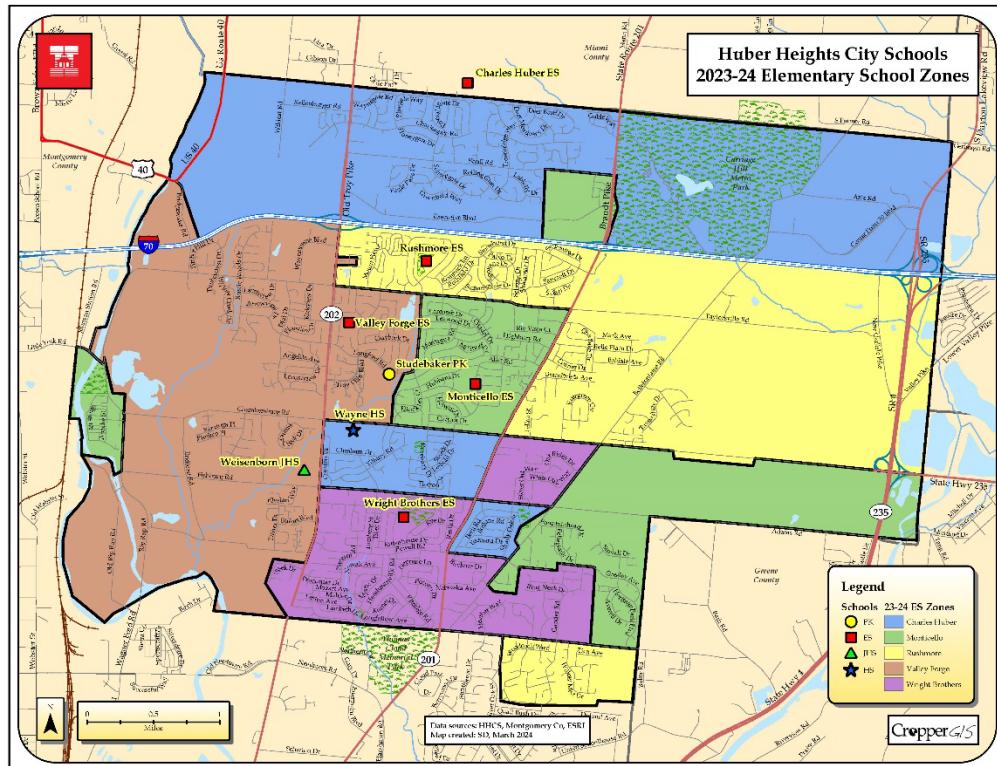


# Huber Heights City Schools, OH 2024 Redistricting Study

## Background Report



CopperGIS



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### **Background and Key Objectives**

With the support of the Board of Education, Huber Heights City Schools is undertaking a redistricting study to address imbalances in school utilization and enrollment, and to proactively align with future facility plans. Huber Heights City Schools has begun a redistricting study to meet the following key objectives:

- **Primary Objective:** Evaluate elementary attendance boundaries to ensure that the district is maintaining equity in school enrollment size and demographics.
- **Secondary Objectives:** Evaluate the configuration of schools within the district to determine if there are potentially changes to grade configuration and/or school uses to ensure schools are operating efficiently.

This background report was prepared to inform the internal planning team and the public advisory committee called together to lead this study. This report will inform team members in two ways:

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

Huber Heights City Schools 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.

### **Student 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 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.
- **Allow for highest-grade at current school to legacy enroll** – Allow for students who will be in the 6<sup>th</sup> grade in the first school year of redistricting to stay at their current school, however, transportation will not be provided for these students.
- **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 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.



### Student 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.
- HHCS staff will provide data and technical support to the internal planning team.
- 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. 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, Huber Heights City Schools and Montgomery 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 fall, and information will continue to be collected throughout the process if it is deemed useful. As the study proceeds, internal planning team, public advisory, and general public members will provide additional information as they bring their experience and perspectives to the study. The public will also provide valuable feedback at the public information meetings and via the community survey that will follow. Finally, HHCS and Cropper GIS staff will provide data to the internal planning team and public advisory committee 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 HHCS already had some of the data in usable GIS formats. For example, HHCS already had attendance zones developed in GIS format.

#### 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 redistricting options. These options will be developed with the redistricting 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 and Public Advisory Committee

Noted in the timeline on page 4, the internal planning team will meet regularly from April 2024 through December 2024 to analyze data, review attendance zones, and develop zone options. The public advisory committee, made up of community members, will meet three times from May 2024 to November 2024 to review and discuss the work of the internal planning team. At public information sessions in April and October 2024, 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. School Board action is expected to take place in December 2024.



### Stakeholder Responsibilities

HHCS 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.

<b>Outline of Stakeholder Responsibilities</b>	
Consultant	<ul style="list-style-type: none"><li>• Schedule and facilitate internal planning team meetings and public advisory committee 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, internal planning team, and public advisory committee.</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, 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.</li><li>• Share a redistricting plan with the School Board</li></ul>
Public Advisory Committee	<ul style="list-style-type: none"><li>• Made up of public officials and business leaders in the Huber Heights area.</li><li>• Reviews work of the internal planning team and provides direct feedback based on local knowledge of the district and the region.</li><li>• Helps the consultant and the internal planning team to prepare for the second public information session, where draft options will be presented to the public.</li><li>• Will review public feedback after both public information sessions.</li><li>• Members are charged with representing the Huber Heights community as a whole, not individual school zones or neighborhoods.</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>
School Board	<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>• Advise staff and the process regarding policy related considerations and other board-level decisions.</li></ul>



### Study Timeline

The following page presents the study timeline. The timeline places a significant time commitment on student redistricting study internal planning team members from April 2024 through December 2024. Internal planning team members are expected to:

- Meet at least eleven times throughout the 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.

Public advisory committee members are expected to:

- Meet at least three times between May 2024 and November 2024.
- Review draft options and public discussion and provide direct feedback to the internal planning team.

**Process & Timeline for Redistricting**

	March 2024	April 2024	May 2024	June 2024	July 2024	August 2024	September 2024	October 2024	November 2024	December 2024
<i>Data Collection</i>	Red									
<i>Data Analysis/Assimilation</i>	Blue	Blue								
<i>Redistricting Baseline Options Development</i>	Blue	Blue								
<i>Internal Planning Team Work (1-2 meetings per month)</i>		Light Blue	Light Blue	Light Blue	Light Blue					
<i>Public Information Session #1 : Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Information meeting to public. No Options shared at this point.</i>		Green	4/22							
<i>Public Advisory Committee Meeting 1</i> - Review Background Data, Objectives, and Fall Planning Logistics			5/20							
<i>Public Advisory Committee Meeting 2</i> - Review DRAFT Options							9/23			
<i>Public Information Session #2: Present DRAFT Redistricting Options to General Public for Comment/Feedback</i>		Light Green	10/24							
<i>Public Advisory Committee Meeting 3</i> - Review Survey Feedback/Results, Final considerations regarding DRAFT Options								11/18		
<i>Presentation of Redistricting Plan to the Board of Education</i>		Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	12/12

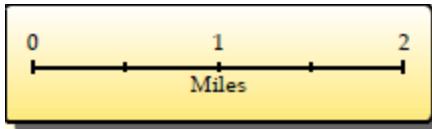


### Map Analysis

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 study.

### 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.

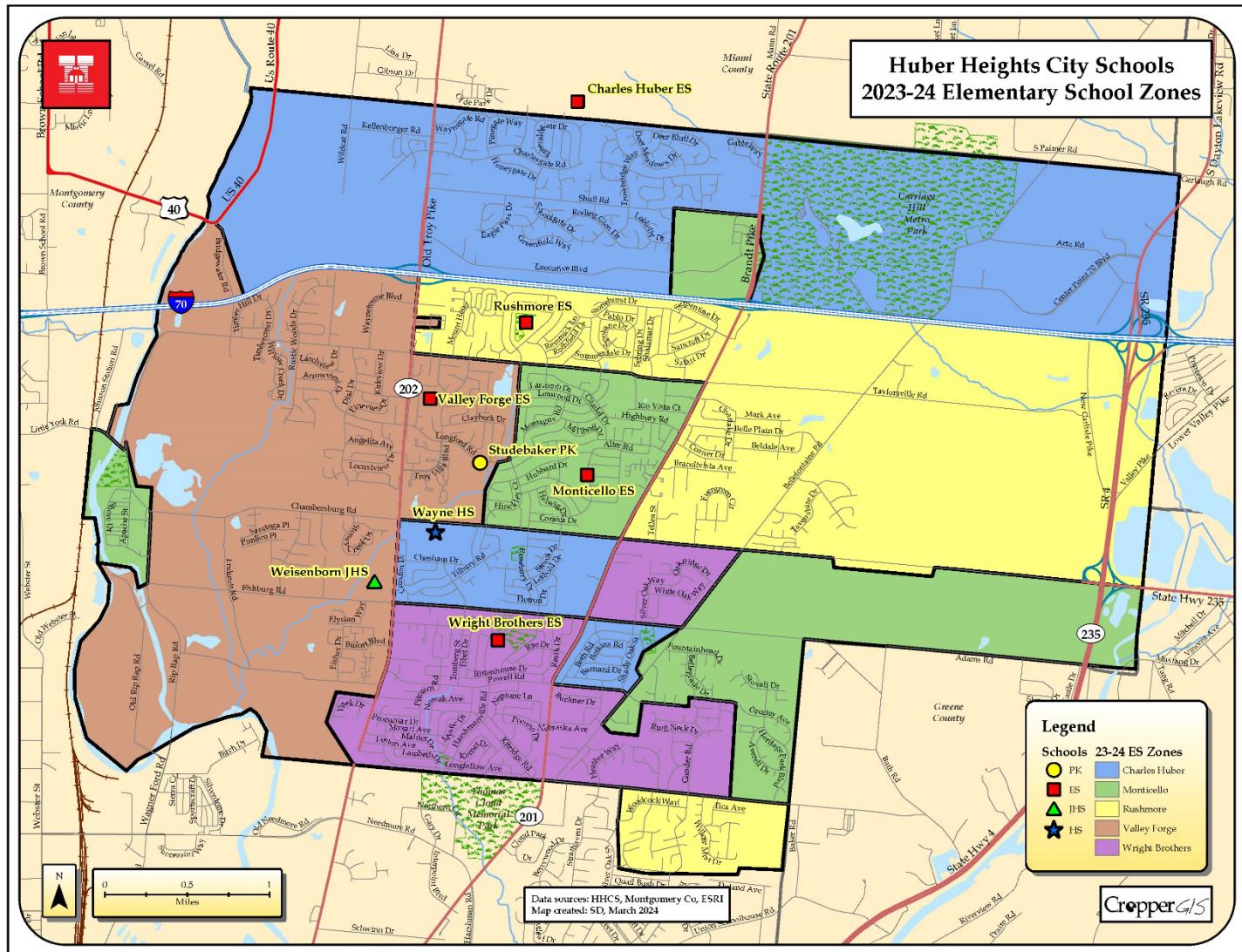




Series 1: Current Zone Mapping

Huber Heights City Schools, OH, Elementary School Attendance Zones 2023-24

The image below depicts the current 2023-24 Huber Heights City Schools Elementary School Zones. Detailed maps for each grade cohort may be found in Appendix B.





## Series 2: Live-Attend Mapping

### Huber Heights City Schools, OH, 2023-24 Charles Huber Elementary Live-Attend Analysis

Map Series 2, located in Appendix B, shows each elementary zone within Huber Heights City Schools along with tables that describe the Live-Attend statistics of each school's student population. Here is an example guide for reading these tables:

Charles Huber ES	
Total Enrollment (K-6)	641
Out of District	5
Unmatched	0
Total Live-In (K-6)	647
Live and Attend In	599
Live Out, Attend In	42
Live In, Attend Out	48

Total Enrollment (K-6<sup>th</sup>) – number of K-6th students attending Charles Huber ES.

Out of District – number of students who live outside of the Huber Heights City Schools district yet attend this school.

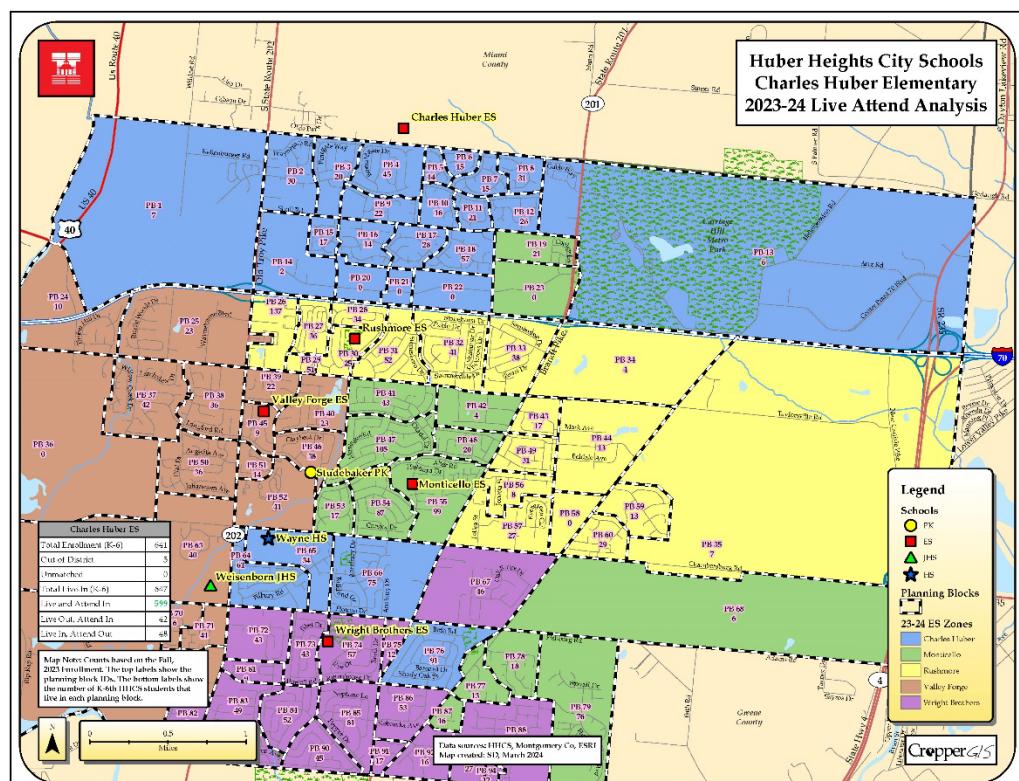
Total Live-In – number of students who live within the school's attendance zone, who are in the same grade cohort as the school. The grade cohort can change from school to school, depending on the population served. In this case, Charles Huber ES enrolls K through 6<sup>th</sup> grade students. Therefore, the 'total-live in' statistic here indicates there are 647 K-6<sup>th</sup> grade students living within the Charles Huber elementary attendance boundary.

Live and Attend-In – number of students (K-6<sup>th</sup> grade) who live within the attendance zone, and also attend that school. In this example, 599 of 641 K-6<sup>th</sup> grade students who live within the Charles Huber ES attendance zone also attend Charles Huber ES.

Live-Out, Attend-In – number of K-6<sup>th</sup> grade students who live outside of the Charles Huber ES attendance zone but attend Charles Huber ES.

Live-In, Attend-Out – number of K-6<sup>th</sup> grade students who live inside the Charles Huber ES attendance zone yet attend a different elementary school.

The labels in the planning blocks depict both the planning block ID number (on top) and the number of K-6th 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/huberheights\\_oh/](https://croppermap.com/huberheights_oh/)

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

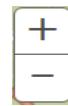
1. **Menu Options** Use these menus to interact with the map.

- **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.



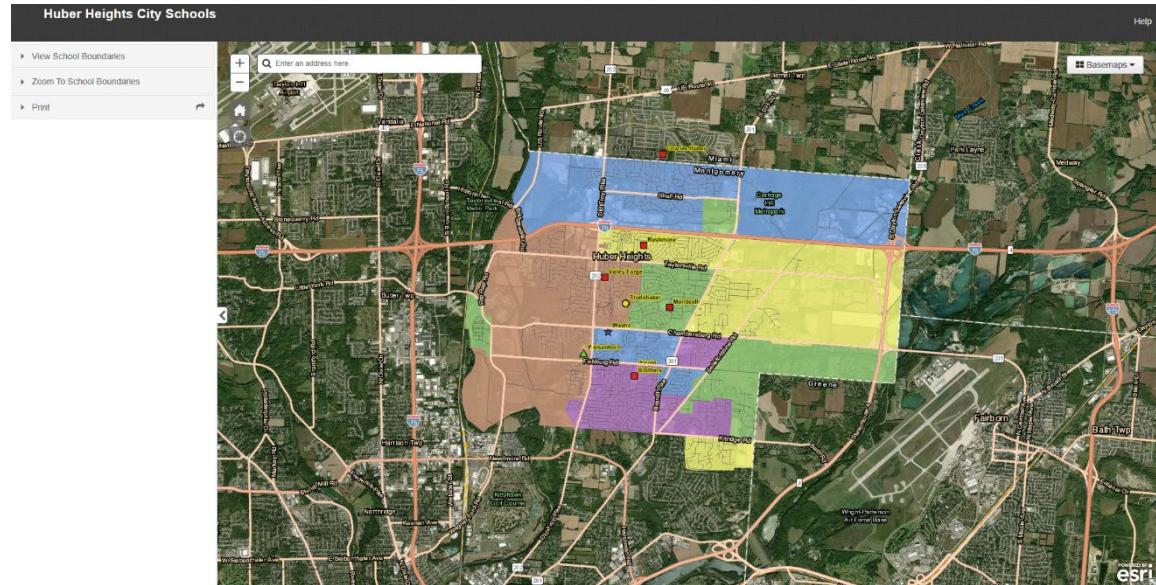
4. **Basemaps:** Use this dropdown list to determine which basemap to have on in the background.

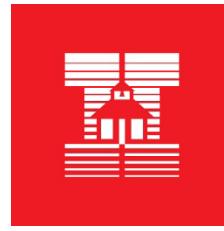


5. **Home Button:** Click on this button to zoom the map out to the district's full extent.



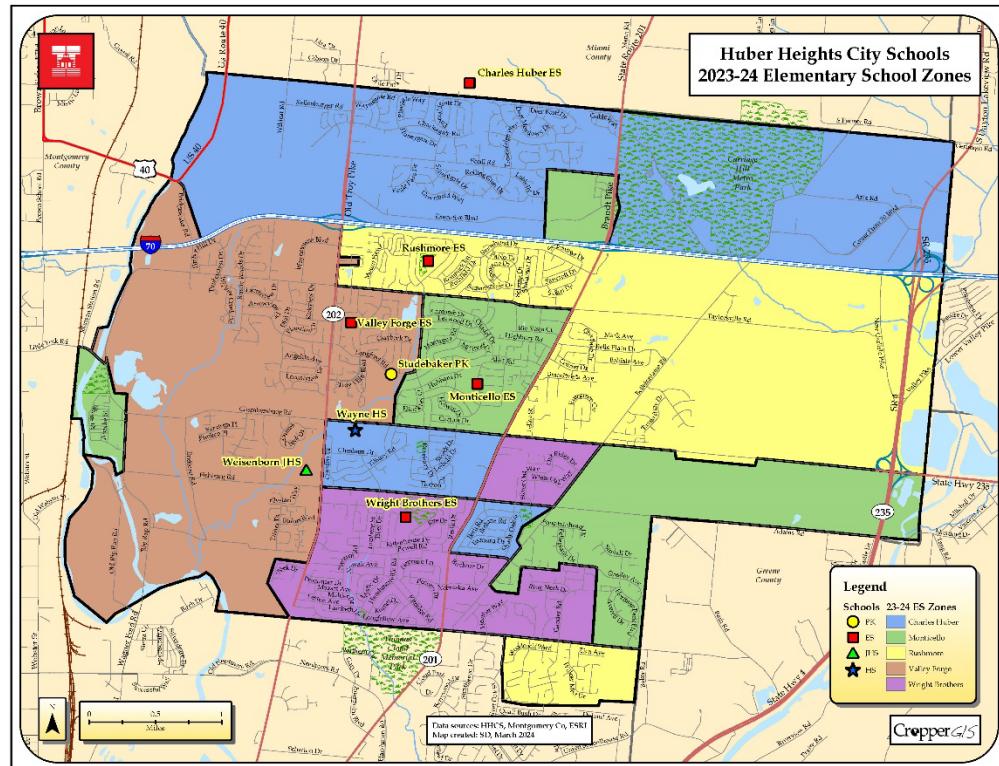
6. **GPS Location:** Click on this to determine your current location.





# Huber Heights City Schools, OH 2024 Redistricting Study

## 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 March 25, 2024 Huber Heights 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-6th Students Live**

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.

		Charles Huber	Monticello	Rushmore	Valley Forge	Wright Brothers	Out of District	Unzoned	Live Out, Attend In (K-6)	
		641	535	649	515	674	37	0	246	
		Charles Huber Elementary	599	5	11	8	13	5	42	
		Monticello Elementary	506	15	9	11	17	67		
		Rushmore Elementary	599	1	10	7	4	41		
		Valley Forge Elementary	475	11	11	8	4	51		
		Wright Brothers Elementary	632	15	6	7	4	45		
		Live In, Attend Out (K-6)	48	29	50	40	42			
			209							



Where K-6th Students Attend

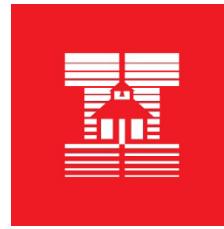
	Charles Huber	Monticello	Rushmore	Valley Forge	Wright Brothers	Out of District	Unmatched	Live Out, Attend In (K-6)
	647	535	649	515	674	37	0	246
Charles Huber Elementary	641	599	5	11	8	13	5	42
Monticello Elementary	573	15	506	15	9	11	17	67
Rushmore Elementary	640	7	7	599	10	10	7	41
Valley Forge Elementary	526	11	11	17	475	8	4	51
Wright Brothers Elementary	677	15	6	7	13	632	4	45
Live In, Attend Out (K-6)	209	48	29	50	40	42		

Where 7-8th Students Attend

	Weisenborn	Out of District	Unmatched	Live Out, Attend In (7-8)
	889	4	0	4
Weisenborn Junior High School	893	889	4	4
Live In, Attend Out (7-8)	0	0		

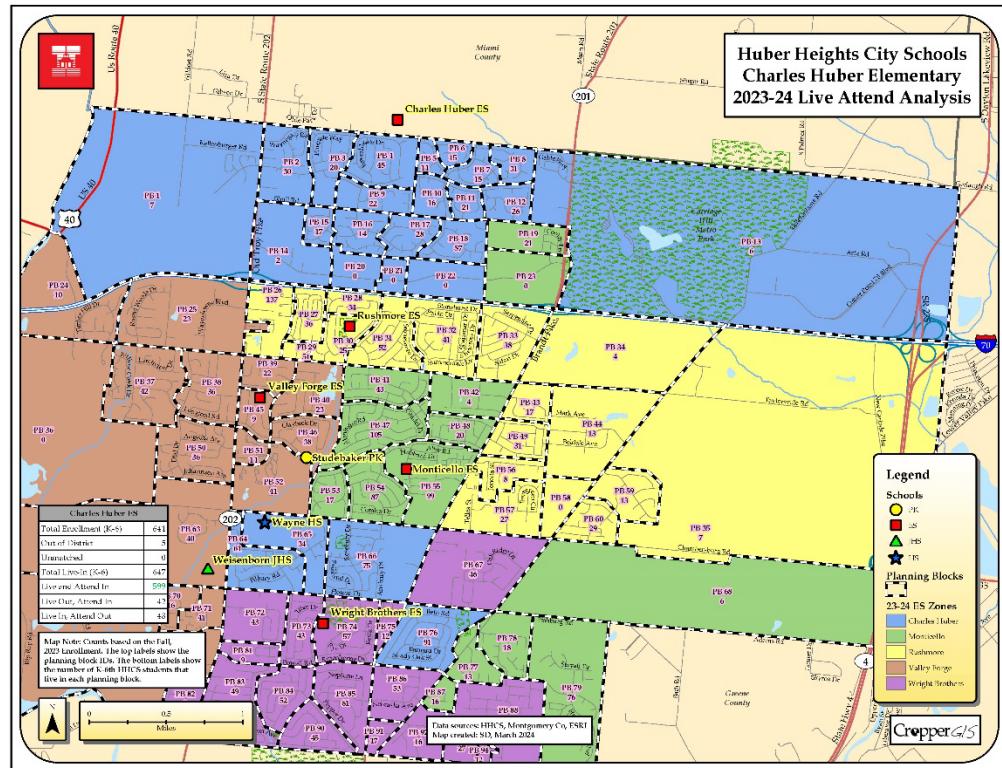
Where 9-12th Students Attend

	Wayne High School	Out of District	Unmatched	Live Out, Attend In (9-12)
	1,693	15	0	15
Wayne High School	1,708	1,693	15	15
Live In, Attend Out (9-12)	0	0		



# Huber Heights City Schools, OH 2024 Redistricting Study

## Appendix B: Live-Attend Maps

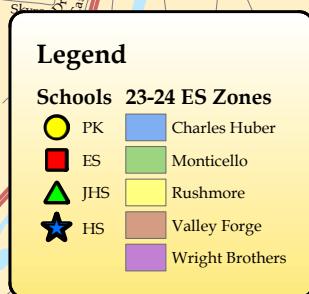


**Cropper G/S**



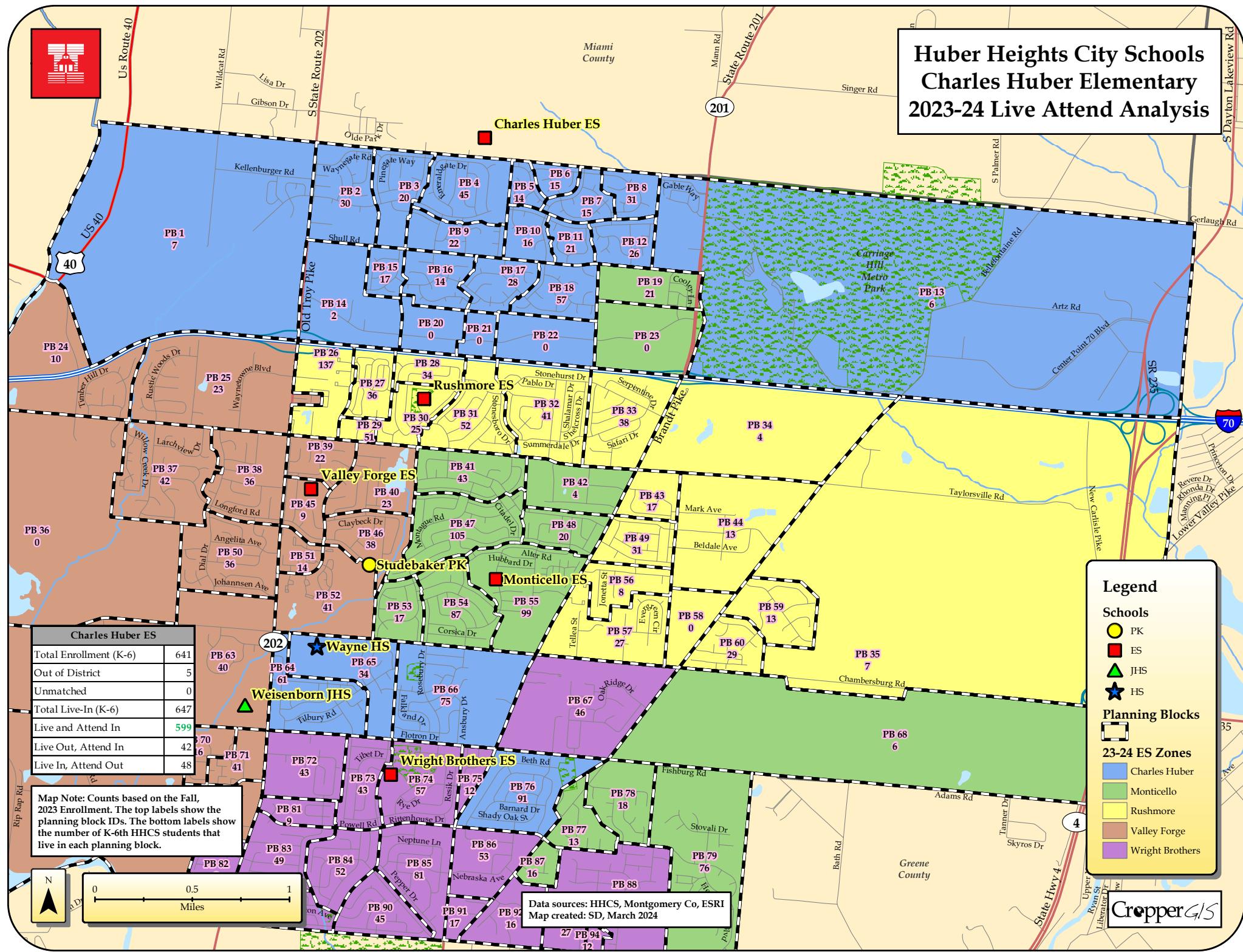
Huber Heights City Schools  
2023-24 Elementary School Zones

Data sources: HHCS, Montgomery Co, ESRI  
Map created: SD, March 2024

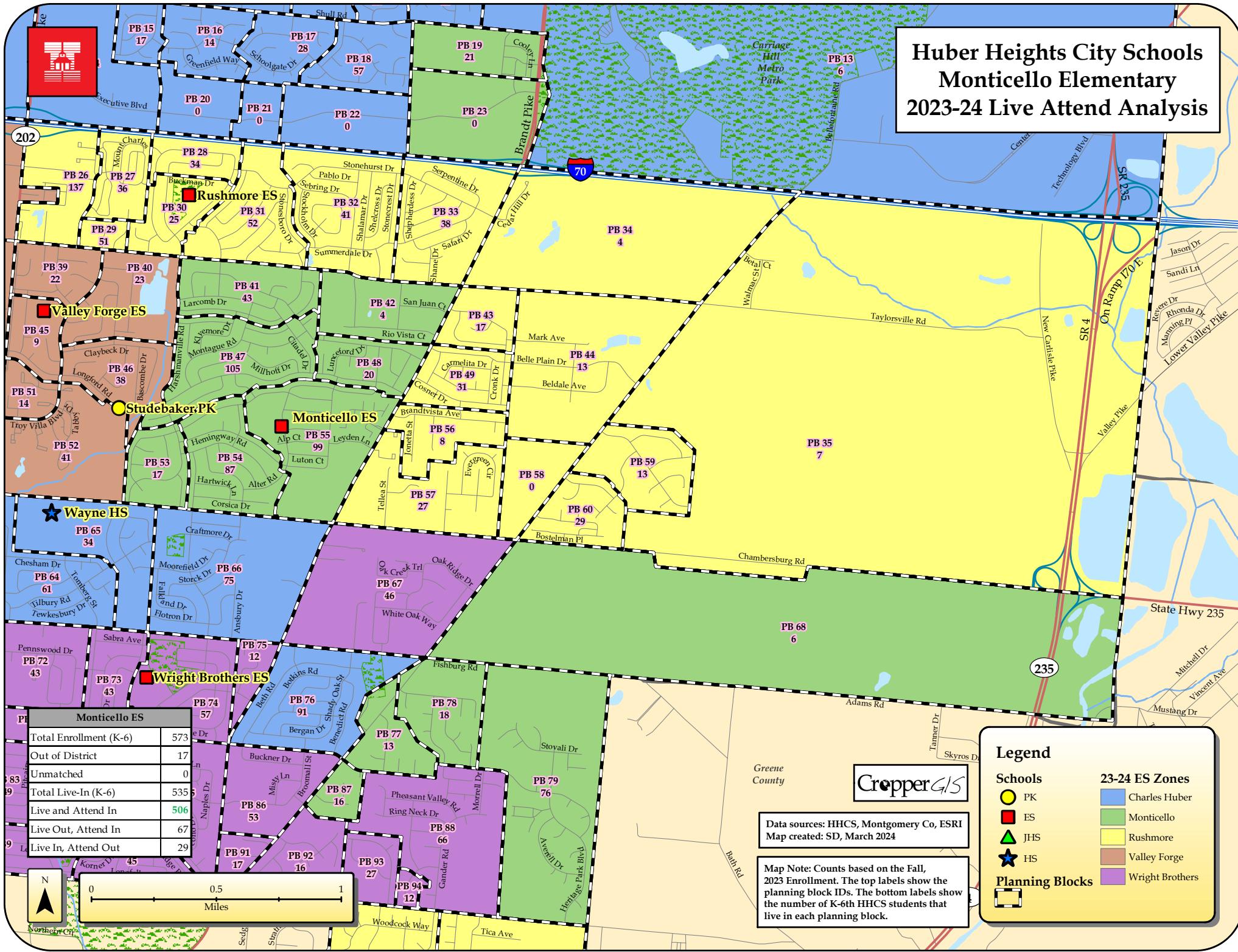


Cropper GIS

# Huber Heights City Schools Charles Huber Elementary 2023-24 Live Attend Analysis



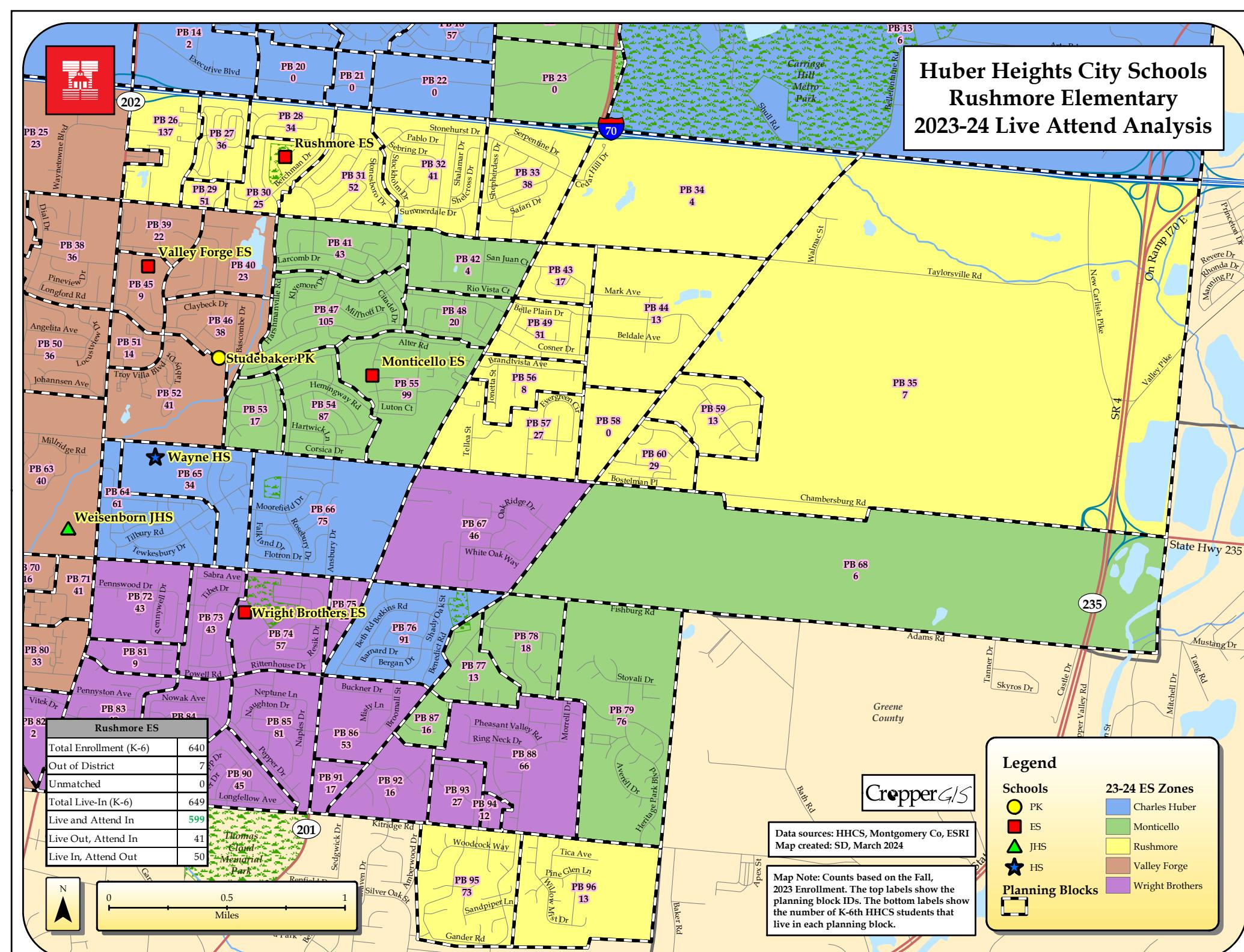
# Huber Heights City Schools Monticello Elementary 2023-24 Live Attend Analysis



# Huber Heights City Schools

## Rushmore Elementary

### 2023-24 Live Attend Analysis

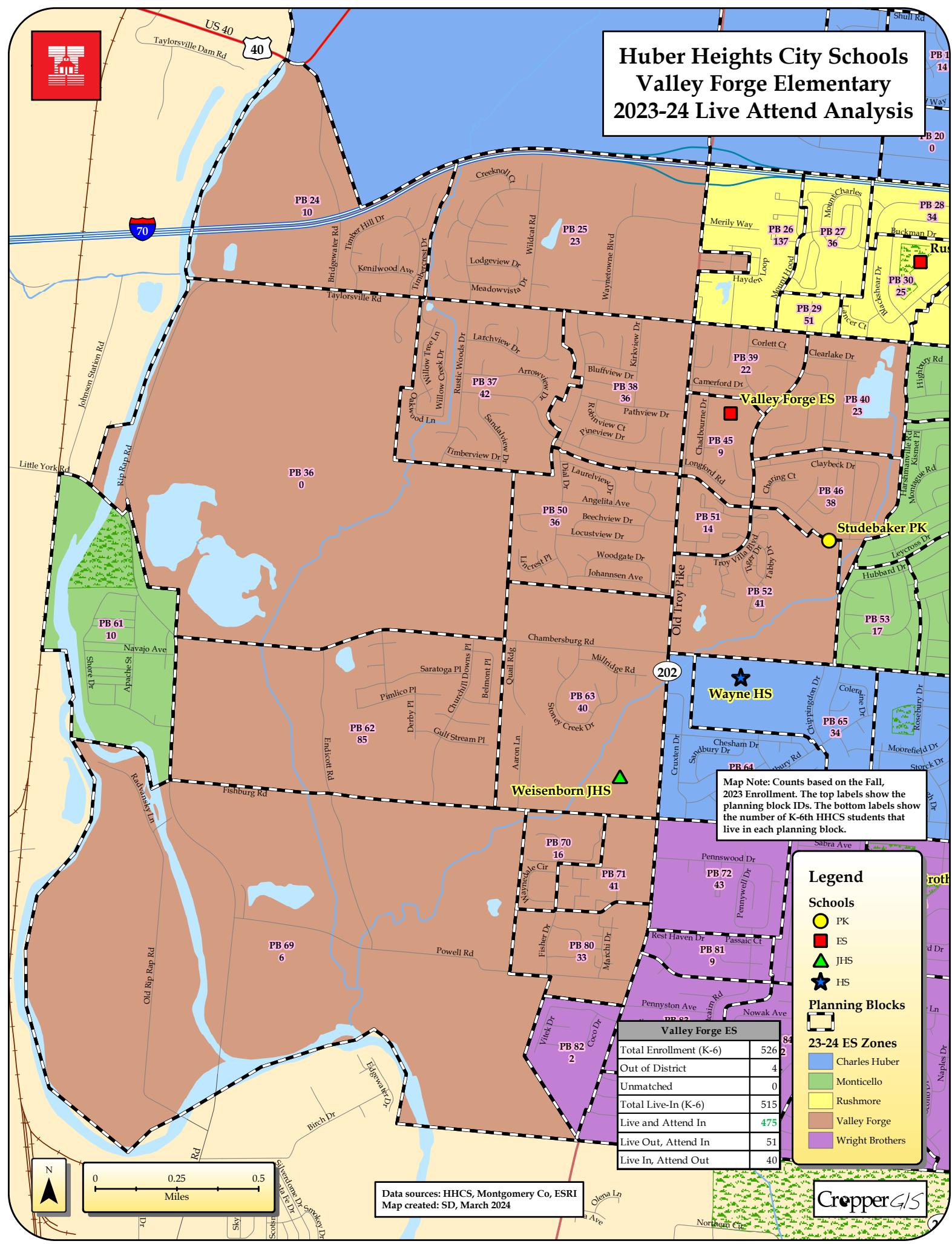




# Huber Heights City Schools

## Valley Forge Elementary

### 2023-24 Live Attend Analysis

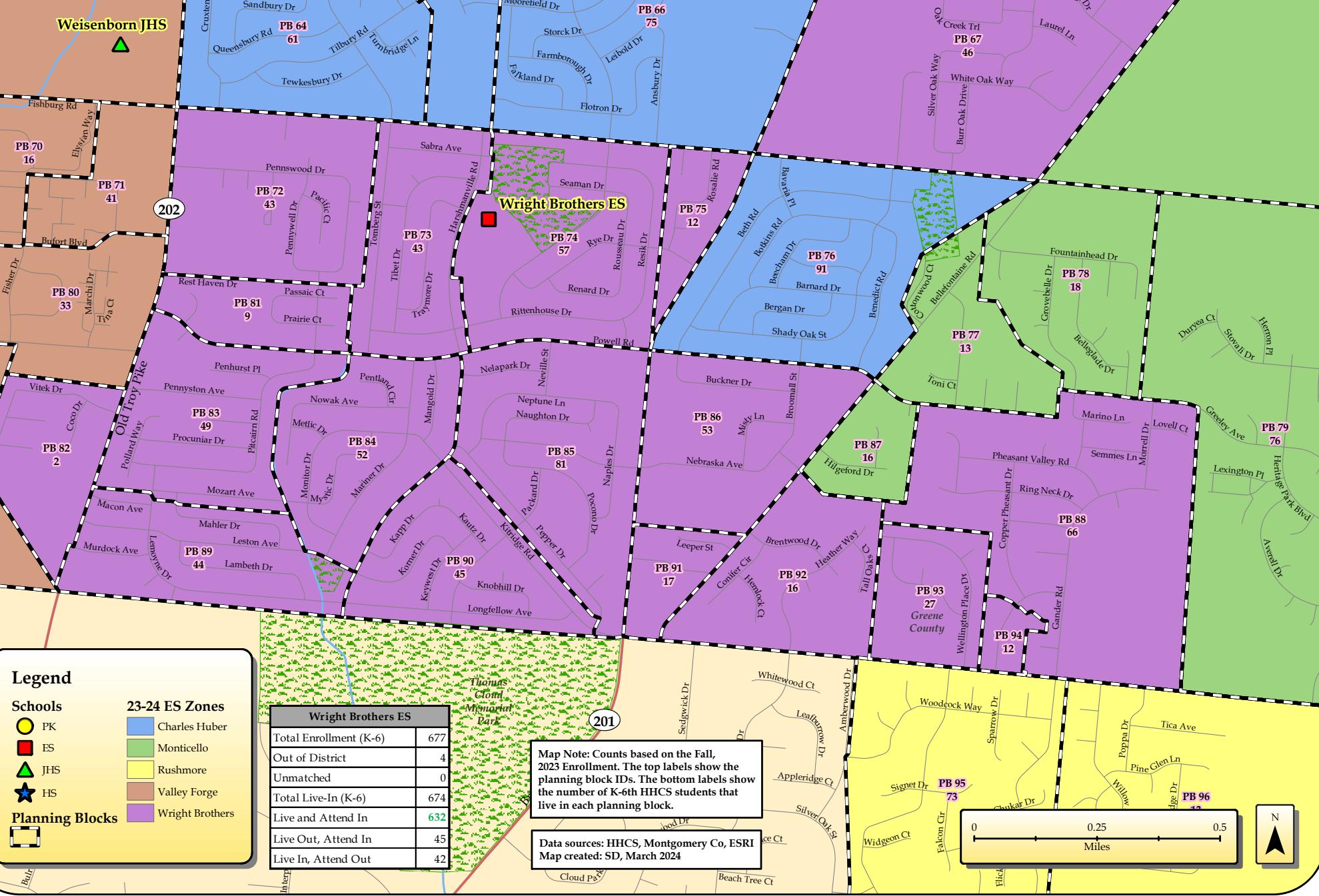


# Huber Heights City Schools

## Wright Brothers Elementary

### 2023-24 Live Attend Analysis

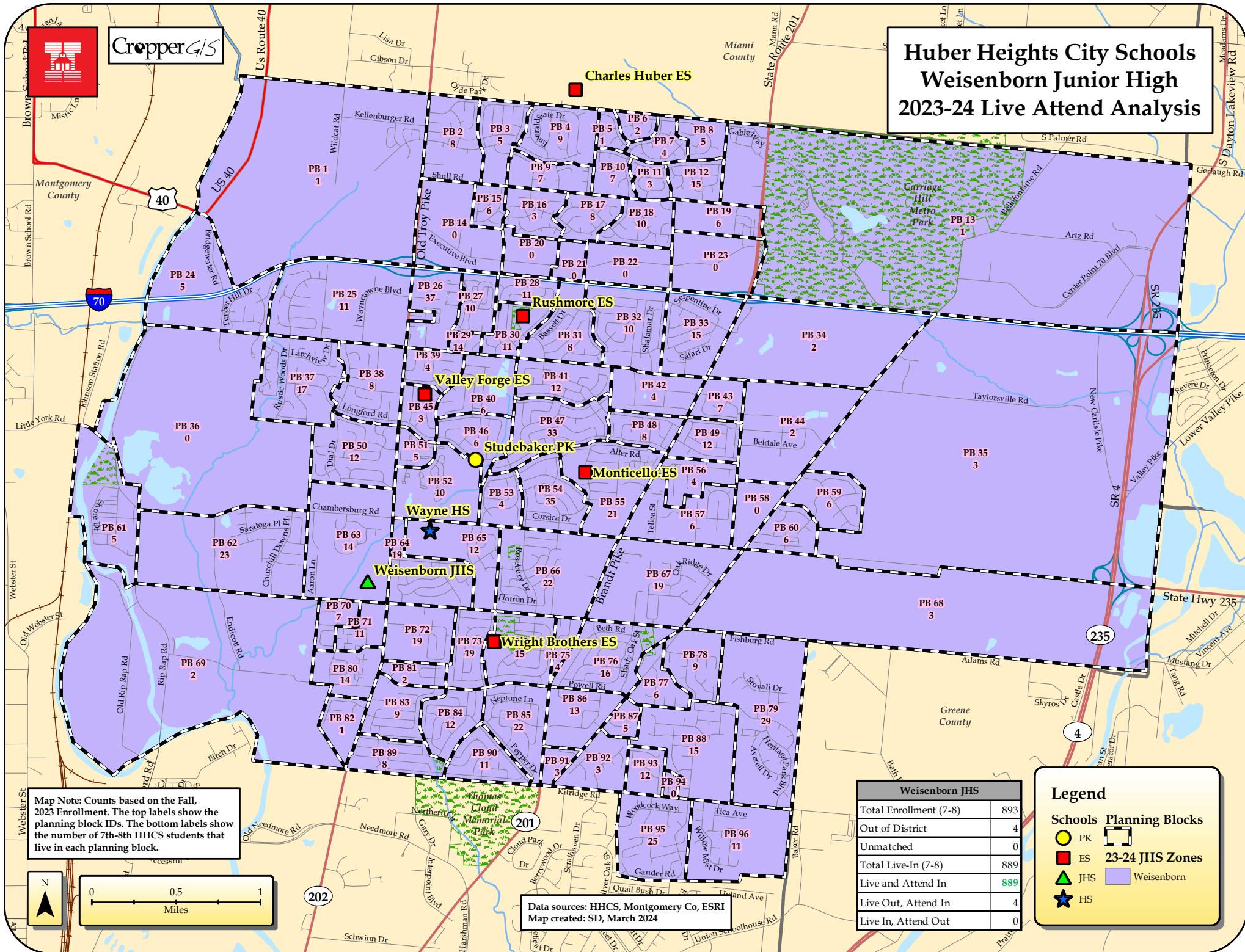
CropperGIS

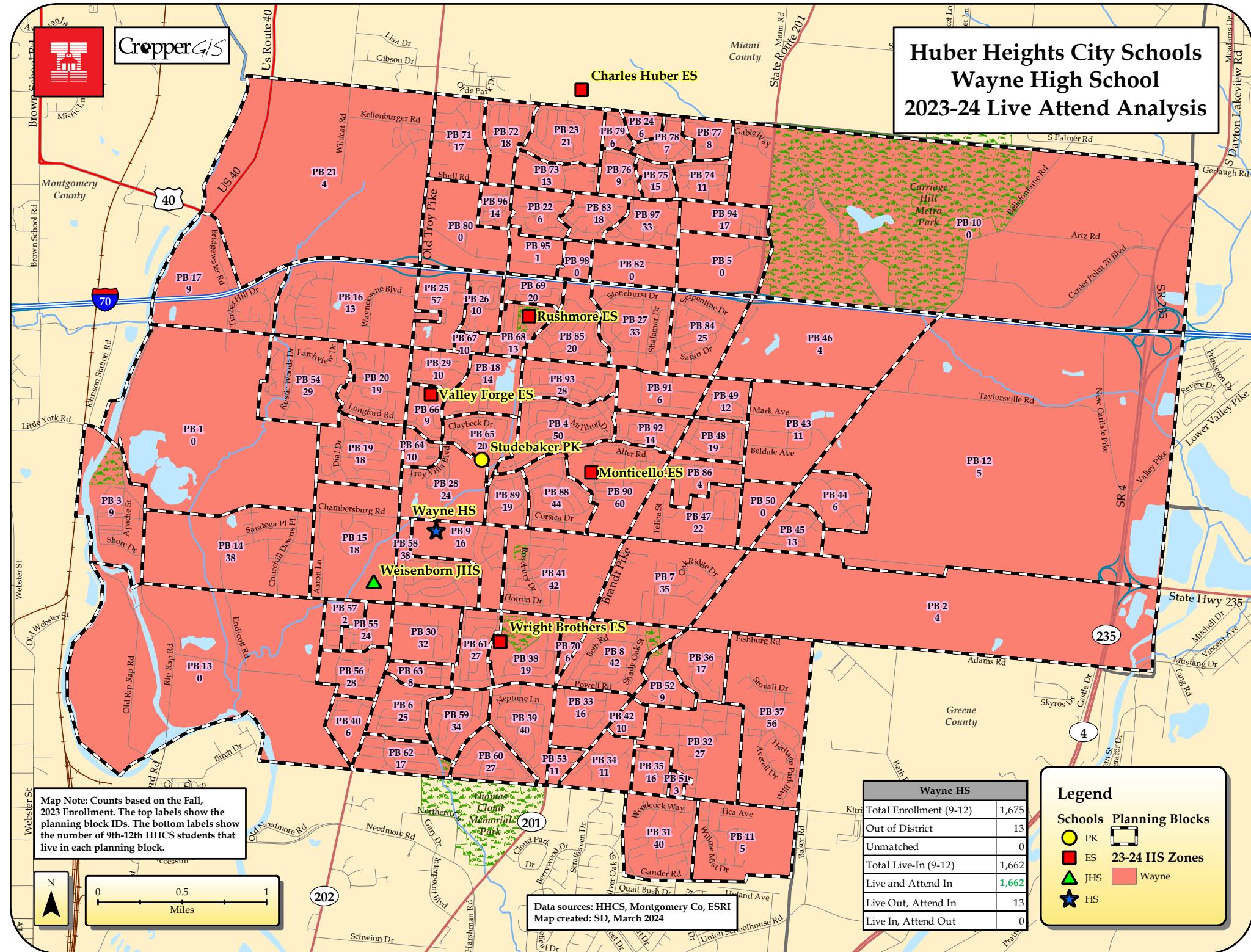


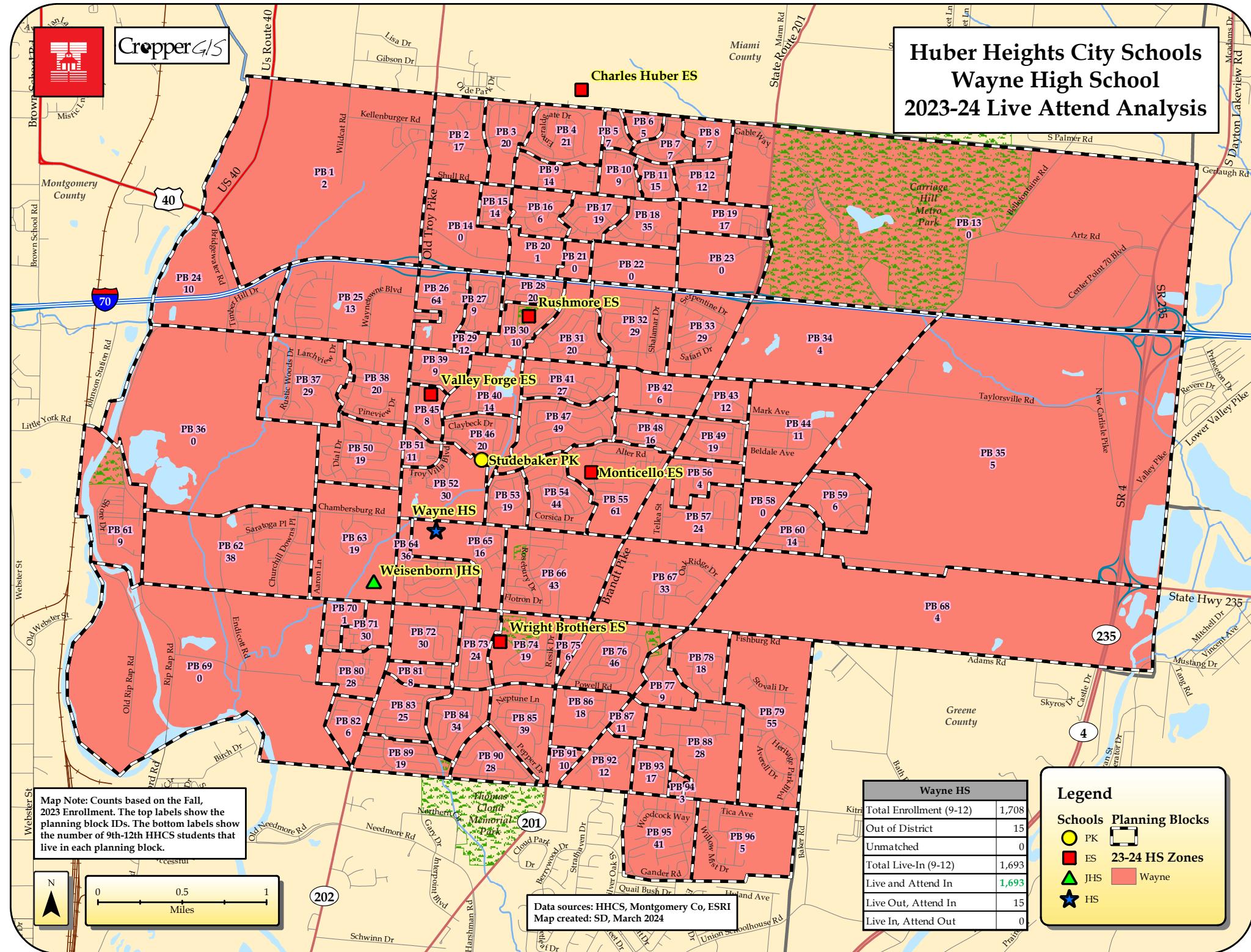
# Huber Heights City Schools

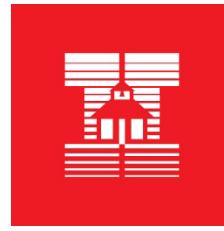
## Weisenborn Junior High

### 2023-24 Live Attend Analysis



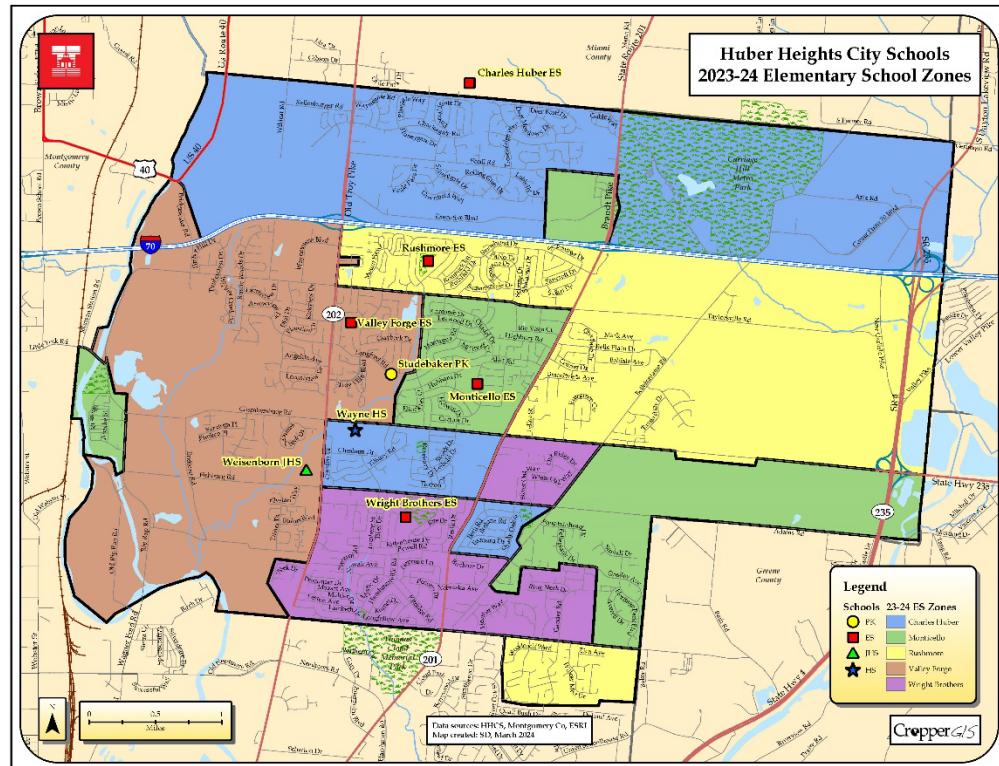






# Huber Heights City Schools, OH 2024 Redistricting Study

## Appendix C: Enrollment and Utilization Tables



CropperGIS



#### Appendix C: 2023-24 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 redistricting adjustments. The current student enrollment numbers were derived from the district's March 25, 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.

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

Live and Attend - Students who attend the assigned schools for the zones where they live.

Live Out Attend In - Students that live outside of their attending school's boundary but reside within the Huber Heights City Schools district boundary.

Out of District students - Students that live outside of Huber Heights City Schools district boundary.

Unmatched students - Students whose address was not able to be located by the GIS.



Enrollment and Utilization Tables

The following tables show current utilization by percentage based on current enrollment and 2023-24 building capacity. Student counts are based on the March 25, 2024 Huber Heights City Schools 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 correlate to what the district considers to be an ideal or problematic scenario. Percentages are rounded.

		ES Current Enrollment (2023-24)														
		2023-24 Enrollment and Utilization										Enrolled Live-Attend				
		Elementary School	Capacity	K	1	2	3	4	5	6	Current Enrollment	Current Utilization	Trend	Live-In	Live-and-Attend-In	Live-Out-and-Attend-In
Charles Huber Elementary	690	104	93	94	81	104	92	73	641	93%	▲	647	599	42	5	
Monticello Elementary	668	78	84	83	69	98	83	78	573	86%	▬	535	506	67	17	
Rushmore Elementary	668	91	96	91	81	91	96	94	640	96%	▬	649	599	41	7	
Valley Forge Elementary	690	71	84	70	69	72	74	86	526	76%	▬	515	475	51	4	
Wright Brothers Elementary	704	90	111	92	91	99	104	90	677	96%	▬	674	632	45	4	
<b>Total</b>	<b>3,420</b>	<b>434</b>	<b>468</b>	<b>430</b>	<b>391</b>	<b>464</b>	<b>449</b>	<b>421</b>	<b>3,057</b>	<b>89%</b>	<b>▲</b>	<b>3,020</b>	<b>2,811</b>	<b>246</b>	<b>37</b>	<b>0</b>



Enrollment and Utilization Tables (Continued)

		JHS Current Enrollment (2023-24)										
		2023-24 Enrollment and Utilization						Enrolled Live-Attend				
Junior High School	Capacity	7	8	Current Enrollment	Current Utilization	Trend	Live-In	Live-and-Attend-In	Live-Out-and-Attend-In	Out of District	Unmatched	
Weisenborn Junior High School	949	422	471	893	94%	▼	889	889	4	4		
<b>Total</b>	<b>949</b>	<b>422</b>	<b>471</b>	<b>893</b>	<b>94%</b>	<b>▼</b>	<b>889</b>	<b>889</b>	<b>4</b>	<b>4</b>	<b>0</b>	

		HS Current Enrollment (2023-24)											
		2023-24 Enrollment and Utilization						Enrolled Live-Attend					
High School	Capacity	9	10	11	12	Current Enrollment	Current Utilization	Trend	Live-In	Live-and-Attend-In	Live-Out-and-Attend-In	Out of District	Unmatched
Wayne High School	1,849	490	476	408	334	1,708	92%	▲	1,693	1,693	15	15	
<b>Total</b>	<b>1,849</b>	<b>490</b>	<b>476</b>	<b>408</b>	<b>334</b>	<b>1,708</b>	<b>92%</b>	<b>▲</b>	<b>1,693</b>	<b>1,693</b>	<b>15</b>	<b>15</b>	<b>0</b>



Demographic Statistics

The following tables display race and socioeconomic statistics by school based on the March 25, 2024 student database.

Elementary School	ES Current Enrollment (2023-24)							ES Current Enrollment (2023-24)		
	Race Percentage							Lunch Percentage		
	Asian	Black	Hispanic	American Indian	Mutli-racial	Native Hawaiian or P.I.	White	Free	None	Reduced
Charles Huber Elementary	1%	22%	13%	0%	15%	0%	50%	35%	62%	3%
Monticello Elementary	1%	27%	9%	0%	12%	0%	51%	36%	58%	6%
Rushmore Elementary	3%	27%	6%	0%	14%	0%	50%	38%	56%	6%
Valley Forge Elementary	3%	27%	6%	0%	17%	0%	47%	41%	54%	5%
Wright Brothers Elementary	3%	23%	11%	0%	11%	0%	52%	40%	55%	5%
<b>Total</b>	<b>2%</b>	<b>25%</b>	<b>9%</b>	<b>0%</b>	<b>14%</b>	<b>0%</b>	<b>50%</b>	<b>38%</b>	<b>57%</b>	<b>5%</b>



Demographic Statistics (Continued)

Junior High School	JHS Current Enrollment (2023-24)							JHS Current Enrollment (2023-24)		
	Race Percentage							Lunch Percentage		
	Asian	Black	Hispanic	American Indian	Mutli-racial	Native Hawaiian or P.I.	White	Free	None	Reduced
Weisenborn Junior High School	2%	27%	7%	0%	11%	0%	52%	46%	46%	8%
<b>Total</b>	<b>2%</b>	<b>27%</b>	<b>7%</b>	<b>0%</b>	<b>11%</b>	<b>0%</b>	<b>52%</b>	<b>46%</b>	<b>46%</b>	<b>8%</b>

High School	HS Current Enrollment (2023-24)							HS Current Enrollment (2023-24)		
	Race Percentage							Lunch Percentage		
	Asian	Black	Hispanic	American Indian	Mutli-racial	Native Hawaiian or P.I.	White	Free	None	Reduced
Wayne High School	2%	27%	8%	0%	11%	0%	51%	40%	53%	7%
<b>Total</b>	<b>2%</b>	<b>27%</b>	<b>8%</b>	<b>0%</b>	<b>11%</b>	<b>0%</b>	<b>51%</b>	<b>40%</b>	<b>53%</b>	<b>7%</b>



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