



Title: Property Value and (U.S.) Public School Districts

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Abstract:

Property value differs greatly, sometimes even within a few blocks. Hypothetically, public school districts could be drawn such that properties of high value are separated from properties of lower value. This would cause great disparity in the funding bases for different districts.

This paper details the history and significance of where someone lives and the impact it has on their education. It outlines a method of conducting research on districting maps, the maps that determine what school district a student is assigned to. The method can also be used to create a “good” districting, where the money spent per student does not vary too greatly between districts. The method aims to answer questions like: are the currently implemented school districts drawn in a way to purposely segregate rich and poor neighborhoods? How hard would it be to implement a districting map where districts are not segregated in such a way?

This paper goes on to explore the social implications and unexpected complications school redistricting may pose.