COLUMBUS CITY SCHOOLS

Columbus City Schools, OH
2025-26 Realignment Process
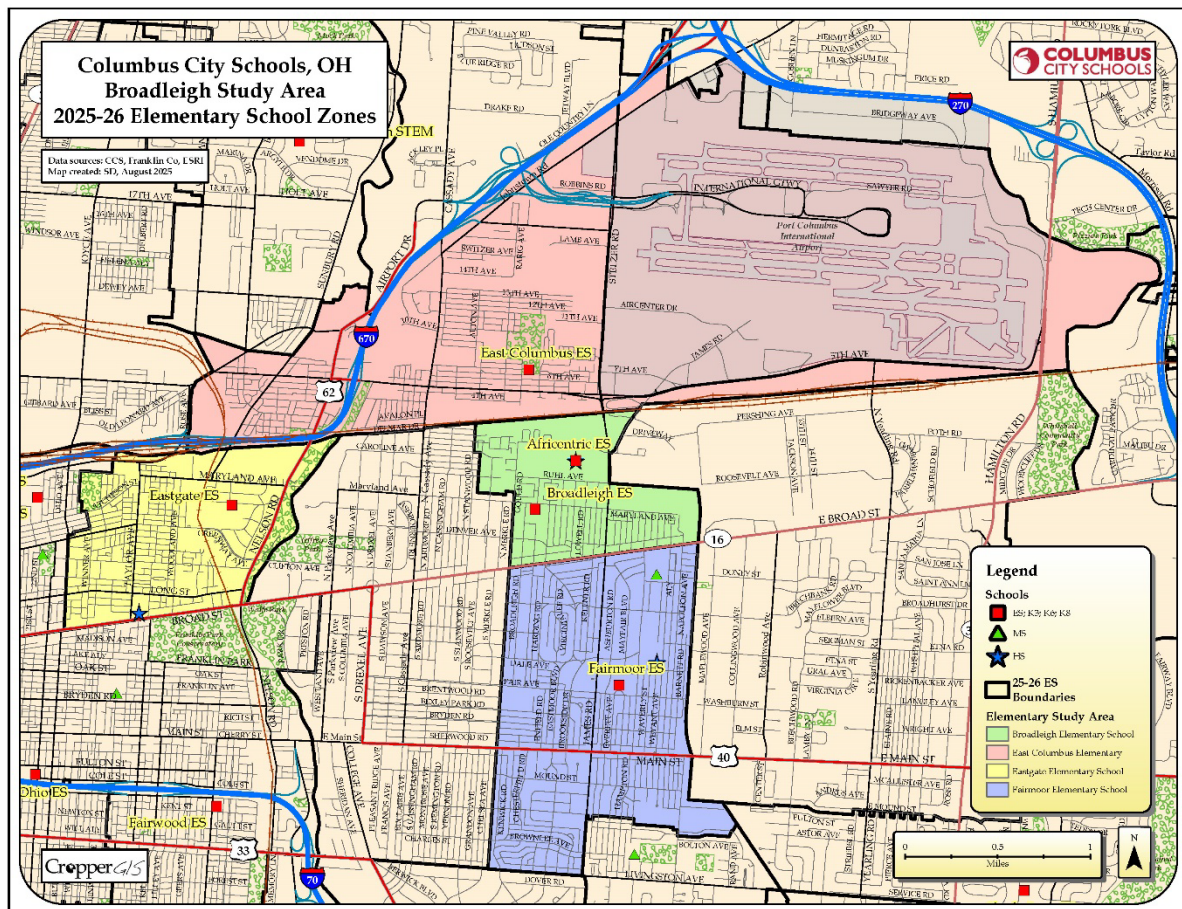
Background Report

Columbus City Schools, OH
Broadleigh Study Area
2025-26 Elementary School Zones

Data sources: CCS, Franklin Co, ESRI
Map created: SD, August 2025

Cropper GIS

Table of Contents

Cropper GIS

Background and Key Objectives

With the support of the Superintendent, Columbus City Schools is undertaking a realignment process to address imbalances in school utilization and enrollment, and to pro-actively account for future growth within the district. Columbus City Schools has begun a realignment process to meet the following key objectives:

- **Primary Objective:** Evaluate school attendance boundaries to ensure that building utilization is balanced while accounting for new residential growth within the district.
- **Secondary Objectives:** Ensure the district is maintaining equity in each building regarding ethnic and socioeconomic demographics. Middle school & high school attendance boundaries located in the Broadleigh ES area will also be evaluated in order to align feeder patterns.

The outcome of this realignment process will inform a realignment plan to be approved by the Superintendent, with implementation scheduled for the 2026–2027 school year. The Columbus City Schools realignment process is guided by the following core principles:

- Keeping students at the center of all decisions.
- Engaging our communities in genuine two-way conversations.
- Remaining adaptable, knowing that changes will be needed along the way.
- Acting with integrity—saying what we mean and doing what we say.
- Ensuring that our actions support long-term, sustainable success.

Schools within the study area that may be impacted include:

- Broadleigh Elementary School (closing)
- Eastgate Elementary School
- East Columbus Elementary School
- Fairmoor Elementary School
- Champion Middle School
- Johnson Park Middle School
- East High School
- Walnut Ridge High School

This background report was prepared to inform the internal planning team called together to lead this realignment process. This report will inform team members in two ways:

1. It will expand the extensive knowledge each team member already has of Columbus City Schools.
2. It will help team members share a message with the community that is consistent and accurate.

Columbus City Schools contracted Cropper GIS to facilitate this process. Cropper GIS has significant experience facilitating community-based realignment processes, having assisted school districts of all sizes in Maryland, Virginia, Georgia, Illinois, Indiana, Ohio, New York, and many other states.

The "GIS" in Cropper GIS stands for "geographic information systems." Geographic information systems consist of people, computer hardware, and software. GIS is designed to store, analyze, and output geographic data to support decision making. Maps are the most common GIS output. Because school attendance zones are geographic in nature, GIS is a powerful tool promoting efficient and effective decision making when conducting realignment processes.

Student Realignment Process Criteria

Cropper GIS has developed a body of criteria to guide this student realignment process. The following criteria are not listed in any order of importance and the recommended plan will be one that best adheres to these criteria as a whole as best as possible:

- **Balance school facility utilization –** Make every effort to have equitable utilization (where possible) across the district and in accordance with school capacities and funded allotment ratios in accordance with state law. Make efficient use of available space.
- **Account for future growth –** Allow for increasing attendance in high growth areas.
- **Close Proximity –** Students should be assigned to the school within the closest proximity to their homes where possible.
- **Maximize busing efficiencies in transportation of students –** Make every effort to account for transportation (school bus and car rider), parent commuting patterns, balance busing travel time, and costs.

- **Minimize impact on students –** Attempt to minimize the number of students impacted when making boundary adjustments.
- **Consider economic, cultural, and ethnic diversity –** Ensure schools are inclusionary and not adversely affected by realignment decisions.
- **Make every effort to establish contiguous zones –** Avoid creating zones that are not connected to the primary attendance zone, where possible.
- **Use major roads and natural boundaries wherever feasible to define attendance zones –** Minimize the number of students who need to cross major intersections and other barriers to maximize the safety and security of students and optimize transportation efficiency by containing bus routes within natural boundaries wherever possible to avoid traffic delays and late arrivals.

Student Realignment Process

While the rationale behind the student realignment process is presented in the Background section, it is important to reiterate that:
- This process is driven by a team of experts within the district but with extensive public participation.
- The process will be facilitated by an outside consultant.
- CCS staff will provide data and technical support to the internal planning team.
- Multiple forms of communication will be incorporated into the process.

This realignment process has four phases:

Phase 1. Data Collection
Phase 2. Data Analysis / Assimilation
Phase 3. Options Development
Phase 4. Internal Planning Team and Public Engagement

Phase 1. Data Collection

Data availability and quality are central to this student realignment process. Fortunately, Columbus City Schools and Franklin County GIS/planning offices have provided a comprehensive collection of system, city, and county data, including:

- A wide array of GIS data;
- Student enrollment data (historic and current);
- Current & planned school facility data;
- Pertinent System policies and procedures.

Data collection efforts have been underway through the summer, and information will continue to be collected throughout the realignment process if it is deemed useful. As the process proceeds, internal planning team and general public members will provide additional information as they bring their experience and perspectives to the process. The public will also provide valuable feedback at the public information meetings and via the community survey that will follow. Finally, CCS and Cropper GIS staff will provide data to the internal planning team upon request throughout the life of the process.

Phase 2. Data Analysis / Assimilation

Once data is collected, it is necessary to integrate it into GIS to enable quick and efficient analysis and options development. Data assimilation was completed quickly and efficiently because CCS already had some of the data in usable formats.

Phase 3. Options Development

To expedite the process and empower the internal planning team, the best approach is to begin with a series of baseline realignment options. These options will be developed with the realignment criteria in mind. Baseline options will be shared with the internal planning team during their second meeting. Once the options are presented the planning team may:

- Use or disregard the baseline options.
- Improve upon the baseline options.
- Develop new options from scratch.

Phase 4. Internal Planning Team

Noted in the timeline on page 4, the internal planning team will meet regularly from September 2025 through November 2025 to analyze data, review attendance zones, and develop zone options. At public information sessions September and October 2025, the work of the team will be shared, and community members will have an opportunity to discuss planning team work with staff and planning team members. Valuable information will also be gathered via a community survey that will take place after the October public information session. Superintendent action is expected to take place in January 2026.

Stakeholder Responsibilities

CCS seeks planning team and community engagement to achieve the key student realignment process objectives. The table below describes the roles and responsibilities of the stakeholders that will be involved in the student realignment process.

Outline of Stakeholder Responsibilities	
Consultant	• Schedule and facilitate internal planning team meetings and public advisory committee meetings. • Communicate updates with planning team, including updated handout and meeting schedule logistics. • Conduct public meetings to solicit feedback related to draft options that are under consideration. • Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption. • Coordinate and summarize online feedback received from general public, internal planning team, and public advisory committee.
Internal Planning Team	• Consists of key school district administrators including central office, transportation, planning, and school principals. • Group will work to review draft options that are being developed in preparation to share with the Superintendent and public. • Review input provided from the consultant, general public, and public advisory committee regarding draft options and continue to modify maps with a focus on the best solution for all students as a whole. • Share a realignment plan with the Superintendent
Public Advisory Committee	• Made up of public officials, parents, and business leaders in the CCS District area. • Reviews work of the internal planning team and provides direct feedback based on local knowledge of the district and the region. • Help the consultant and the internal planning team to prepare for the second public information session, where draft options will be presented to the public. • Will review public feedback after both public information sessions. • Members are charged with representing the Columbus City Schools community as a whole, not individual school zones or neighborhoods.
General Public	• Informed through website. • Invited to submit comments and input throughout the entire process. • Invited to participate in public information sessions (both virtual and in-person), and to provide input via surveys and online general feedback form.
Superintendent	• Charge internal planning team with its responsibilities. • Identify questions the planning team is expected to answer. • Advise staff and the process regarding policy related considerations.

Realignment Process Timeline

The following page presents the realignment process timeline. The timeline places a significant time commitment on student realignment process internal planning team members from September 2025 through November 2025. Internal planning team members are expected to:

- Meet at least a few times a month throughout the duration of the realignment process to analyze attendance zone options.
- Help facilitate two public information sessions by answering questions that the public may have about maps and statistics.

Timeline for Realignment Process

	June 2025	July 2025	Aug. 2025	Sept. 2025	Oct. 2025	Nov. 2025
Data Collection						
Data Analysis / Assimilation						
Baseline Options Development						
Internal Planning Team Work (1-2 meetings per month)						
Public Advisory Committee Meeting 1 - *Review Background Data, Objectives, and Fall Planning Logistics*				TBD		
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Realignment Objectives to Community. Web-based and On-site meeting.				9/3		
Public Information Session #2: Present DRAFT Realignment Options to General Public for Comment/Feedback. Web-based and On-site meeting to review options and q/a at end of session.					10/1	
Public Advisory Committee Meeting 2 - *Review DRAFT Options*				TBD		
Public Advisory Committee Meeting 3 - *Review Survey Feedback/Results, Final considerations regarding DRAFT Options*					TBD	
Finalize Realignment Plans						TBD

Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix B and are given brief analysis here. While this analysis is helpful, each planning team member is urged to closely analyze these maps and share their analysis with other planning team members. The local knowledge and personal insight that each planning team member brings to map analysis will add valuable perspective to this realignment process.
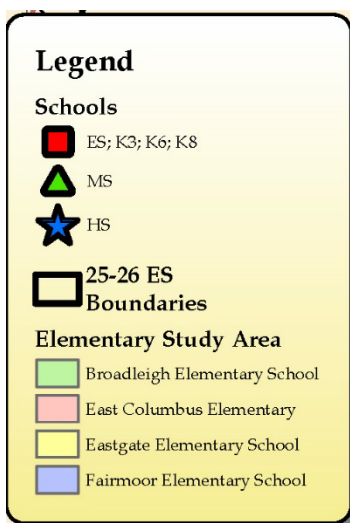
Mapping Conventions
When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.
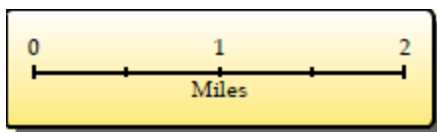
Each map will include a graphic scale bar to indicate distance between features. A graphic scale bar is very helpful to readers who download the background report and use a "zoom" function to examine a small area of a map in detail. Each map will also contain a North Arrow that will help the map viewers determine the direction.

Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies). In addition to school location symbology, the legend also shows the color of each individual zone in the map.

Legend

Schools
- ES; K3; K6; K8
- MS
- HS

25-26 ES Boundaries

Elementary Study Area
- Broadleigh Elementary School
- East Columbus Elementary
- Eastgate Elementary School
- Fairmoor Elementary School

Series 1: Current Zone Mapping

Columbus City Schools, OH, Elementary School Attendance Zones 2025-26

The image below depicts the current 2025-26 Columbus City Schools Elementary School Zones. Detailed maps for each grade cohort may be found in Appendix B.
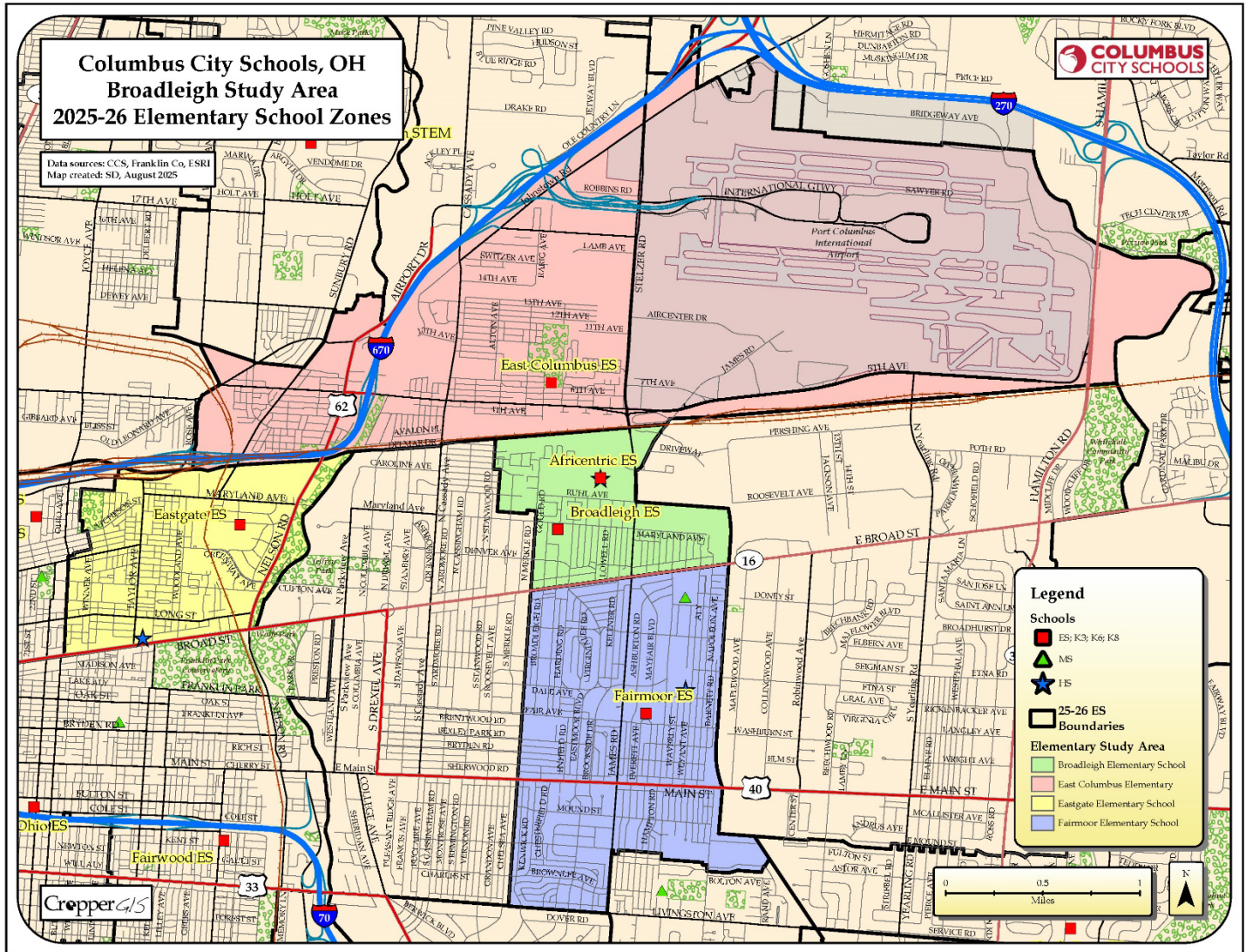
Series 2: Planning Block Mapping

Columbus City Schools, OH, 2024-25 Broadleigh Elementary Planning Block Mapping

Map Series 2, located in Appendix A, shows each elementary school zone within the Columbus City Schools District study area. The labels in the planning blocks depict both the planning block ID number (on top) and the number of K-5th grade students that live in the planning block and attend their zoned school (bottom).
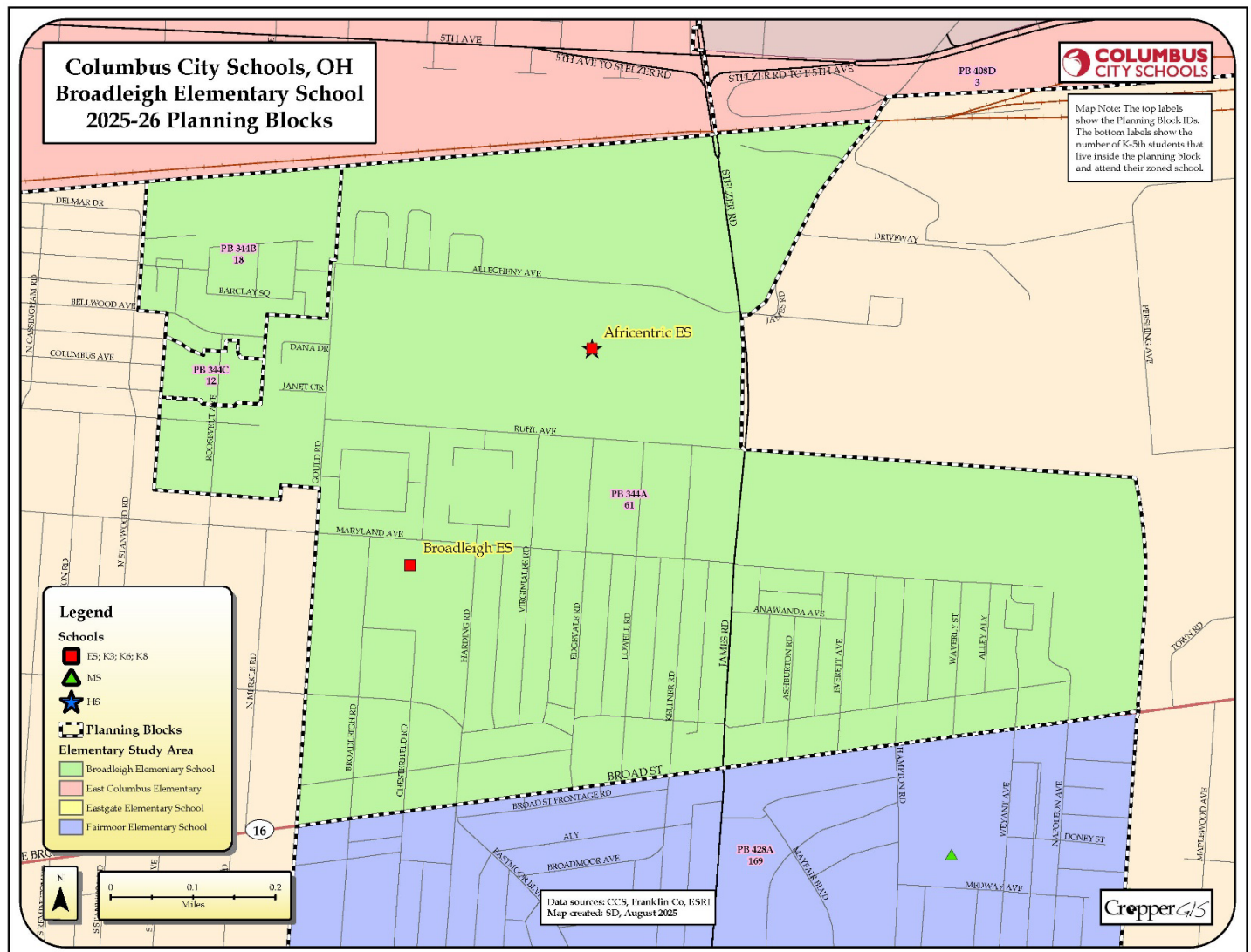
Online Mapping

In addition to the physical printed maps, Cropper GIS has also created an interactive online map service. This map service is available at:

https://croppermap.com/CCSOH/broadleigh/

Below are the basic components of this online mapping service for Columbus City Schools:

1. **Menu Options** Use these menus to interact with the map.

   • **View School Zones:** Use this menu to choose which school zone map to view.

   • **Zoom to School Zones:** Use this menu to zoom to a school zone.

   • **Legend:** This shows the active layers that are turned on within the map.

   • **Print:** Use this menu to format and print a map with a title.

2. **Find Address:** Use this to search for an address and to determine school options.

3. **Map Navigation**: This is used to zoom in & out. If your mouse has a scroll wheel this will also zoom in and out. If you click on the map screen and drag the mouse it will pan the map.

4. **Basemaps:** Use this dropdown list to determine which basemap to have on in the background.

5. **Home Button:** Click on   this button to zoom the map out to the district's full extent.

6. **GPS Location:** Click on this   to determine your current location.
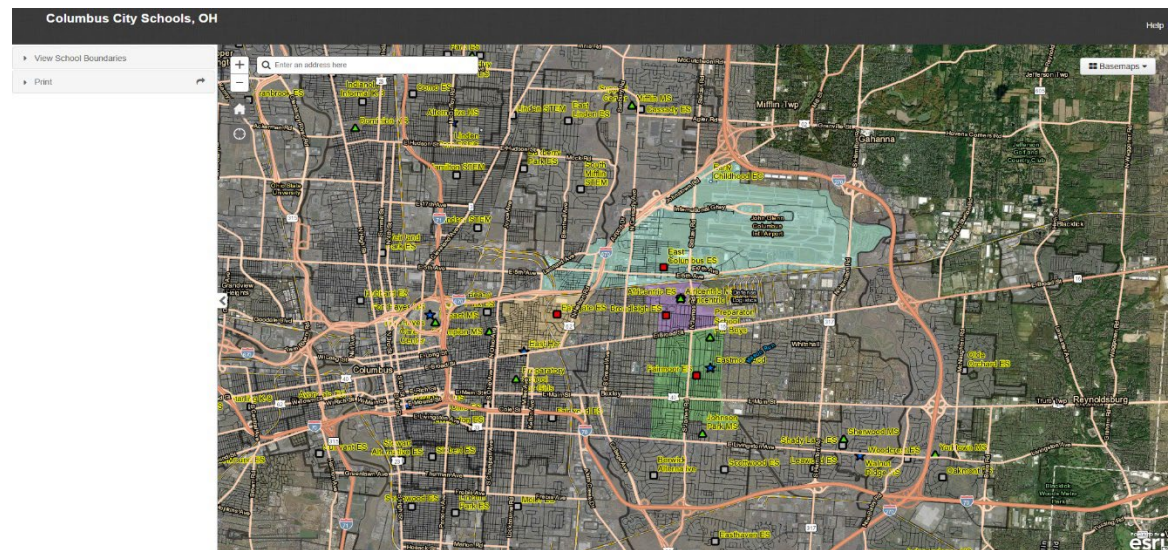
Columbus City Schools, OH
2025-26 Realignment Process

Appendix A: Live-Attend Analysis

Cropper GIS
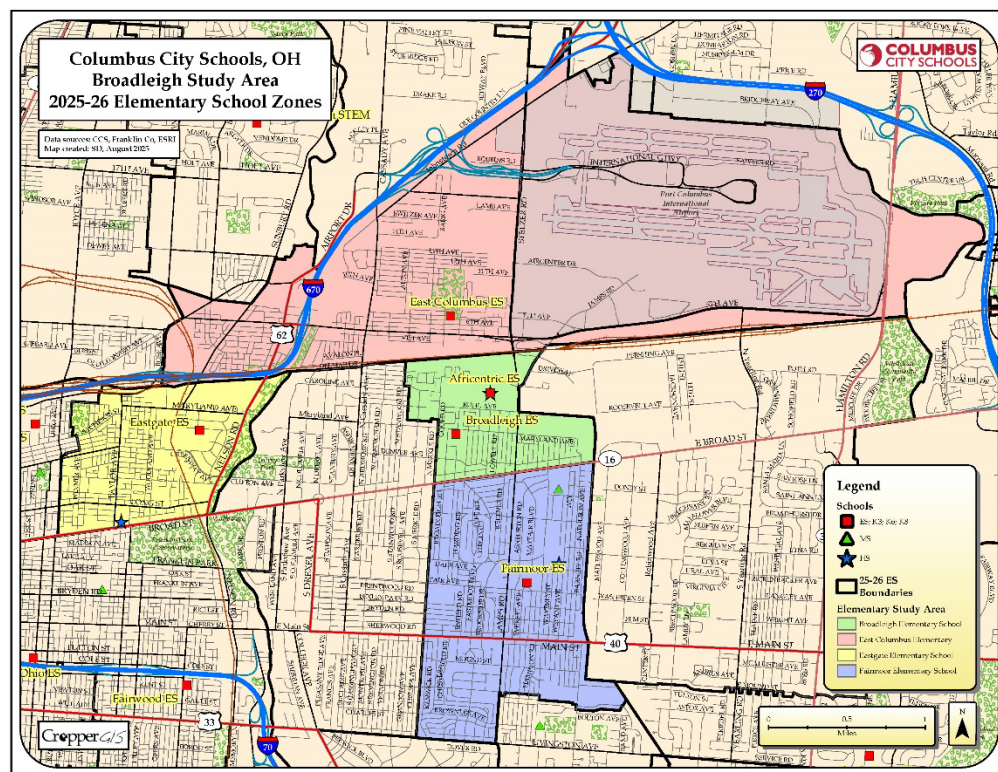
Appendix A: Live-Attend Analysis

Live Attend Matrix

The following tables display where students live and attend relative to school zones. The schools of attendance are listed on the left while the zones are listed on the top. This student data is from the September, 2025 Columbus City Schools student database.
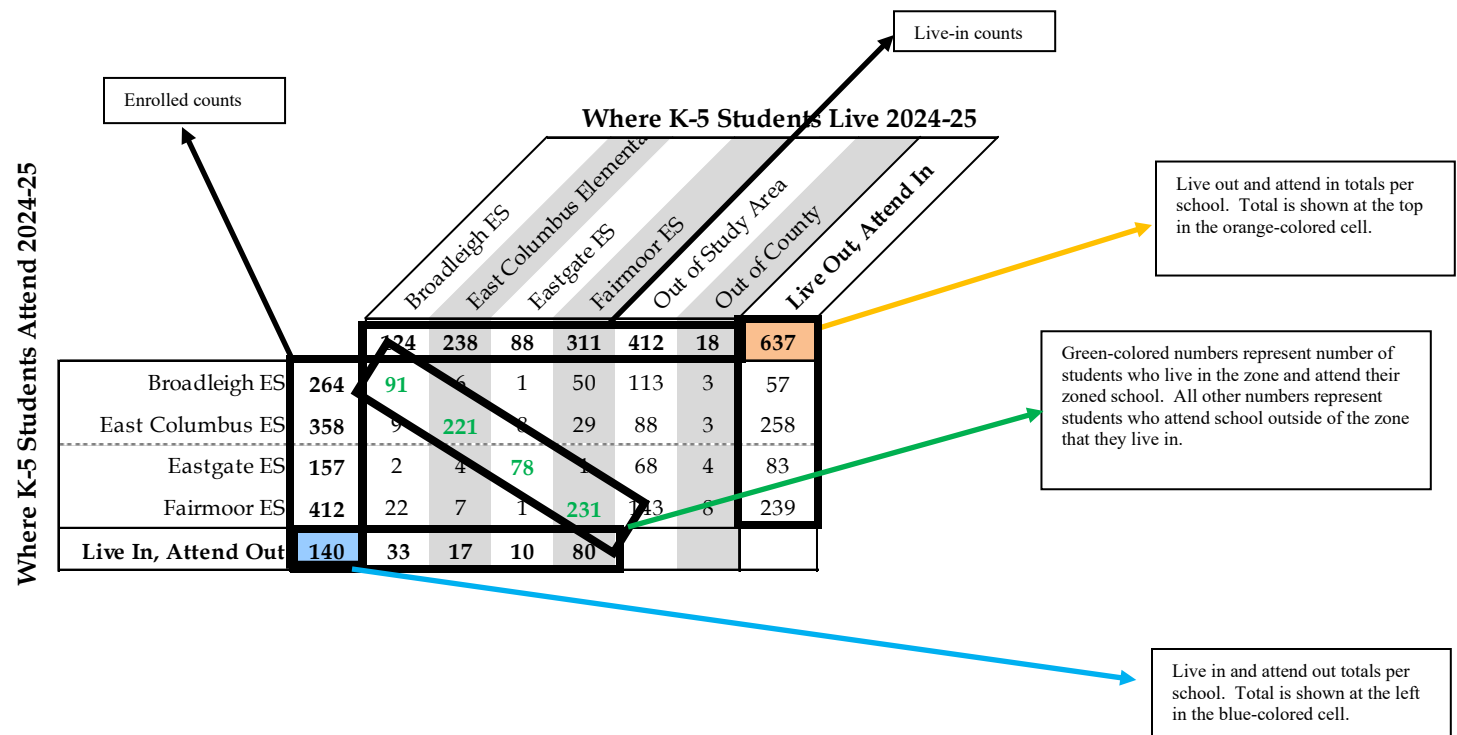
The first column of numbers to the right of the schools of attendance represents the number of students enrolled at each given school. The first row of numbers below the zones represents the total number of students living inside of each given zone. The green-colored numbers represent the number of students who attend the school of the zone in which they live. All other numbers represent students who attend school outside of the zone in which they live. The bottom row represents the number of students that "Live-In and Attend-Out" by school. The blue-colored cell shows the total number of students that "Live-in and Attend-Out". The farthest right column represents the number of students that "Live-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In".


Where K-5 Students Live 2024-25

Where K-5 Students Attend 2024-25	Enrolled counts	Broadleigh ES	East Columbus Elementary	Eastgate ES	Fairmoor ES	Out of Study Area	Out of County	Live Out, Attend In
		224	238	88	311	412	18	637
Broadleigh ES	264	91	6	1	50	113	3	57
East Columbus ES	358	9	221	8	29	88	3	258
Eastgate ES	157	2	4	78	1	68	4	83
Fairmoor ES	412	22	7	1	231	143	8	239
Live In, Attend Out	140	33	17	10	80			

Enrolled counts

Live-in counts

Live out and attend in totals per school. Total is shown at the top in the orange-colored cell.

Green-colored numbers represent number of students who live in the zone and attend their zoned school. All other numbers represent students who attend school outside of the zone that they live in.

Live in and attend out totals per school. Total is shown at the left in the blue-colored cell.

Where K-5 Students Live 2024-25

Where K-5 Students Attend 2024-25

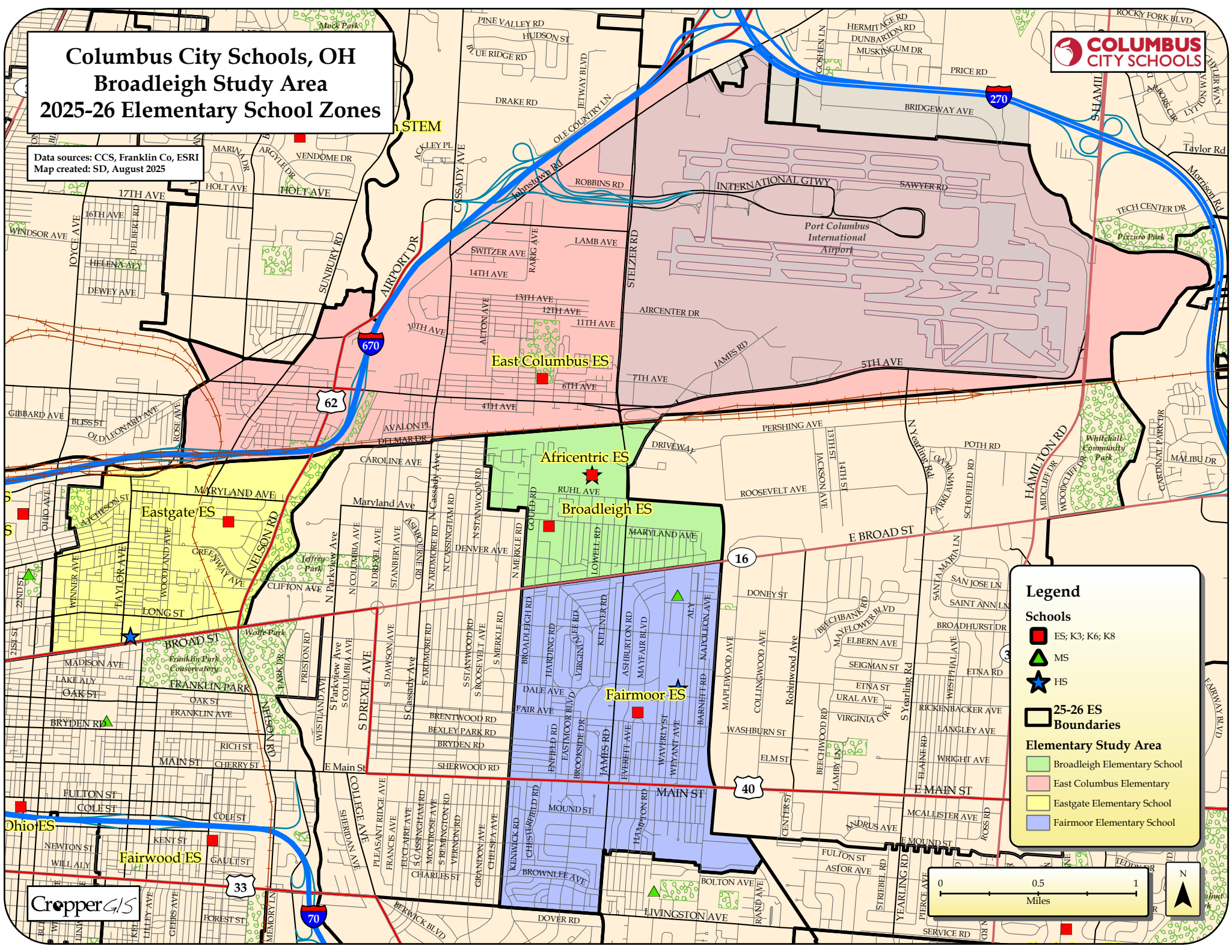|		Broadleigh ES	East Columbus Elementary	Eastgate ES	Fairmoor ES	Out of Study Area	Out of County	Live Out, Attend In
		124	238	88	311	412	18	637
Broadleigh ES	264	91	6	1	50	113	3	57
East Columbus ES	358	9	221	8	29	88	3	258
Eastgate ES	157	2	4	78	1	68	4	83
Fairmoor ES	412	22	7	1	231	143	8	239
Live In, Attend Out	**140**	33	17	10	80			

Columbus City Schools, OH
2025-26 Realignment Process

Appendix B: Planning Block Maps
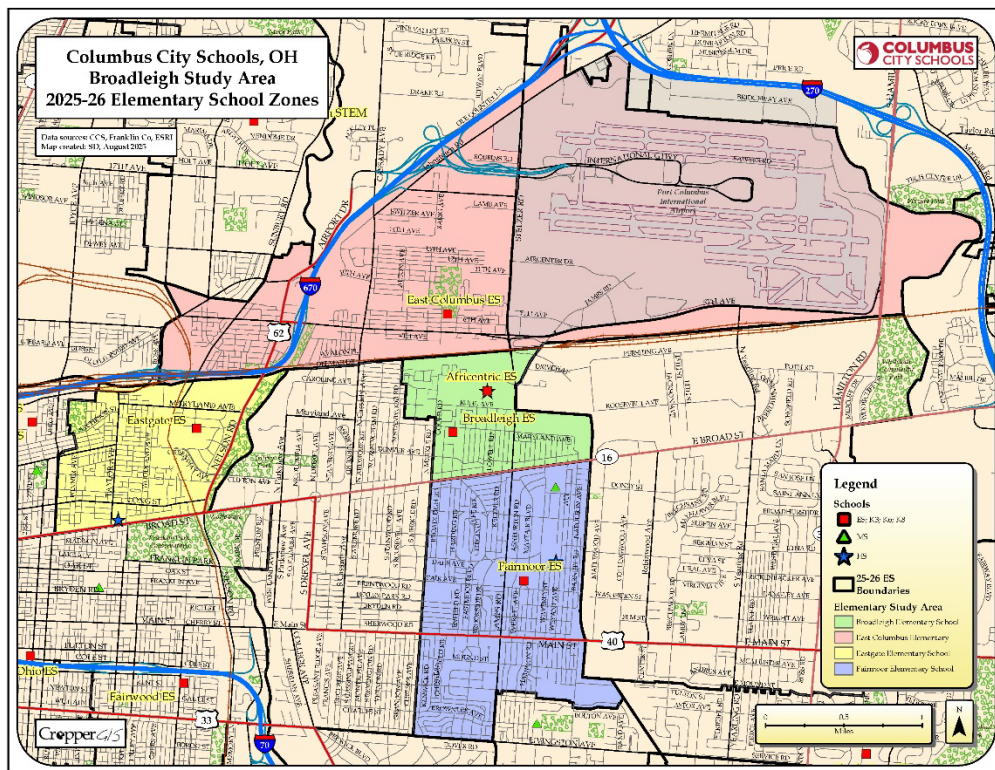
Cropper GIS

Columbus City Schools, OH
Broadleigh Study Area
2025-26 Elementary School Zones

Data sources: CCS, Franklin Co, ESRI
Map created: SD, August 2025

COLUMBUS CITY SCHOOLS

East Columbus ES

Africentric ES

Broadleigh ES

Eastgate ES

Fairmoor ES

Ohio ES

Fairwood ES

Port Columbus International Airport

Legend

Schools

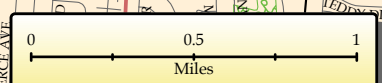🟥 ES; K3; K6; K8

🔺 MS

⭐ HS

⬛ 25-26 ES Boundaries

Elementary Study Area

🟩 Broadleigh Elementary School

🟥 East Columbus Elementary

🟨 Eastgate Elementary School

🟦 Fairmoor Elementary School

Cropper GIS

0   0.5   1
Miles

N

Columbus City Schools, OH
Broadleigh Elementary School
2025-26 Planning Blocks

COLUMBUS CITY SCHOOLS

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-5th students that live inside the planning block and attend their zoned school.

PB 408D
3

PB 344B
18

PB 344C
12

Africentric ES

PB 344A
61

Broadleigh ES

PB 428A
169

Legend

Schools

- ■ ES; K3; K6; K8
- ▲ MS
- ★ HS
- ▦ Planning Blocks

Elementary Study Area

- Broadleigh Elementary School
- East Columbus Elementary
- Eastgate Elementary School
- Fairmoor Elementary School

N

0   0.1   0.2
Miles

Data sources: CCS, Franklin Co, ESRI
Map created: SD, August 2025

Cropper GIS

Columbus City Schools, OH
East Columbus Elementary School
2025-26 Planning Blocks

COLUMBUS CITY SCHOOLS

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-5th students that live inside the planning block and attend their zoned school.

rry Park ES
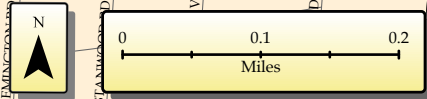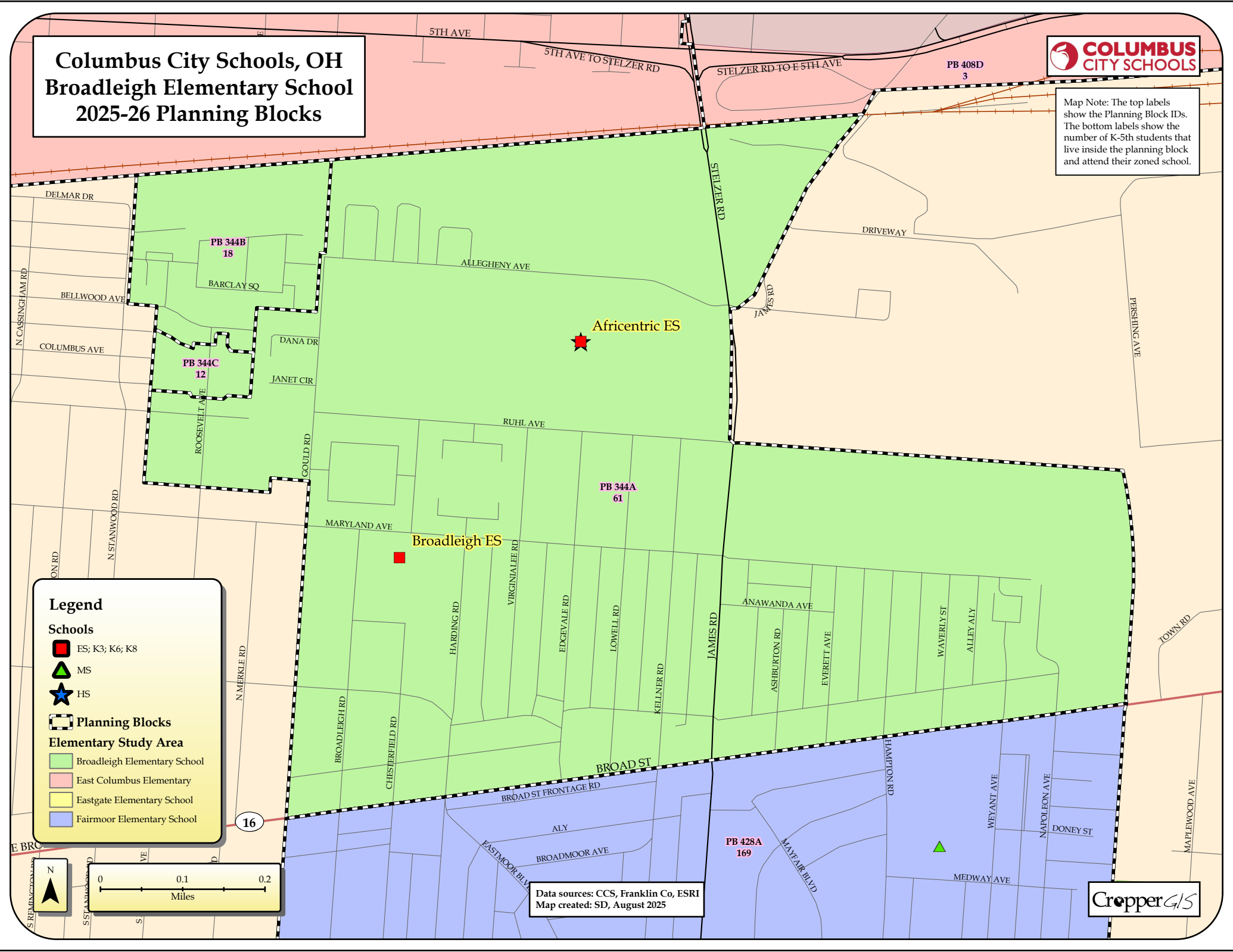
South Mifflin STEM

PB 353I
0

PB 408D
3

PB 408C
50

East Columbus ES

PB 408B
132

PB 408A
36

PB 344B
18

Africentric ES

PB 344C
12

PB 344A
61

PB 412C
13

Eastgate ES

PB 412B
3

Broadleigh ES

PB 583A
38

PB 412A
5

PB 428A
69

Fairmoor ES

Port Columbus International Airport

Legend

Schools
- ES; K3; K6; K8
- MS
- HS

Planning Blocks

Elementary Study Area
- Broadleigh Elementary School
- East Columbus Elementary
- Eastgate Elementary School
- Fairmoor Elementary School

Data sources: CCS, Franklin Co, ESRI
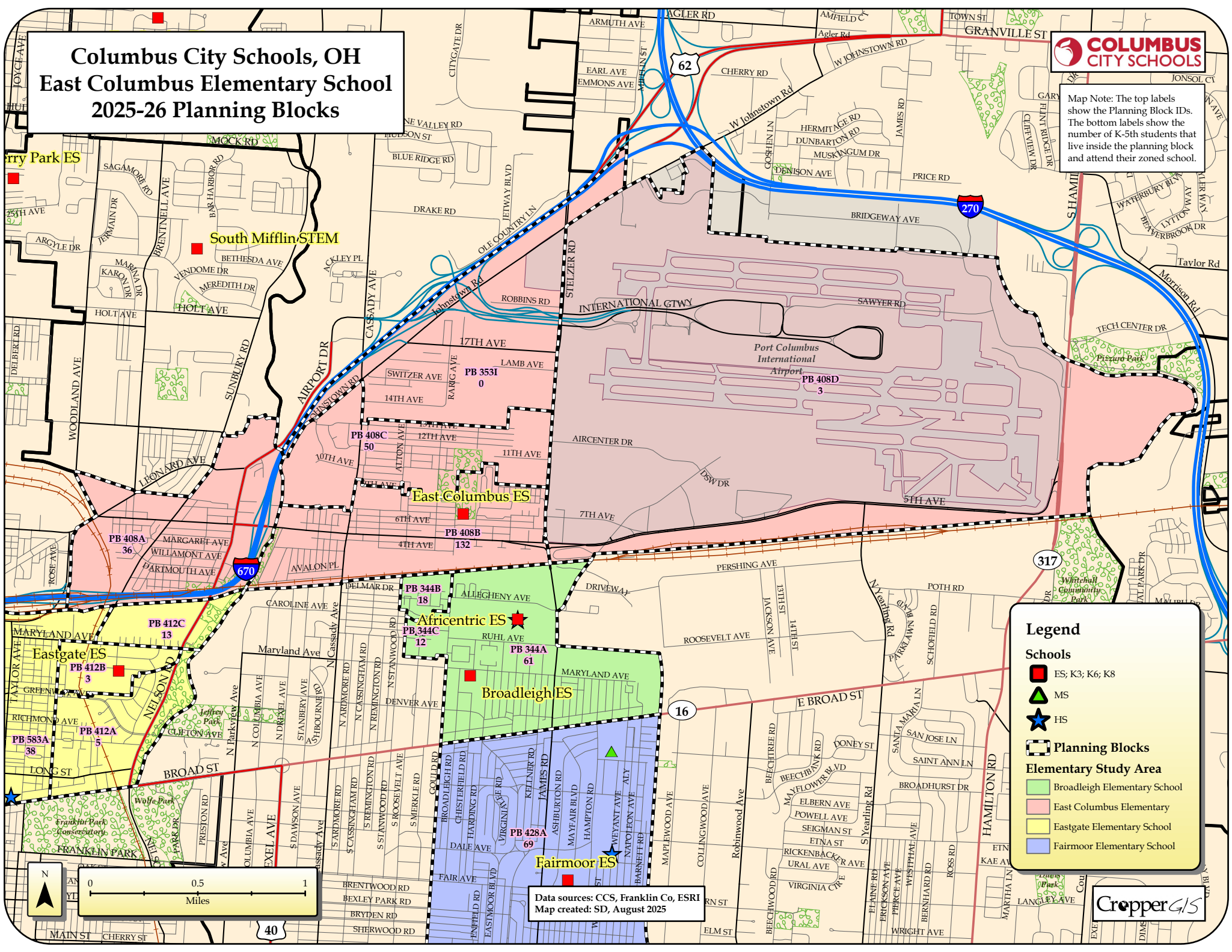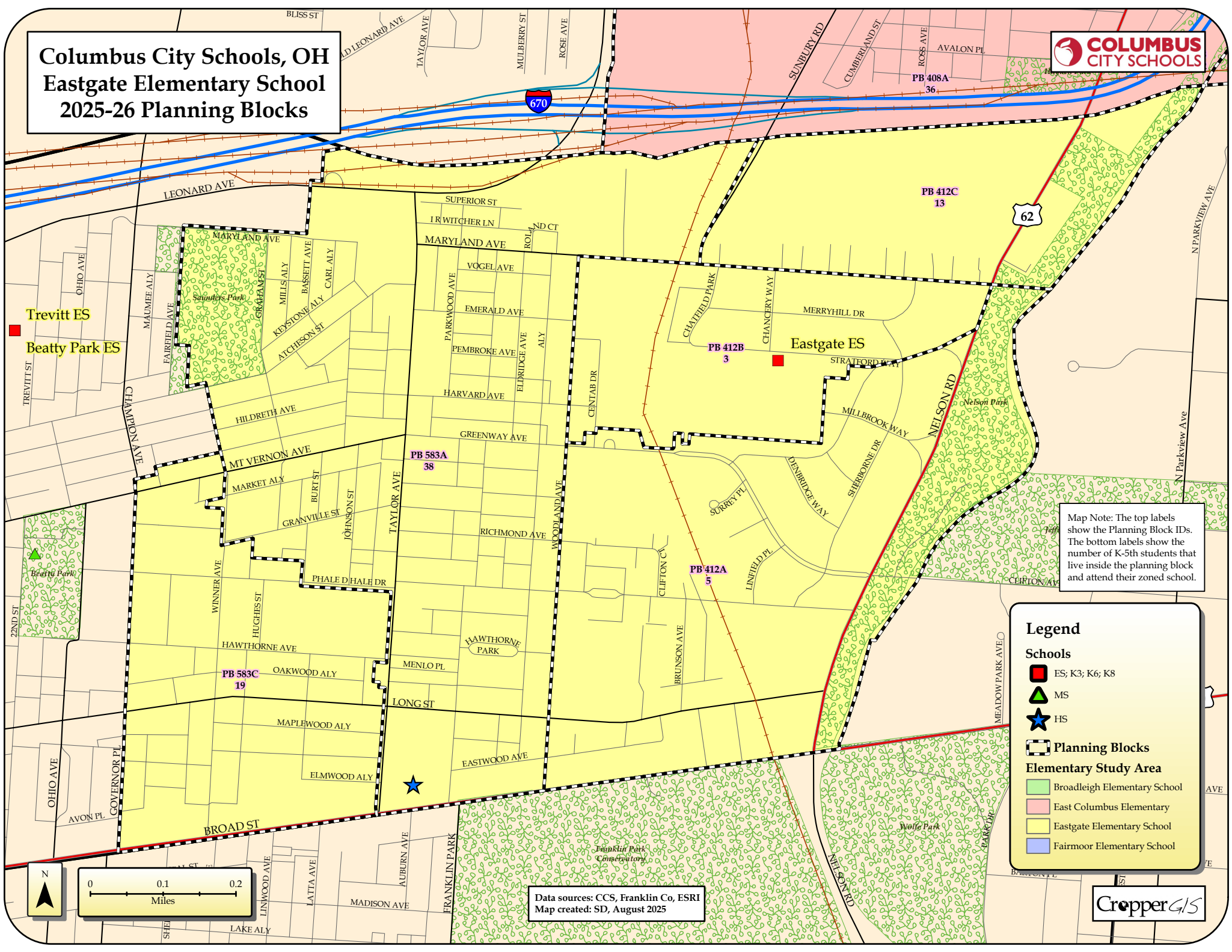Map created: SD, August 2025

Cropper GIS

N

0   0.5   1
Miles

Columbus City Schools, OH
Eastgate Elementary School
2025-26 Planning Blocks

COLUMBUS CITY SCHOOLS

Trevitt ES
Beatty Park ES

Eastgate ES

PB 408A
36

PB 412C
13

PB 412B
3

PB 412A
5

PB 583A
38

PB 583C
19

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-5th students that live inside the planning block and attend their zoned school.

Legend

Schools
■ ES; K3; K6; K8
▲ MS
★ HS
▢ **Planning Blocks**

Elementary Study Area
Broadleigh Elementary School
East Columbus Elementary
Eastgate Elementary School
Fairmoor Elementary School

Data sources: CCS, Franklin Co, ESRI
Map created: SD, August 2025

Cropper GIS

Columbus City Schools, OH
Fairmoor Elementary School
2025-26 Planning Blocks

Legend

Schools
- ■ ES; K3; K6; K8
- ▲ MS
- ★ HS

▨ **Planning Blocks**

Elementary Study Area
- Broadleigh Elementary School
- East Columbus Elementary
- Eastgate Elementary School
- Fairmoor Elementary School

PB 344A
61

PB 428A
169

PB 428C
31

PB 428D
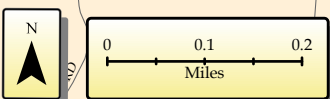15

PB 587B
16

Fairmoor ES

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-5th students that live inside the planning block and attend their zoned school.
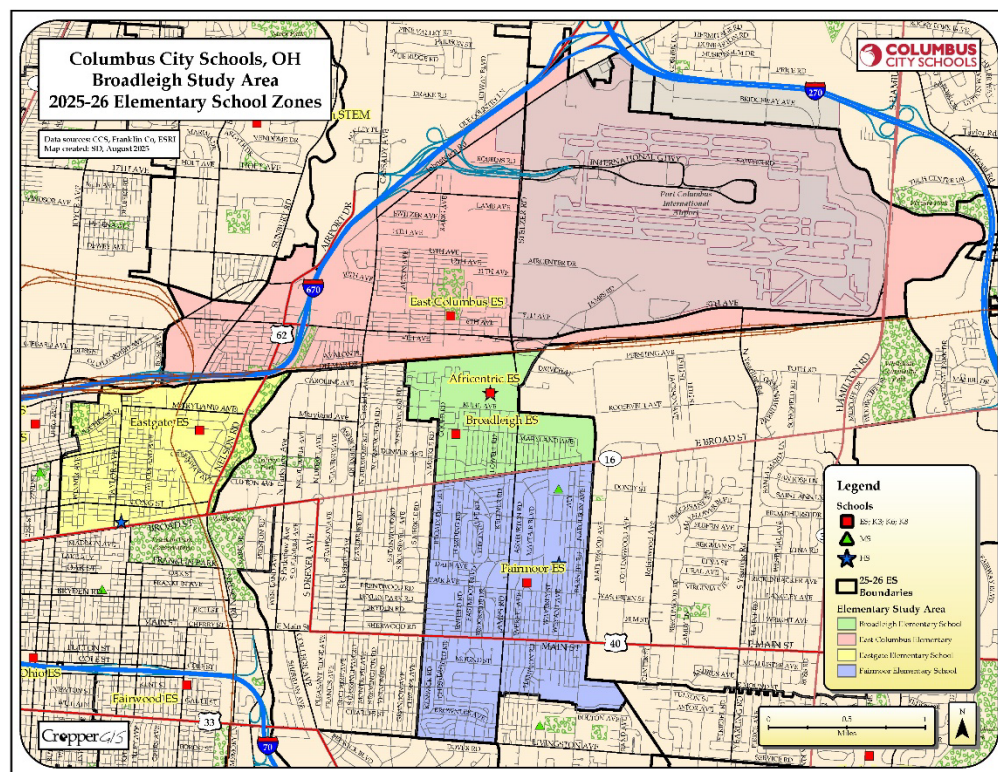
N

0   0.1   0.2
Miles

Data sources: CCS, Franklin Co, ESRI
Map created: SD, August 2025

CropperGIS

Columbus City Schools, OH
2025-26 Realignment Process

Appendix C: Enrollment and Utilization Tables

Appendix C: 2025-26 Capacity, Official Enrollment and Building Utilizations

The following document contains a series of tables that depict statistics for current schools and boundaries that are being evaluated. This information will help inform all stakeholders on how schools could be potentially impacted as a result of potential realignment adjustments. The current student enrollment numbers were derived from the district's September, 2024 student database.

Glossary of Terms

Capacity –the number of students that an individual school has the physical capacity to enroll and can be reasonably accommodated in a facility.

Utilization - Utilization is the total enrollment divided by the capacity, described as a percentage.

Utilization Color Key
Within +/-10% of Study Area Average
Between +/-10-15% from Study Area Average
Greater than +/-15% from Study Area Average

Live In students – Students residing inside of a school attendance boundary, regardless of where that student attends school.

Out of Study Area students – Students that live outside of the study area but within CCS District's boundary.

Out of District students – Students that live outside CCS District's boundary.

Unmatched students – Students whose address could not be located in our GIS software.

Feeder Pattern – The number of students living within the attendance boundary of both a lower grade cohort (ex. Elementary schools) and a higher-grade cohort (i.e., Middle School). This is given as a percentage of Live-In students.

2024-25 Enrollment, Utilization, & Demographic Tables

The following tables show current utilization by percentage based on current enrollment and 2025-26 building capacity. Student counts are based on the September 2024 Columbus City Schools District student database.

Cells are color coded based on deviation from the standard percentage in each field. The color coding is intended to help the reader of the table quickly identify outliers, both low and high, as compared to the district average. The color coding does not necessarily corelate to what the district considers to be an ideal or problematic scenario. Percentages are rounded.

Elementary School	Grade Config	2025-26 Capacity	PS	KG	1	2	3	4	5	2024-25 Headcount PS-5th Grade Enrollment	2024-25 PS-5th Grade Utilization +/-	2024-25 PS-5th Grade Utilization %	K-5th Grade Live In	K-5th Grade Out of Study Area	K-5th Grade Out of District
Broadleigh ES	PK-5	400	50	52	53	52	46	18	43	314	86	78.5%	124	113	3
East Columbus ES	PK-5	375	18	77	65	68	49	54	45	376	-1	100.3%	238	88	3
Eastgate ES	PK-5	375	16	30	21	21	37	21	27	173	202	46.1%	88	68	4
Fairmoor ES	PK-5	450	50	81	76	75	73	49	58	462	-12	102.7%	311	143	8
Total		1,600	134	240	215	216	205	142	173	1,325	275	83%	761	412	18

Counts based on September 2024-25 Enrollment.

School	2024-25 K-5th Grade Current Demographic Percentage[3]								
	Black or African American(Non-Hispanic)	White (Non-Hispanic)	Hispanic/Latino	American Indian or Alaskan Native	Asian	Multiracial	Native Hawaiian or Other Pacific Islander	ECON DISADV Yes	ECON DISADV No
Broadleigh ES	58%	4%	30%	1%	1%	5%	1%	65%	35%
East Columbus ES	46%	7%	40%	0%	1%	5%	0%	64%	36%
Eastgate ES	77%	4%	9%	0%	0%	9%	0%	80%	20%
Fairmoor ES	71%	6%	10%	1%	1%	11%	0%	79%	21%
Total	62%	6%	23%	0%	1%	8%	0%	72%	28%

Counts based on September 2024-25 Enrollment.

[3] The Demographic & Economic Disadvantaged counts and are based on the total PS-5 headcount.

Feeder Patterns

The tables below show the progression students follow from one grade cohort to the next by the percentage of students moving from each given lower grade cohort school to each given higher grade cohort school.

Option	ES to MS Splits
Current	0
*This table highlights the total splits that exist in each boundary configuration. A split occurs when the progression of students from one ES feeds into 2 or more MS.	

2024-25 ES Boundary	2024-25 MS Boundary	ES Attendance
Broadleigh ES	Johnson Park MS	100%
East Columbus ES	Champion MS	100%
Eastgate ES	Champion MS	100%
Fairmoor ES	Johnson Park MS	100%

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