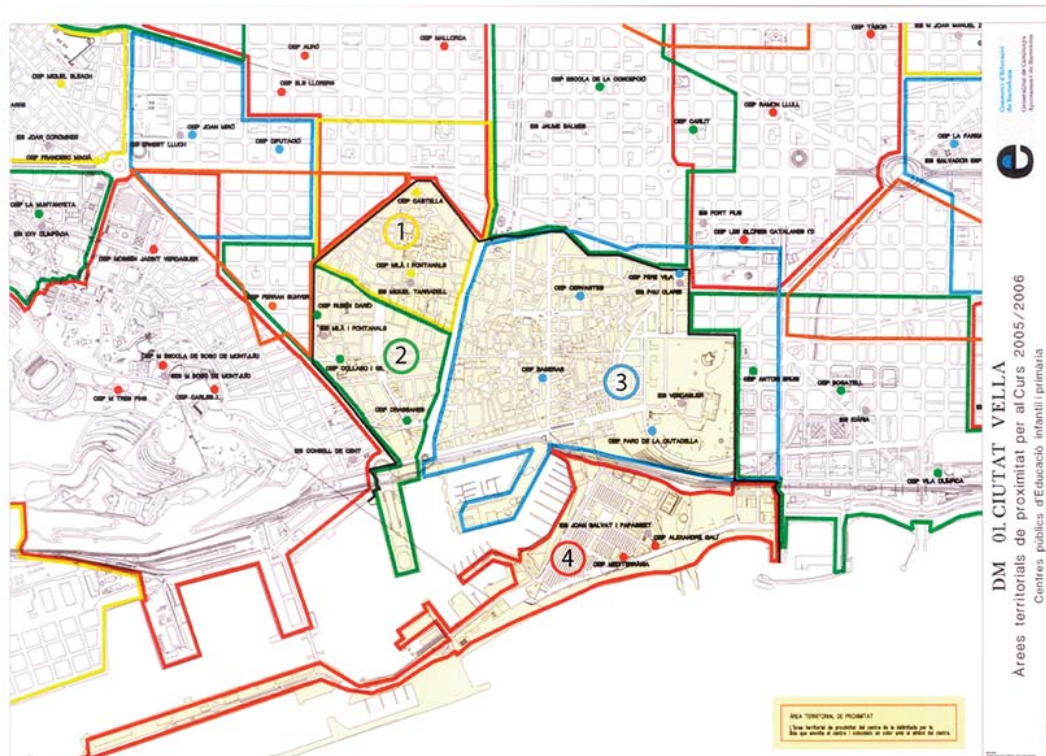
- Form2006.pdf: school application form for the academic year 2006-2007
- Form2007.pdf: school application form for the academic year 2007-2008

Please note that these forms are for the second stage of preschool (starting at age 3), as well as primary and secondary education.

4 Appendix: Neighborhoods before 2007

As explained in Section 3.1 of our paper, before 2007, the city was divided into *fixed* neighborhoods. For semi-public schools, the neighborhood coincided with the administrative district (see Figure 1 in our paper). For public schools, the neighborhood was a smaller area within the administrative district.

An example will be useful. For instance, consider the administrative district 1 in Figure 1 in our paper. Figure 1 plots the neighborhoods within administrative district 1 (as well as some parts of the adjacent districts). As can be seen within administrative district 1, there are 4 neighborhoods marked with numbers 1 to 4 (and colored yellow, green, light blue, and red). The schools within each neighborhood are marked as dots (in the same color as the neighborhood).



Online Appendix Figure 1: Neighborhoods within administrative district 1

Notes: Primary schools of each neighborhood are the colored dots (colored with the same color as the neighborhood). Schools colored gray are secondary schools. Source: Consorci d'Educació de Barcelona.

Since the amount of schools within a neighborhood could vary substantially for different neighborhoods, some neighborhoods were defined so they could overlap to compensate for the variation

in the density of schools. For instance, neighborhood number 3 in Figure 1 also includes some families near the border of the adjacent district. Families living in the overlapped areas would have priority in the schools of both areas. For the overall city, there were 52 different neighborhoods within the administrative districts. The maps for these neighborhoods are available upon request from the authors.