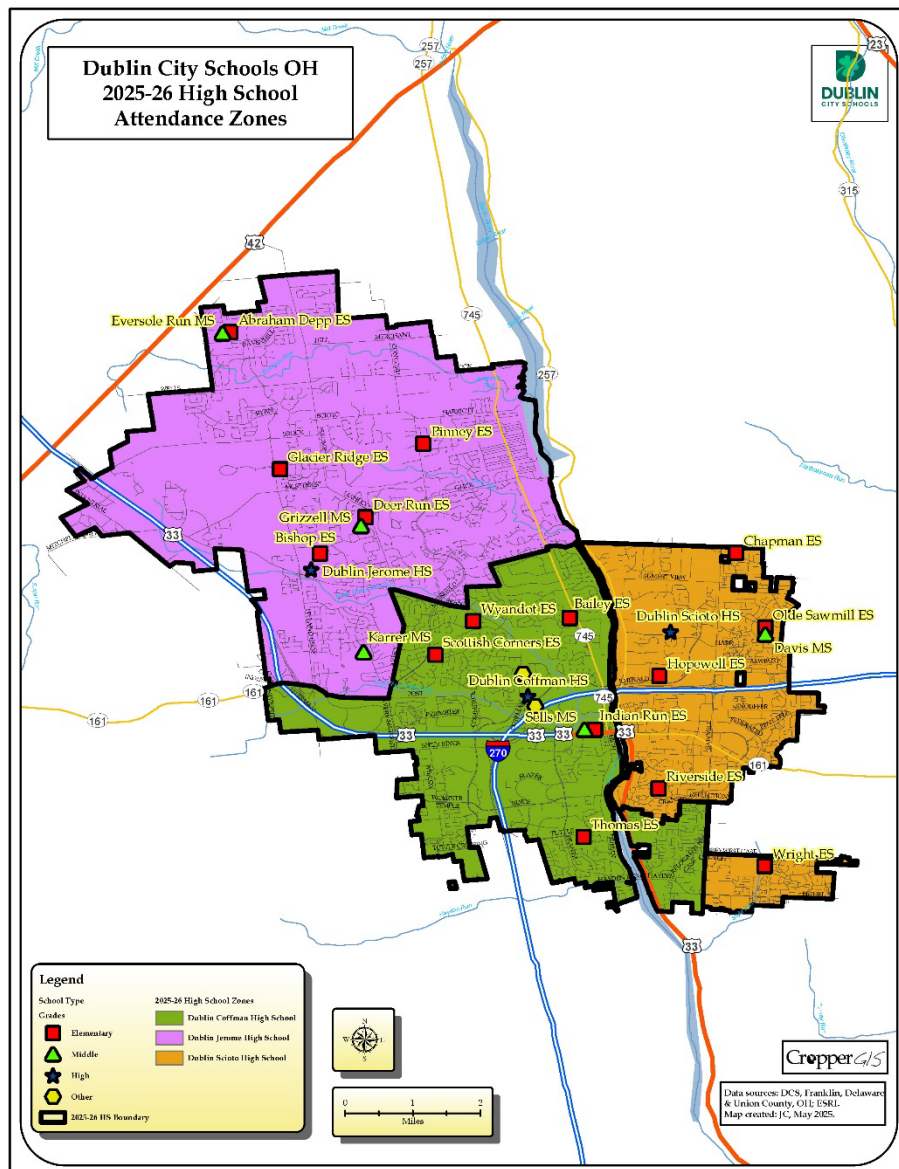




# Dublin City Schools, OH 2025 High School Redistricting Study

## Background Report



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## Background and Key Objectives

Funded by the approval of the 2023 levy and bond issue, the Dublin City School District is initiating a redistricting study to proactively address key challenges, including rapid enrollment growth at Jerome High School, the uneven distribution of students across the district, and the need to maintain cost-effective operations across all facilities. This redistricting effort aims to balance enrollment among the district's three high schools, ensuring equitable access to educational resources and opportunities for all students.

The outcome of this study will inform a redistricting plan to be approved by the Superintendent, with implementation scheduled for the 2026–2027 school year. The Dublin City Schools redistricting study is guided by the following key objectives:

- Jerome High School's rapid enrollment growth.
- The uneven distribution of students across the district.
- The need for cost-effective operations.

Schools within the study area that may be impacted include:

- Coffman High School
- Jerome High School
- Scioto High School

This background report was prepared to inform all stakeholders about details of the study. This report will inform the staff, internal planning team, and public in two ways:

1. It will expand the extensive knowledge each stakeholder already has of Dublin City School District.
2. It will help team members share a message with the community that is consistent and accurate.

Dublin City School District contracted Cropper GIS to facilitate this study. Cropper GIS has significant experience facilitating community-based zone studies, 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 zone studies.

## Redistricting Study Criteria

Cropper GIS has developed a body of criteria to guide this student redistricting study. 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. 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.
- **Establish clear feeder patterns and continuity** – Make every effort to establish a clear feeder pattern system.
- **Consider economic, cultural, and ethnic diversity** – Ensure schools are inclusionary and not adversely affected by redistricting 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.

### **Redistricting Study Process**

While the rationale behind the student redistricting study 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.
- DCS staff will provide data and technical support regarding the process.
- Multiple forms of communication will be incorporated into the process.

This study has four phases:

Phase 1. Data Collection

Phase 2. Data Analysis / Assimilation

Phase 3. Background Report & Baseline Options Development

Phase 4. Internal Planning Team and Public Engagement

### **Phase 1. Data Collection**

Data availability and quality are central to this student redistricting study. Fortunately, Dublin City School District and Franklin, Delaware, and Union 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 spring, and information will continue to be collected throughout the process if it is deemed useful. As the study proceeds, internal planning team members will provide additional information as they bring their experience and expertise to their work. At the public input meetings and via the community survey that will follow, public input will provide valuable data. Finally, DCS and Cropper GIS staff will provide data to the internal planning team upon request throughout the life of the study.

### **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 DCS already had some of the data in usable GIS formats. For example, DCS already had attendance zones developed in GIS format.

### **Phase 3. Background Report and Baseline Options Development**

Following data assimilation, a background report is developed and distributed to the stakeholders. The background report outlines the key objectives, guidelines & criteria, redistricting study process, stakeholders' roles, overview of expected mapping conventions, and current enrollment statistics relating to the redistricting study. This expands the knowledge of all the stakeholders and shares a message that is consistent and accurate.

The best approach is to begin with a series of baseline redistricting options. These options will be developed with the redistricting criteria in mind. Baseline options will be shared with the internal planning team at a meeting in September.



#### **Phase 4. Internal Planning Team and Public Engagement**

Noted in the timeline on page 4, the internal planning team will meet from August 2025 through November 2025 to analyze data, review attendance zones, and develop zone options. At a September public information session, 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 information session. Planned zone changes for the Fall 2026 school year will be shared by the Superintendent to the Board of Education in November 2025.

#### **Stakeholder Responsibilities**

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

Outline of Stakeholder Responsibilities	
Consultant	<ul style="list-style-type: none"> <li>• Schedule and facilitate internal planning team meetings.</li> <li>• Communicate updates with planning team, including updated handout and meeting schedule logistics.</li> <li>• Conduct public meetings to solicit feedback related to draft options that are under consideration.</li> <li>• Support the district in providing materials such as presentations, handouts, and online interactive maps for the public's consumption.</li> <li>• Coordinate and summarize online feedback received from general public and internal planning team.</li> </ul>
Internal Planning Team	<ul style="list-style-type: none"> <li>• Consists of key school district administrators including central office, transportation, planning, and school principals.</li> <li>• Group will work to review draft options that are being developed in preparation to share with the School Board and public.</li> <li>• Review input provided from the consultant and general public regarding draft options and continue to modify maps with a focus on the best solution for all students as a whole.</li> </ul>
General Public	<ul style="list-style-type: none"> <li>• Informed through website.</li> <li>• Invited to submit comments and input throughout the entire process.</li> <li>• Invited to participate in public information sessions (both virtual and in-person), and to provide input via surveys and online general feedback form.</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Charge internal planning team with its responsibilities.</li> <li>• Identify questions the planning team is expected to answer.</li> <li>• Share the final map with the Board Education.</li> </ul>

## Study Timeline

The following page presents the study timeline. The timeline places a significant time commitment to the redistricting study internal planning team members throughout the duration of the study. The internal planning team members are expected to:

- Meet 1-2 times per month from August to November duration of the study to analyze attendance zone options.
- Help facilitate two public information sessions by answering questions that the public may have about maps and statistics.

Redistricting Process & Timeline								
	May 2025	June 2025	July 2025	August 2025	September 2025	October 2025	November 2025	December 2025
Data Collection								
Data Analysis/Assimilation								
Internal Planning Team Work (1-2 meetings per month)								
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Enrollment Plan Objectives to Community. Information meeting to public. No Options shared at this point. (Webinar)				8/26				
Public Information Session #2: Present DRAFT Enrollment Plan Options to General Public for Comment/Feedback (In-Person) - 6pm @ Coffman HS - 7:30pm @ Jerome HS					9/29			
Redistricting Options Survey Period					9/29 - 10/12			
School Determination Form for 2026-2027*							11/11 - 12/5	
Presentation of Redistricting Plan to the Board of Education							11/10	

\*Students will be assigned to the high school that serves their residential address beginning with the 2026-2027 school year.

-Default Assignment: Students will attend the high school assigned by the new boundaries, which will be announced on November 10, 2025. No action is needed if a student will attend the high school assigned to their residence.

-Option to Remain if Impacted: Students currently in grades 9-11 (Classes of 2027, 2028, and 2029) who are impacted by redistricting may choose to remain at their current home high school. Those who wish to remain at their current high school must complete the School Determination Form by December 5, 2025.

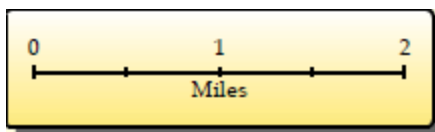
-No Option to Remain: Students in 8th grade (Class of 2030) and younger will attend the high school assigned to their residence.

## Map Analysis

Maps provide the opportunity to examine physical and social geography and to discover relationships between places. Maps are included in Appendix A 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 study.

## Mapping Conventions

When analyzing the maps in Appendix A, 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.

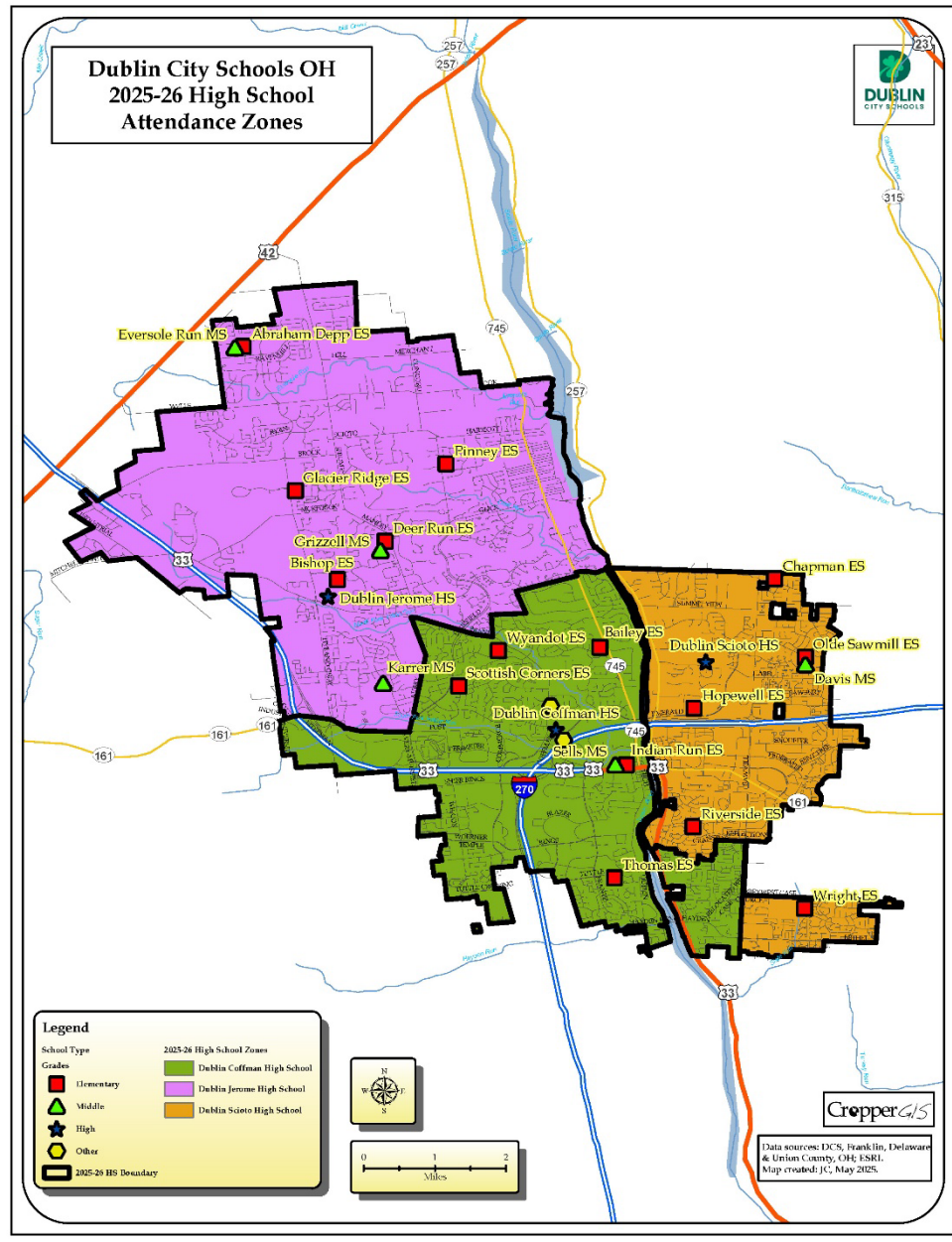
## Legend

School Type	2025-26 High School Zones
<b>Grades</b> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 20px; background-color: red; border: 2px solid black; margin-right: 5px;"></div> <div>Elementary</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 20px; background-color: green; border: 2px solid black; margin-right: 5px;"></div> <div>Middle</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 20px; background-color: blue; border: 2px solid black; margin-right: 5px;"></div> <div>High</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 20px; background-color: yellow; border: 2px solid black; margin-right: 5px;"></div> <div>Other</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 20px; background-color: yellow; border: 2px solid black; margin-right: 5px;"></div> <div>2025-26 HS Boundary</div> </div>	<div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 30px; height: 30px; background-color: #8bc34a; border: 2px solid black; margin-right: 5px;"></div> <div>Dublin Coffman High School</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 30px; height: 30px; background-color: #e91e63; border: 2px solid black; margin-right: 5px;"></div> <div>Dublin Jerome High School</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 30px; height: 30px; background-color: #ff9800; border: 2px solid black; margin-right: 5px;"></div> <div>Dublin Scioto High School</div> </div>

**Series 1: Current Zone Mapping**

**Dublin City School District, OH, High School Attendance Zones 2024-25**

The image below depicts the current 2024-25 Dublin City School District High School Zones. Detailed maps for each grade cohort may be found in Appendix A.



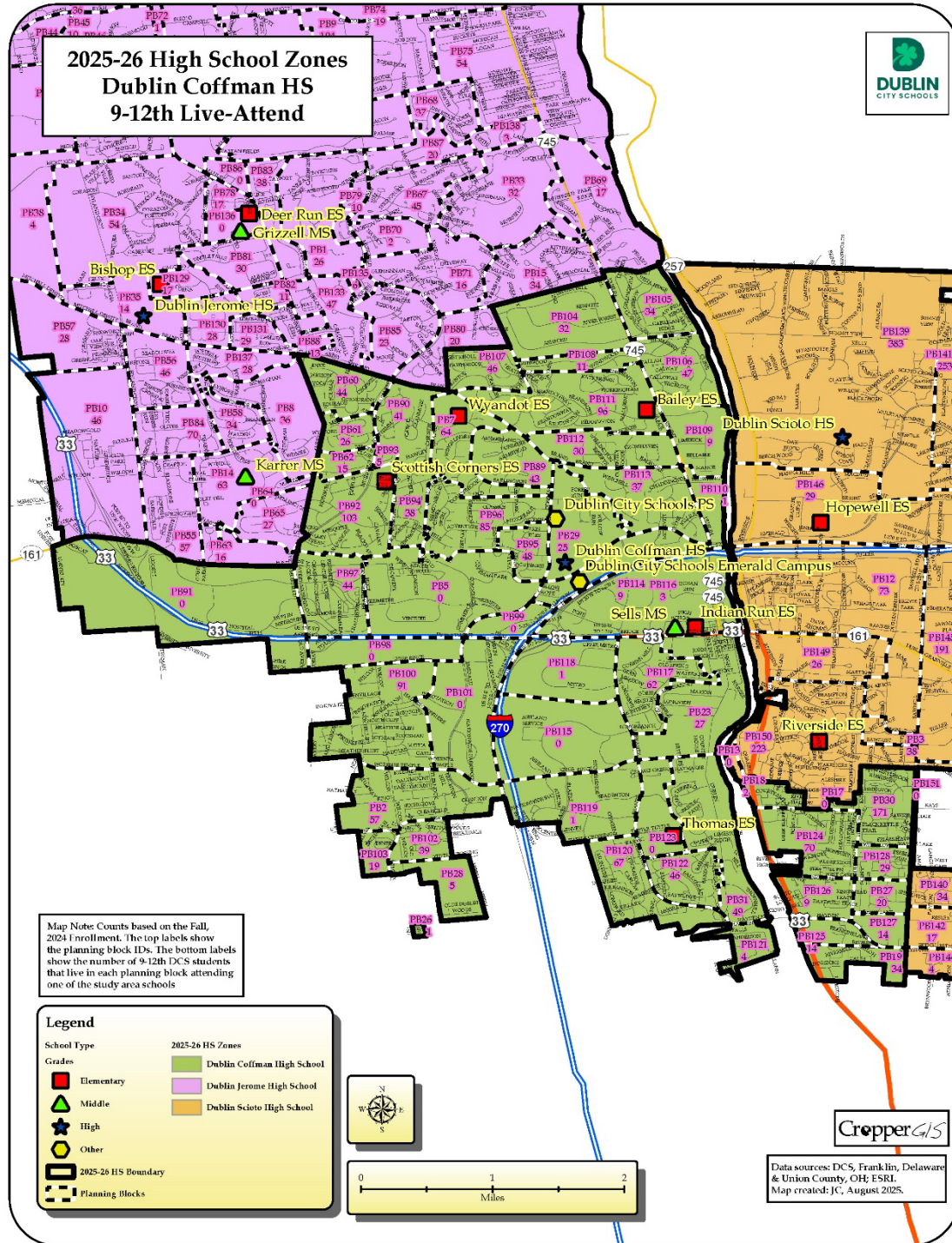


**Series 2: Live-Attend Mapping**

***Dublin City School District, OH, 2024-25 Coffman HS Live-Attend Analysis***

Map Series 2, located in Appendix A, shows each high school zone within the Dublin City School District.

The labels in the planning blocks depict both the planning block ID number (on top) and the number of 9-12<sup>th</sup> grade students that live in the planning block (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/dublincity\\_oh/](https://croppermap.com/dublincity_oh/)

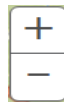
Below are the basic components of this online mapping service for the Dublin City School District:

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.



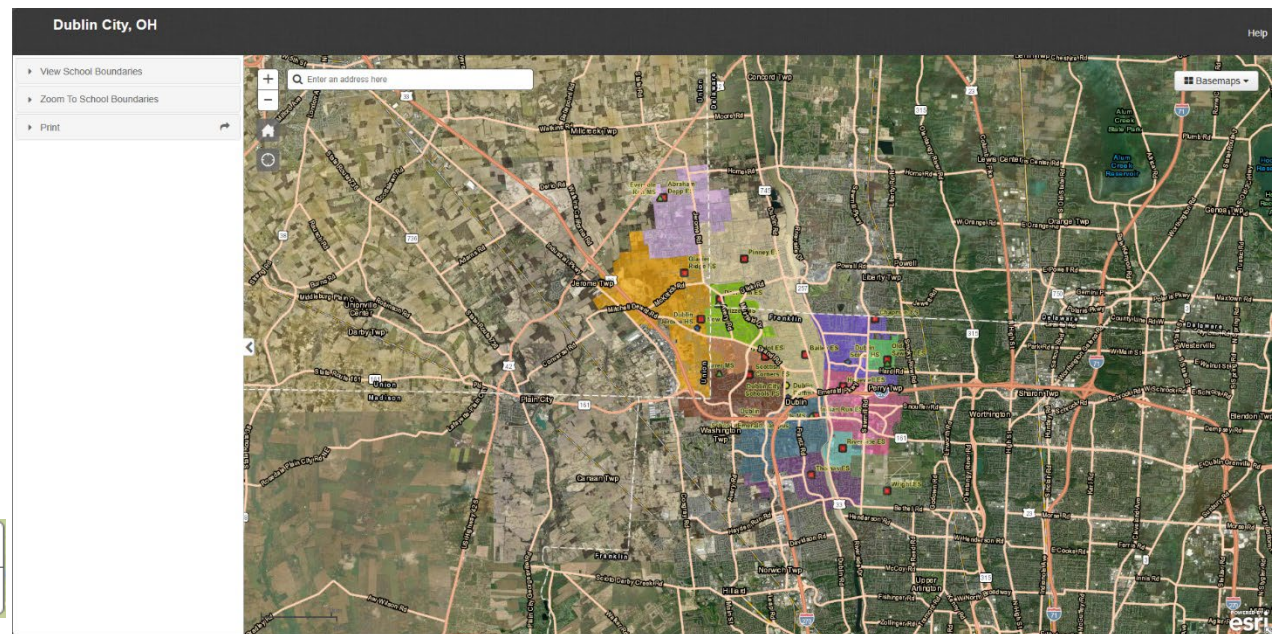
3. **Map Navigation:** This is used to zoom in & out. If your mouse has a scroll wheel this will also zoom in and out. If you click on the map screen and drag the mouse it will pan the map.



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

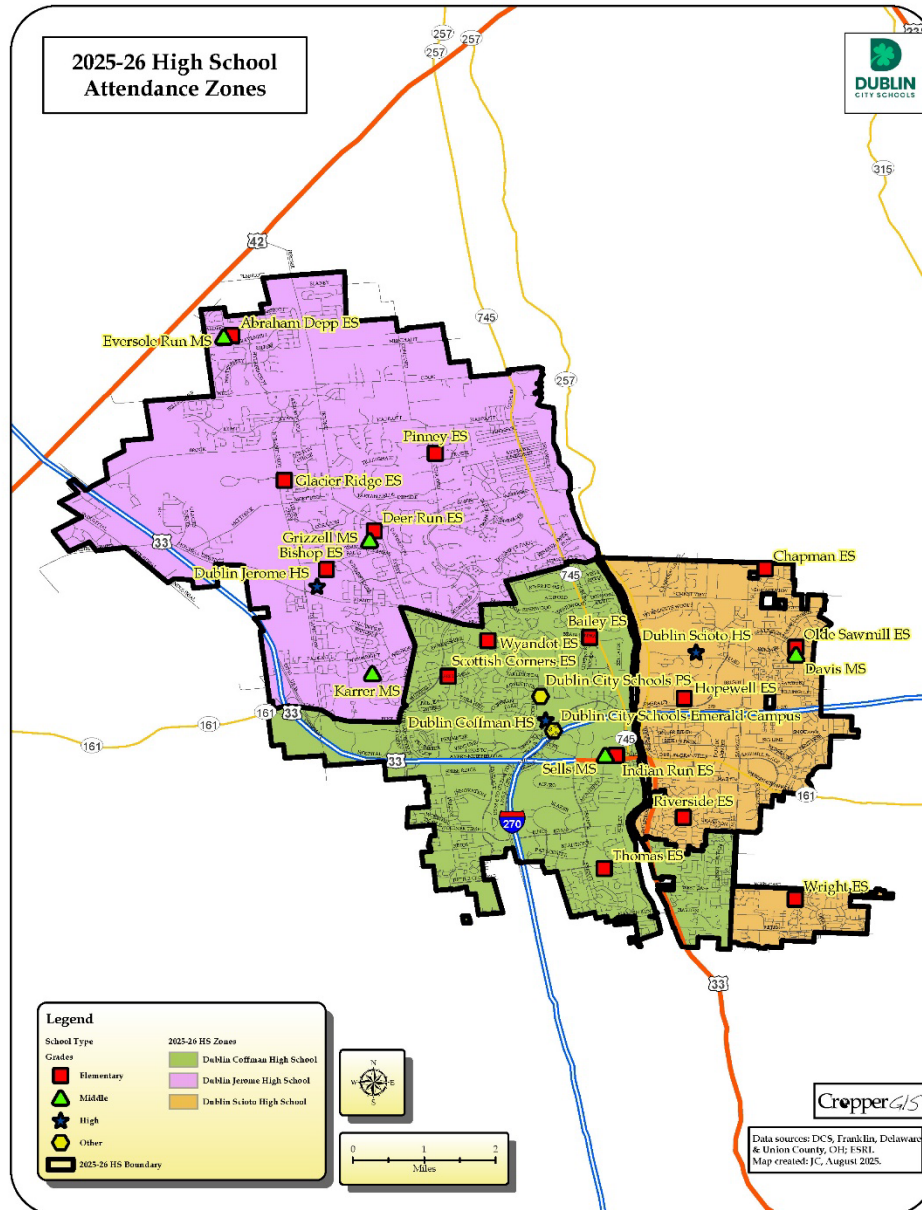
5. **Home Button:** Click on  this button to zoom the map out to the district's full extent.

6. **GPS Location:** Click on this  to determine your current location.





## Appendix A: Live-Attend Maps



# 2025-26 High School Attendance Zones



Eversole Run MS  
Abraham Depp ES

Pinney ES

Glacier Ridge ES

Deer Run ES

Grizzell MS  
Bishop ES

Dublin Jerome HS

Karrer MS

Dublin Coffman HS

Bailey ES

Wyandot ES

Scottish Corners ES

Dublin City Schools PS

Dublin City Schools Emerald Campus

Sells MS

Indian Run ES

Riverside ES

Thomas ES

Chapman ES

Dublin Scioto HS

Olde Sawmill ES

Davis MS

Hopewell ES

Wright ES

## Legend

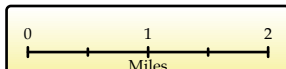
School Type

- Grades
- Elementary
- Middle
- High
- Other

2025-26 HS Zones

- Dublin Coffman High School
- Dublin Jerome High School
- Dublin Scioto High School

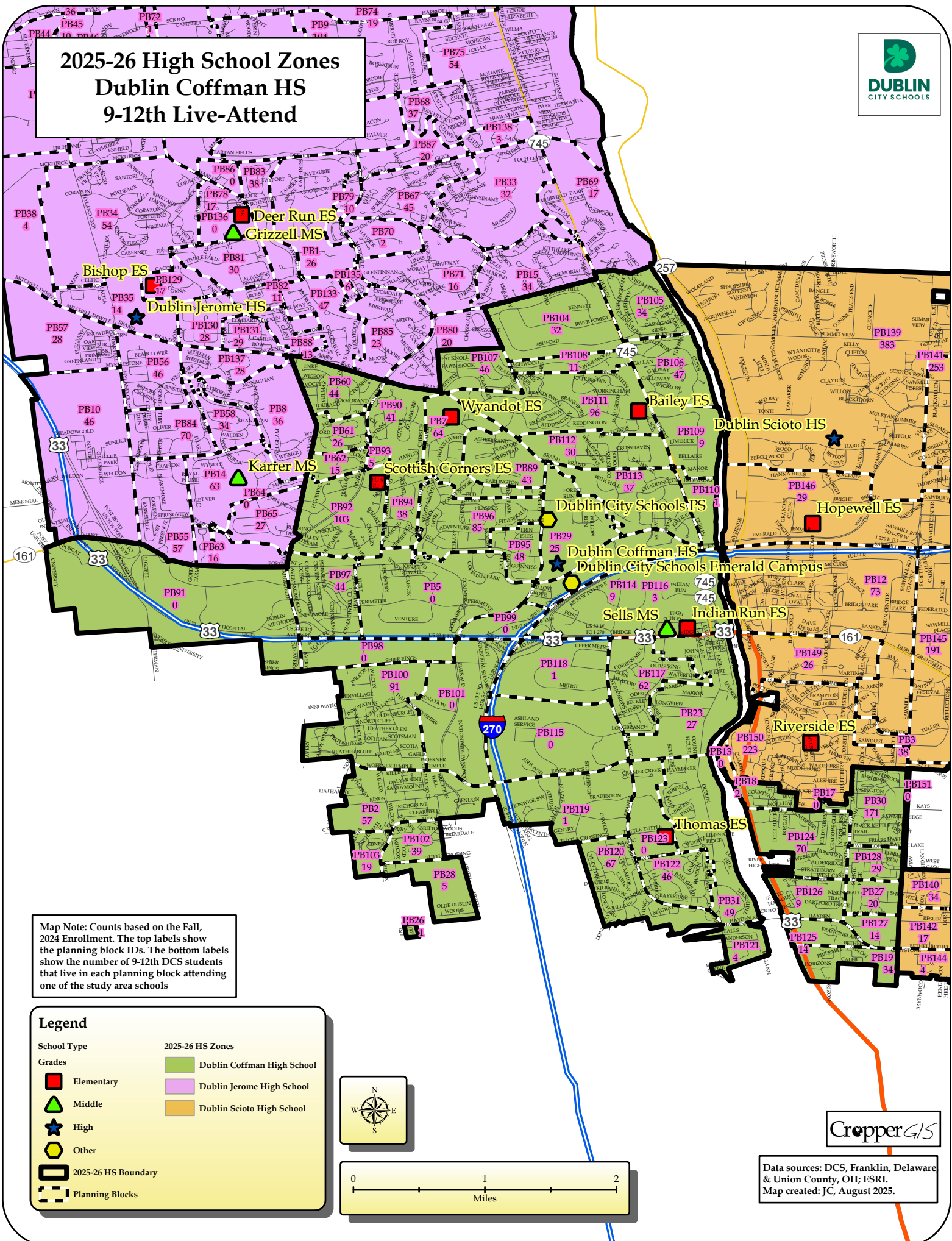
2025-26 HS Boundary



CropperGIS

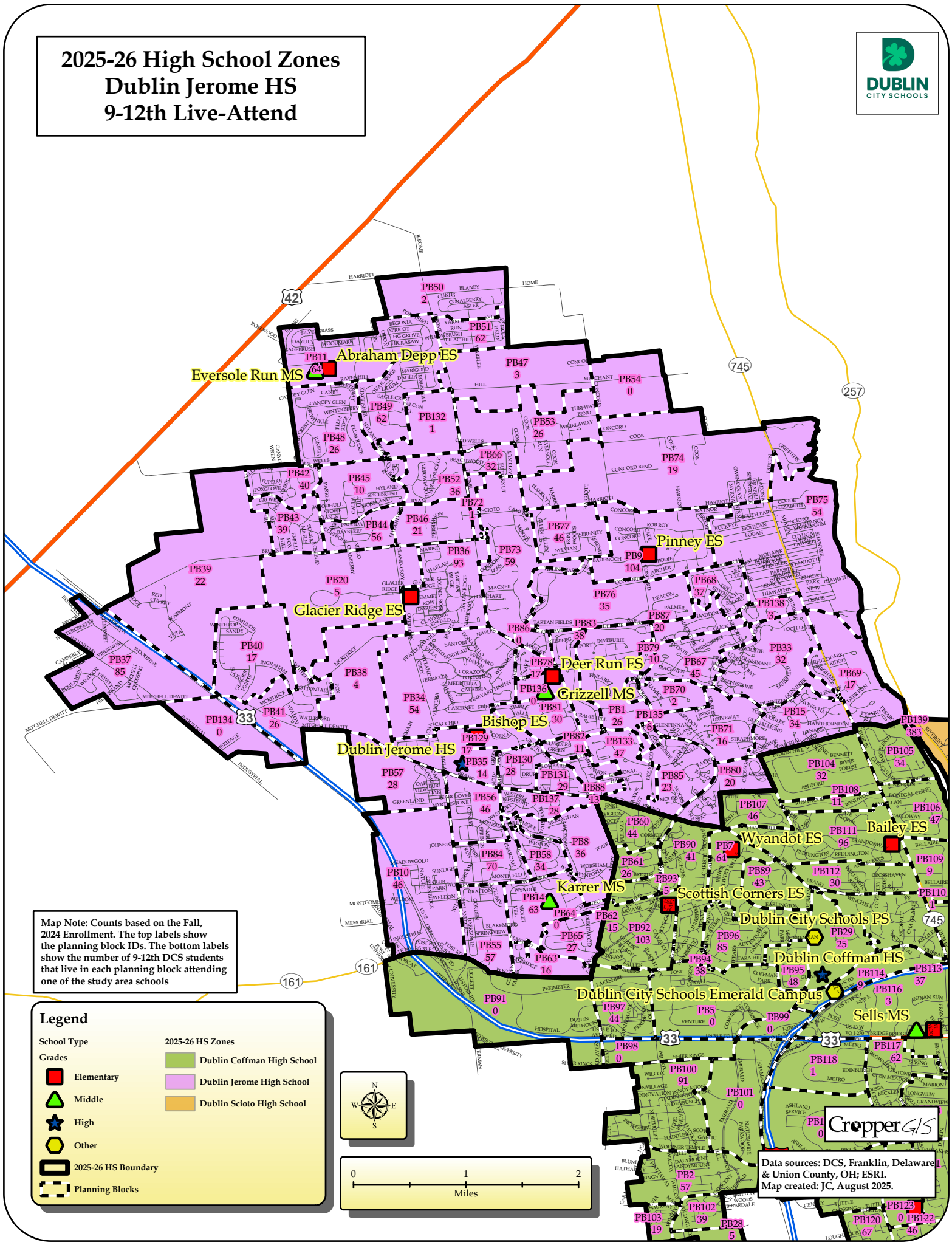
Data sources: DCS, Franklin, Delaware & Union County, OH; ESRI.  
Map created: JC, August 2025.

# 2025-26 High School Zones Dublin Coffman HS 9-12th Live-Attend





# 2025-26 High School Zones Dublin Jerome HS 9-12th Live-Attend



Map Note: Counts based on the Fall, 2024 Enrollment. The top labels show the planning block IDs. The bottom labels show the number of 9-12th DCS students that live in each planning block attending one of the study area schools

**Legend**

School Type

Grades

- Elementary
- Middle
- High
- Other

2025-26 HS Boundary

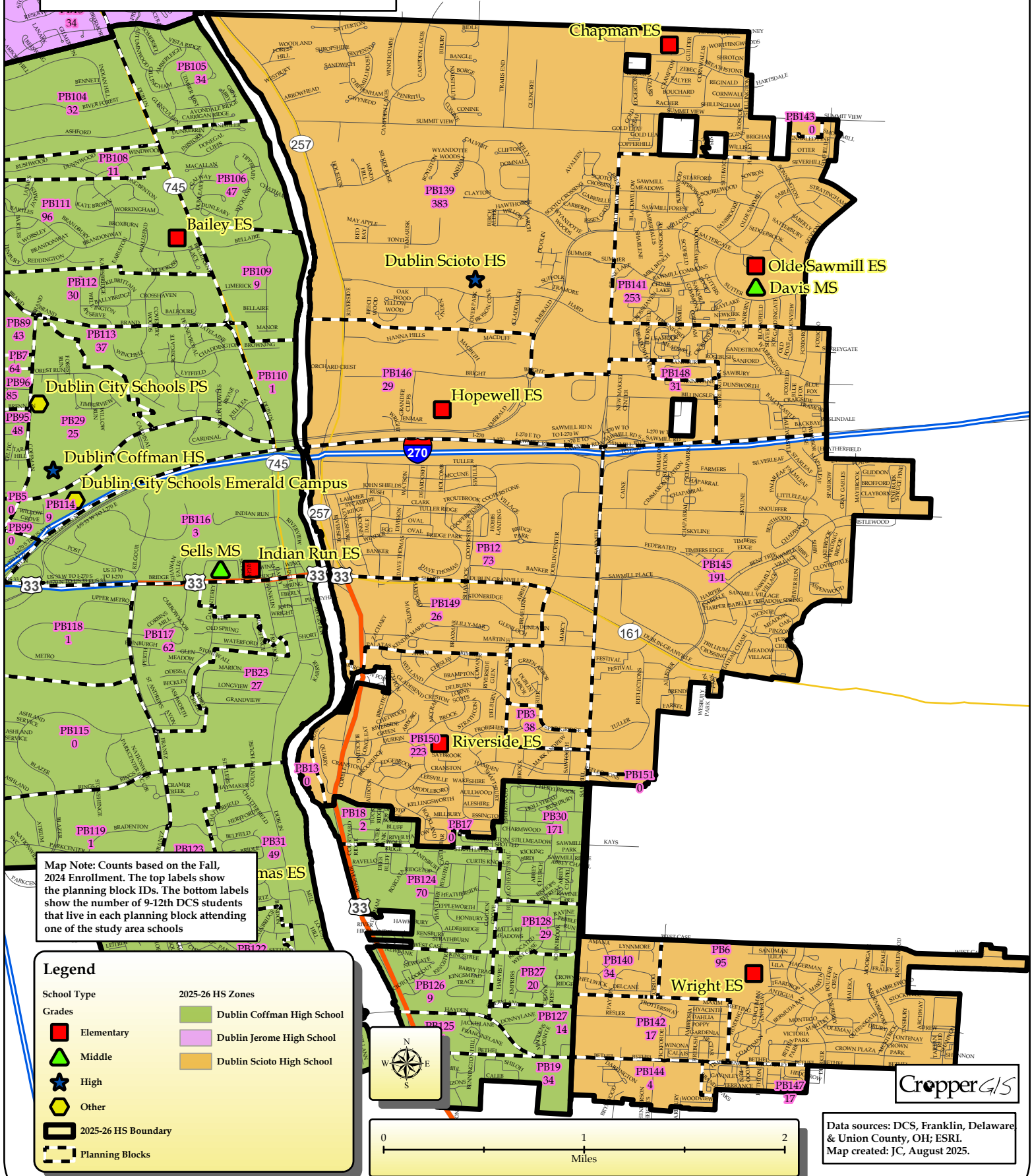
Planning Blocks

2025-26 HS Zones

- Dublin Coffman High School
- Dublin Jerome High School
- Dublin Scioto High School

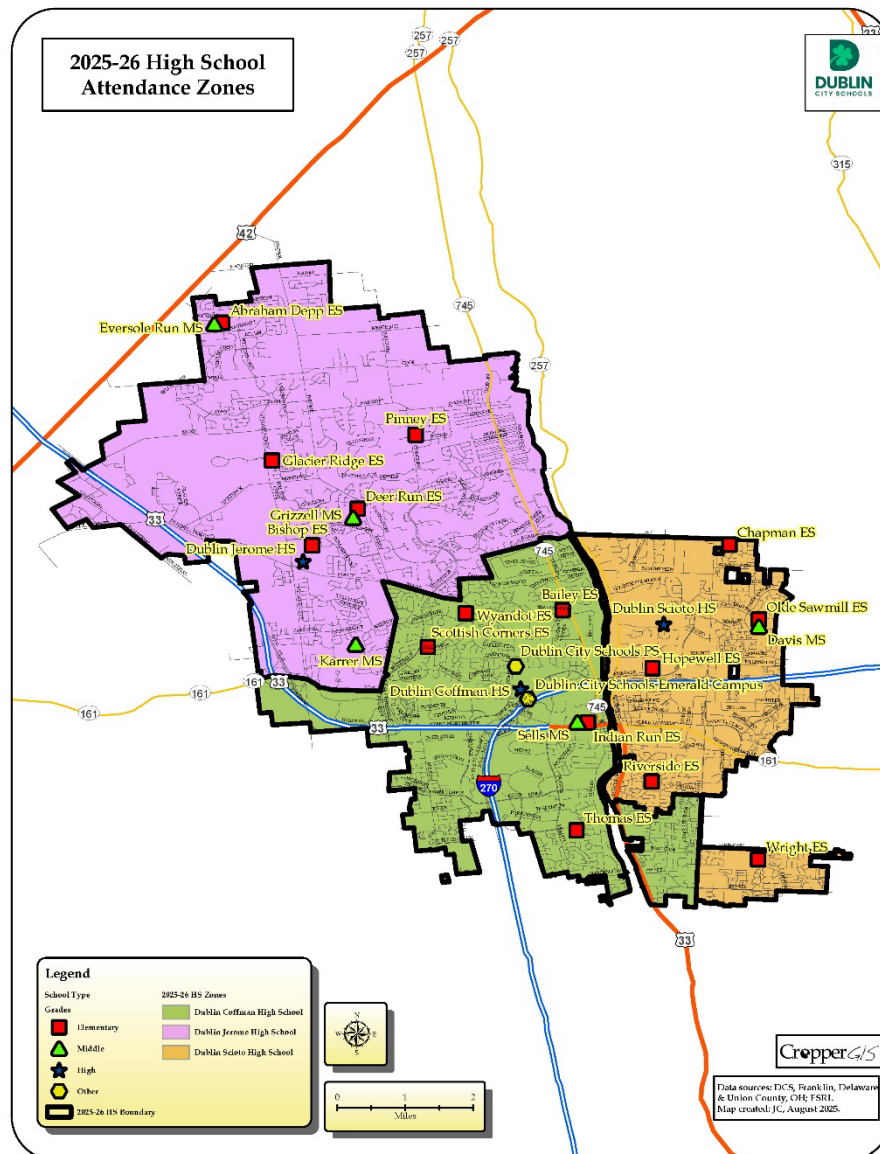
Data sources: DCS, Franklin, Delaware & Union County, OH; ESRI. Map created: JC, August 2025.

# 2025-26 High School Zones Dublin Scioto HS 9-12th Live-Attend





# Appendix B: Enrollment and Utilization Tables





### **Appendix B: 2024-25 Capacity, Official Enrollment, Live Attend Counts, 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 redistricting adjustments. The current student enrollment numbers were derived from the district's 2024-25 Student Database dated October, 2024.

#### **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.

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

Out of Study Area or District students – Students that live outside of the study area or Dublin City School District's boundary.

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 both the number of Live-In students and described as a percentage.

### Enrollment and Utilization Tables

The following tables show current utilization by percentage based on current enrollment and 2024-25 building capacity. Student counts are based on the Dublin City School District student database dated October, 2024.

School	2024-25 Capacity	09	10	11	12	2024-25 (Oct. 2024) Total Headcount K-12 Grade Enrollment	2024-25 (Oct. 2024) Total K-12 Enrollment Utilization		2024-25 5-Year Projected Enrollment Utilization %	2024-25 10-Year Projected Enrollment Utilization %
							+ / -	%		
Dublin Coffman HS	2025	419	455	471	454	1799	-226	88.8%	80.1%	76.2%
Dublin Jerome HS	2115	559	499	495	516	2069	-46	97.8%	117.1%	140.0%
Dublin Scioto HS	1790	375	358	358	341	1432	-358	80.0%	65.4%	75.1%
<b>Total District</b>	<b>5,930</b>	<b>1,353</b>	<b>1,312</b>	<b>1,324</b>	<b>1,311</b>	<b>5,300</b>	<b>-630</b>	<b>89.4%</b>	<b>88.4%</b>	<b>97.3%</b>

Counts based on Official October 2024 Enrollment.

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



**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	MS to HS Splits
Current	3
*This table highlights the total splits that exist in the boundary configuration. A split occurs when the progression of students from one MS feeds into 2 or more HS.	

2025-26 MS Boundary	2025-26 HS Boundary	MS Attendance
Davis MS	Dublin Scioto HS	100%
Eversole Run MS	Dublin Jerome HS	100%
Grizzell MS	Dublin Coffman HS	28%
Grizzell MS	Dublin Jerome HS	72%
Karrer MS	Dublin Coffman HS	61%
Karrer MS	Dublin Jerome HS	39%
Sells MS	Dublin Coffman HS	73%
Sells MS	Dublin Scioto HS	27%



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