



Huber Heights City Schools, OH 2024 Redistricting Study

-Public Information Session 2-

October 24, 2024

Cropper GIS



Welcome and Introductions



Tonight's Purpose

1. **Learn** how the redistricting process has been working.
2. **Review** DRAFT redistricting options A and B for Elementary Schools
3. **Complete** online surveys related to the options to provide valuable input regarding options that are being considered.



Project 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 pro-actively 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.

Why We're Here



Redistricting Study

Cropper GIS Consulting was hired by Huber Heights City Schools to facilitate and manage the project. Our firm is tasked to:

- A. Develop supporting materials to help facilitate the study.
- B. Facilitate an expert-based process of developing a student redistricting plan.
- C. Empower the community throughout the process.
- D. Leverage expertise to develop logical, efficient, and effective student redistricting options with the planning team.
- E. Recommend a redistricting plan to the School Board.



Redistricting Criteria

Cropper GIS has developed a body of criteria to guide this student redistricting study. The following criteria are not listed in any particular order of importance:

- **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.



Redistricting Criteria

Rules to Follow

- **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.

- **Account for economic, cultural, and ethnic diversity**

Ensure schools are inclusionary and not adversely affected by redistricting decisions.



Redistricting Criteria

Rules to Follow

- **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 roads 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.

All criteria are in no particular order or priority, and the best plan is one that touches on all criteria but does not focus solely on one element of the criteria.



Stakeholders



Outline of Stakeholder Responsibilities

| | |
|---------------------------|---|
| Consultant | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 School Board 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 redistricting plan with the School Board |
| Public Advisory Committee | <ul style="list-style-type: none">• Made up of public officials and business leaders in the Huber Heights area.• Reviews work of the internal planning team and provides direct feedback based on local knowledge of the district and the region.• 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.• Will review public feedback after both public information sessions.• Members are charged with representing the Huber Heights community as a whole, not individual school zones or neighborhoods. |
| General Public | <ul style="list-style-type: none">• 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. |
| School Board | <ul style="list-style-type: none">• 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 and other board-level decisions. |



Timeline



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> | | | | | | | | | | |
| <i>Data Analysis / Assimilation</i> | | | | | | | | | | |
| <i>Redistricting Baseline Options Development</i> | | | | | | | | | | |
| <i>Internal Planning Team Work (1-2 meetings per month)</i> | | | | | | | | | | |
| <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> | | 4/22 | | | | | | | | |
| <i>Public Advisory Committee Meeting 1 - Review Background Data, Objectives, and Fall Planning Logistics</i> | | | 5/20 | | | | | | | |
| <i>Public Advisory Committee Meeting 2 - Review DRAFT Options</i> | | | | | | | 9/23 | | | |
| <i>Public Information Session #2: Present DRAFT Redistricting Options to General Public for Comment/Feedback</i> | | | | | | | | 10/24 | | |
| <i>Public Advisory Committee Meeting 3 - Review Survey Feedback/Results, Final considerations regarding DRAFT Options</i> | | | | | | | | | 11/18 | |
| <i>Presentation of Redistricting Plan to the Board of Education</i> | | | | | | | | | | 12/12 |



Progress Report



Work done to date

- We are about 3/4 complete with the process.
- The Internal Planning Team has met five times and the Public Advisory Committee twice since April 2024 and both teams have spent many hours between meetings reviewing information.
- The IPT has reviewed 14 variations of DRAFT options since the process started.
 - Started with 2 baseline DRAFT options; additional options generated each meeting based on the Internal Planning Team, Public Advisory Committee and general public feedback.



Work done to date

- Data and information examined includes school enrollment and capacity, demographics, transportation data, student impacts, and feedback from members of the public.
- Options are considered DRAFT throughout the process and continued dialog and consideration of data is always encouraged.

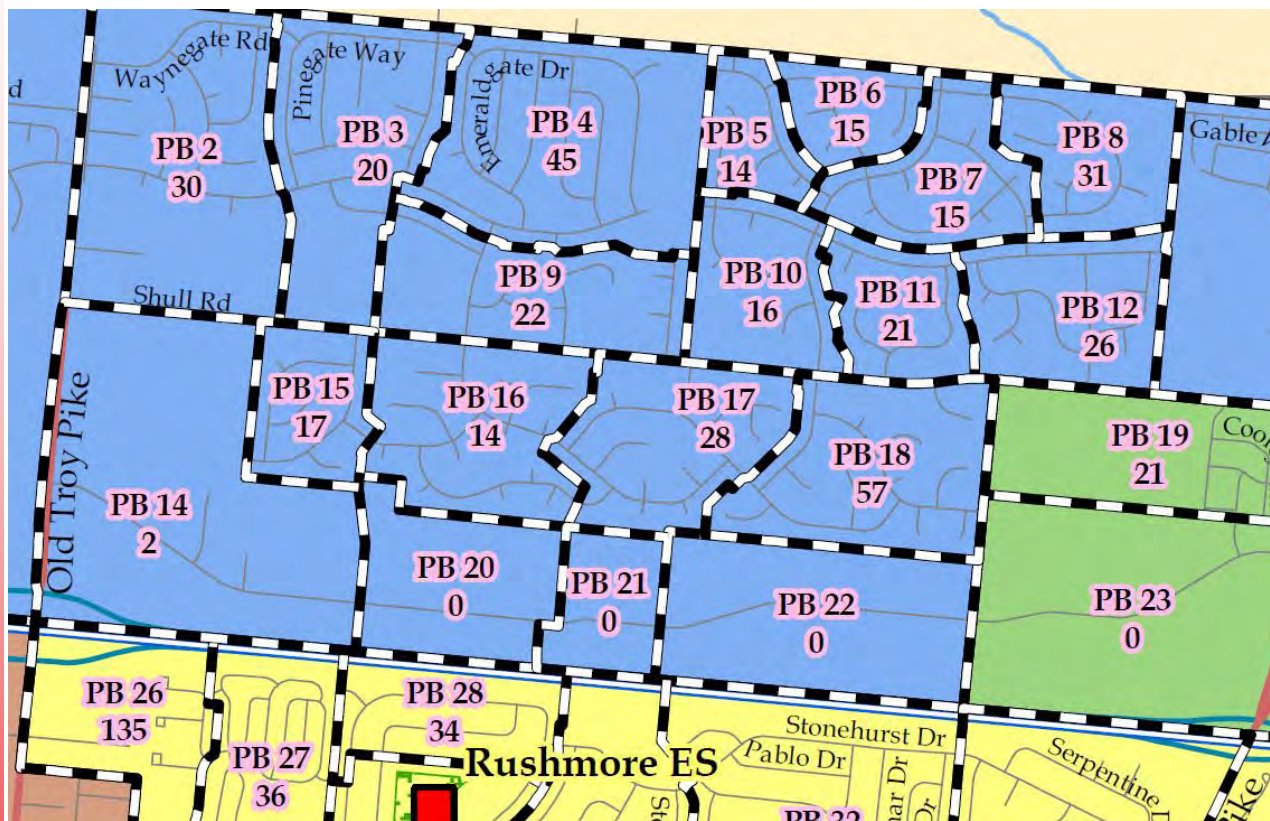


Planning Team's Progress

- The planning team's charge is to share one option with the School Board.
- Nothing will be FINAL until the School Board determines the best plan for the district.



Planning Blocks



The use of planning blocks help the IPT and public obtain an understanding of the impact on moving an area one way or the other.

Key data will be analyzed by these planning blocks, such as total number of students living within each block.

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



2. Data Analysis / Assimilation

Online Map

- An online map has been developed to further inform all stakeholders on the work of the internal planning team.
- Current zones and options can be viewed on the map.
- Other features can be turned on/off on the map, including planning blocks.
- Map is customizable, and can/will be updated during the process to show new options along with other information requested by the internal planning team.
- Site can be viewed on any device, including mobile devices and tablets (with internet connection).
- Site address is:
 - https://croppermap.com/huberheights_oh/



2. Data Analysis / Assimilation

Online Map

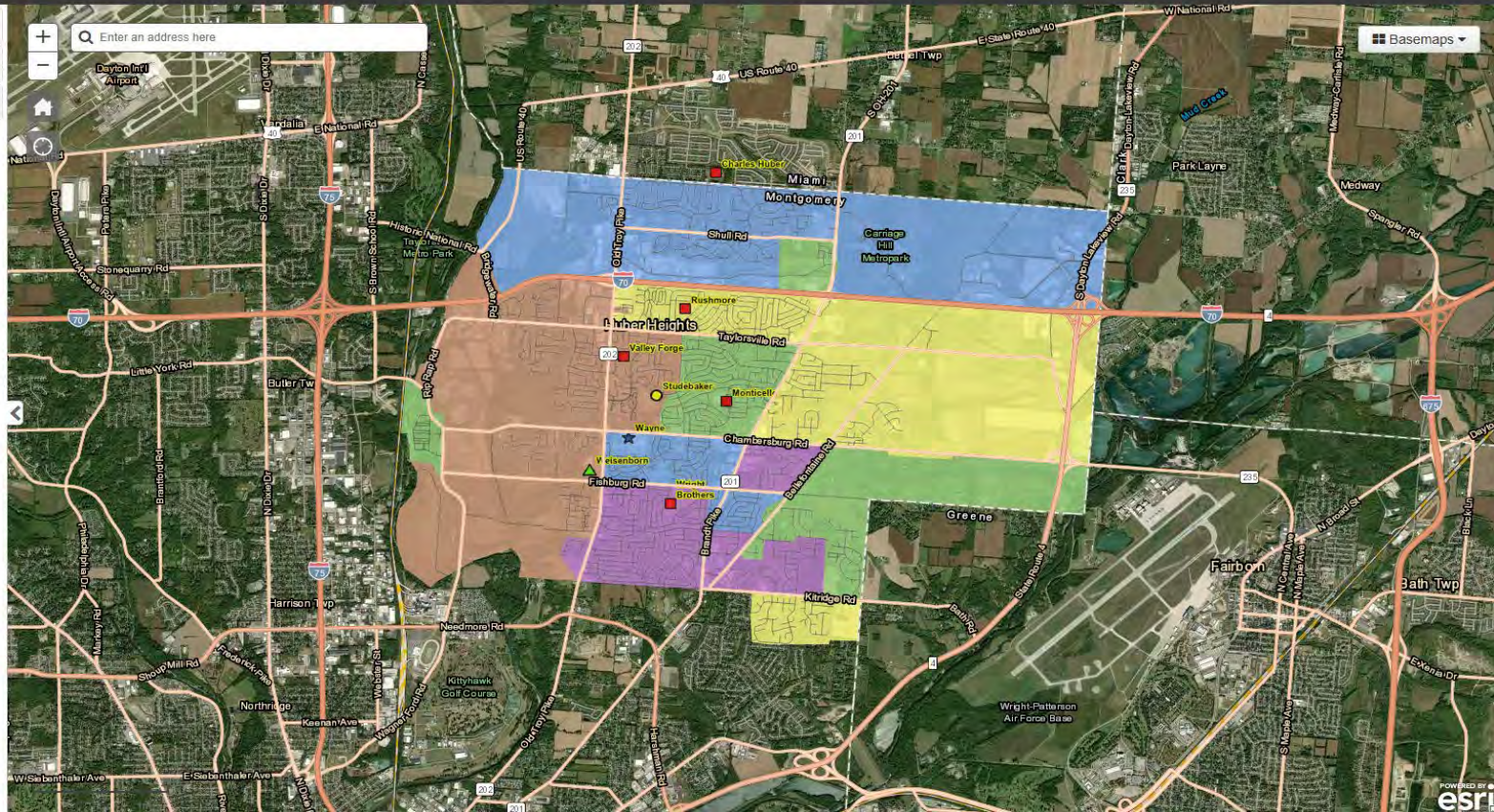
Huber Heights City Schools

Help

View School Boundaries

Zoom To School Boundaries

Print





Online Survey:

- Begins October 24, 2024 and available through midnight, November 3, 2024:
- *Participate in survey located at www.hhcsredistricting.com*
 - Survey will help provide insight on the public's thoughts about the DRAFT options.
 - Public feedback isn't intended to see which option gets the most votes from the public
 - The best feedback is constructive comments regarding changes that better adhere to the project objectives and redistricting criteria.
 - Changes will only be made if it brings closer adherence to the objectives and criteria.



Tonight

- *Gallery Walk: Review Options A and B and related data, talk to IPT members*
- Internal Planning Team members, HHCS staff, and consultants will be around the maps to discuss any thoughts the public may have.
- Although discussions around the maps are very important, please submit your feedback via the online survey for the entire planning team's benefit.



Next Steps:

- The Internal Planning Team has 2 more meetings scheduled after tonight's Public Info Session, and the Public Advisory Committee has 1 more meeting scheduled.
- The IPT and PAC will review additional public feedback from online surveys and emails.
- Adjustments could be made to DRAFT options, if suggestions help to better adhere to the objectives and considerations.



Quick Review of Maps and Statistics



Options Development

The Internal Planning Team, facilitated by Cropper GIS, has been hard at work for the past six months developing options.

Cropper GIS started the process by creating baseline options based on the available data.

The IPT has been meeting multiple times monthly to review and discuss the options, starting with the original baseline options. Each time, the options and have been revised and analyzed again.

Many different approaches have been reviewed, and two options remain, labeled Option A and Option B. Option A is a fully comprehensive option that addresses all the criteria, and Option B is a more conservative approach that improves the district's situation with minimal impact.

The Public Advisory Committee has played an invaluable role in this process, providing feedback after the first PAC meeting that was immediately incorporated into this process.



Options Statistical Analysis and Maps

We will now review a series of tables that depict statistics for options 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.

All calculations were derived from the district's 2023-24 Enrollment student database dated March 25, 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.

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

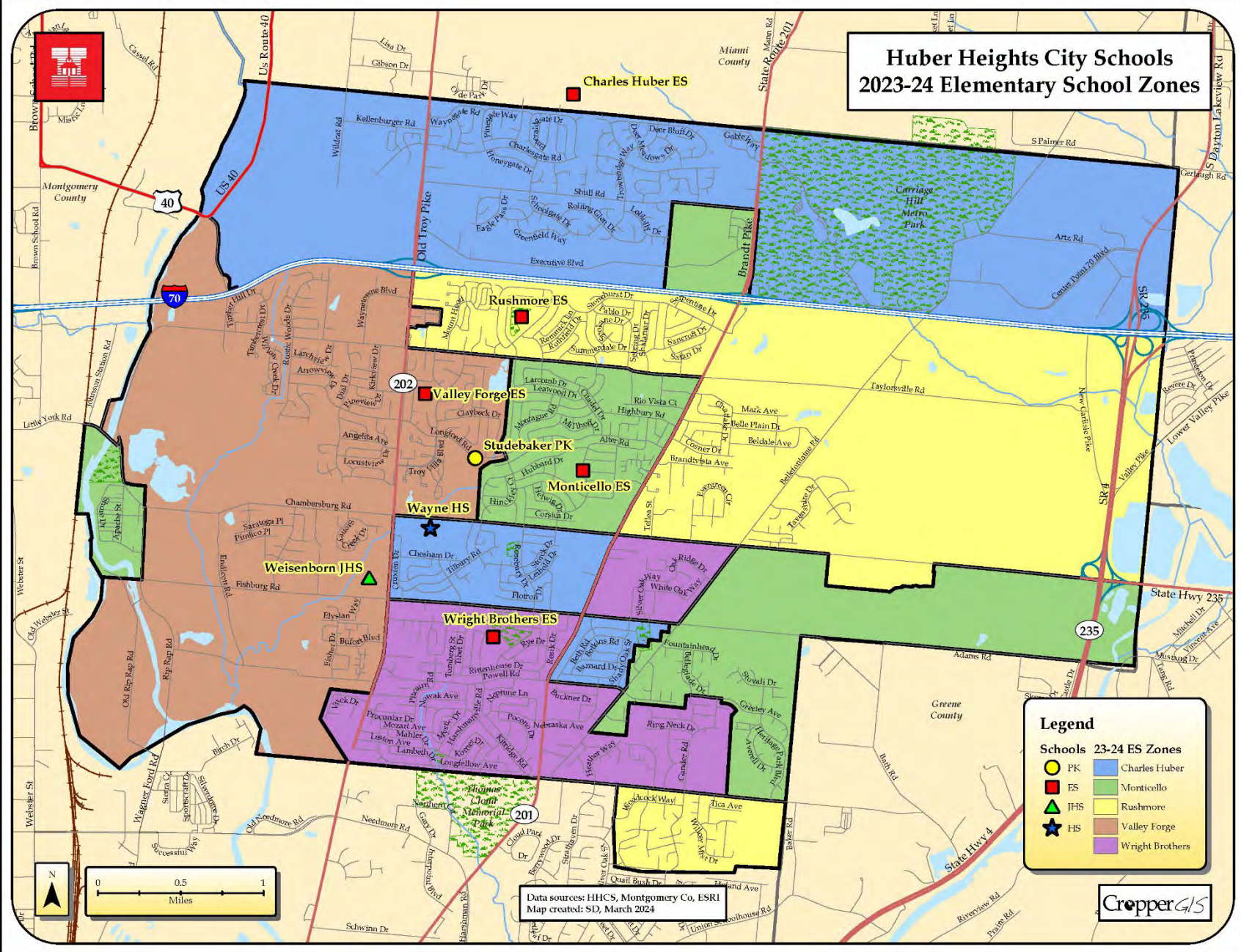
Live Out Attend In - Students that live outside of their attending school's boundary but reside within the Huber Heights City Schools district boundary.

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.



Huber Heights City Schools 2023-24 Elementary School Zones



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

Legend

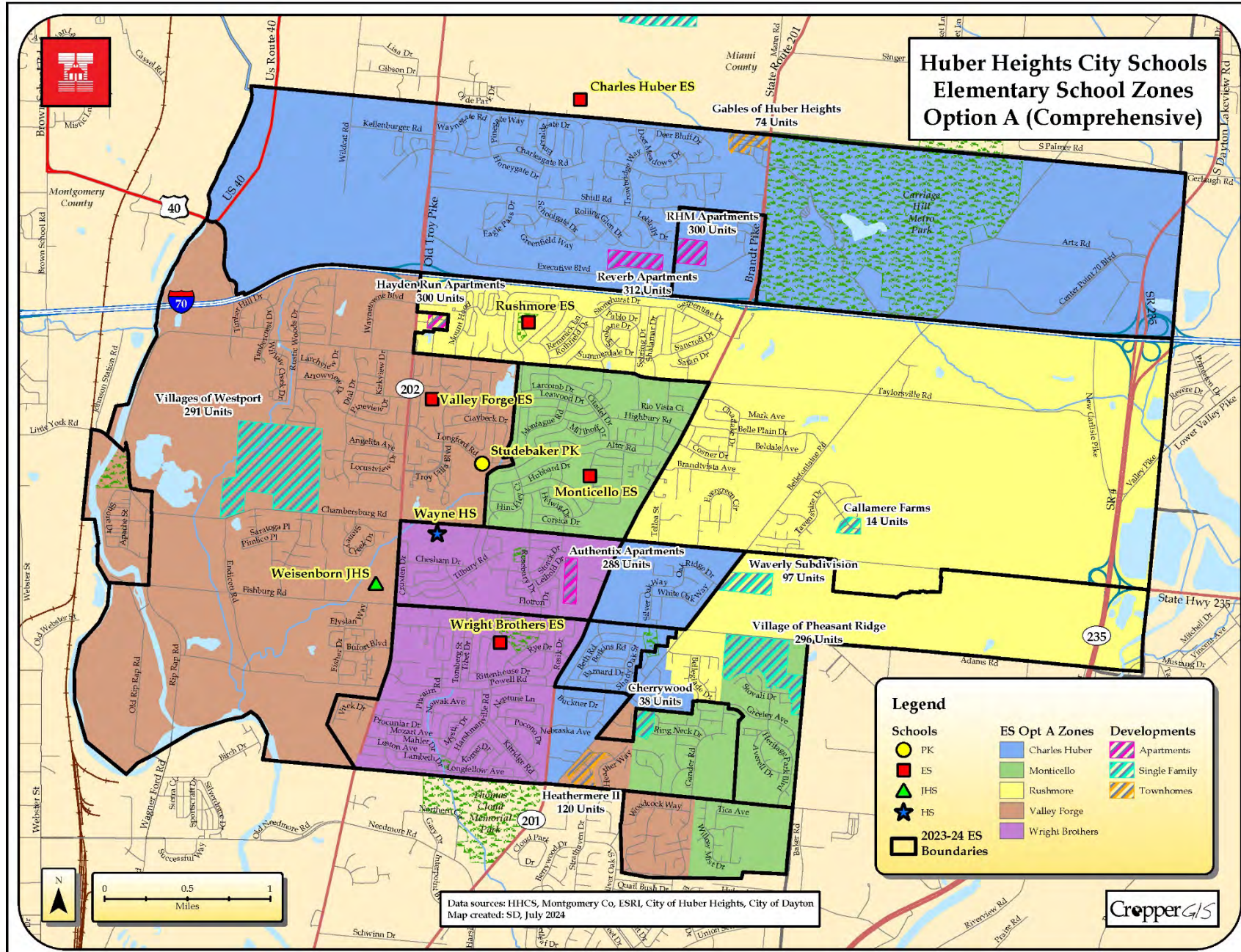
Schools 23-24 ES Zones

- PK
- ★ HS
- ▲ JHS
- Charles Huber
- Monticello
- Rushmore
- Valley Forge
- Wright Brothers





Huber Heights City Schools Elementary School Zones Option A (Comprehensive)

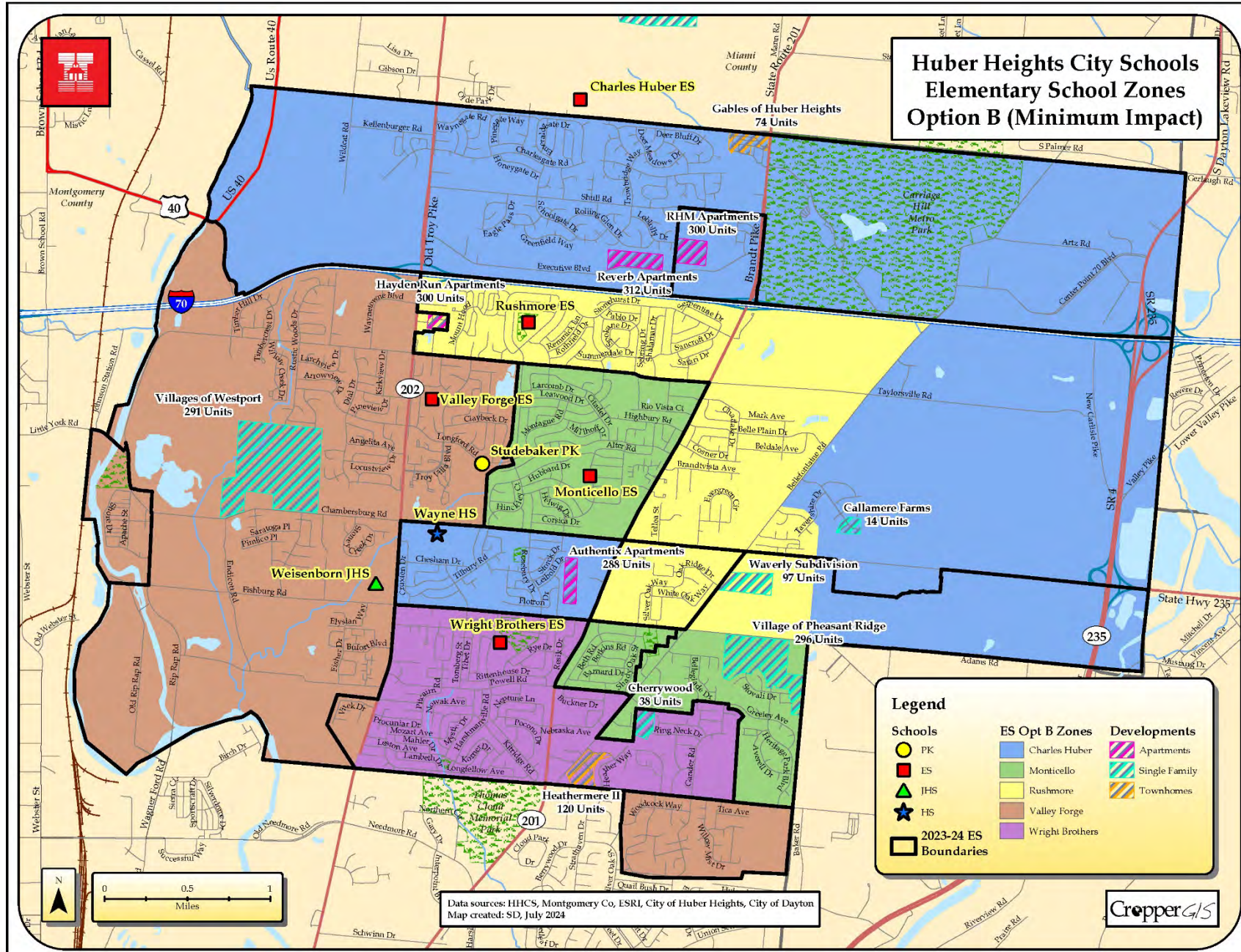


Data sources: HHCS, Montgomery Co, ESR1, City of Huber Heights, City of Dayton
Map created: SD, July 2024





Huber Heights City Schools Elementary School Zones Option B (Minimum Impact)



Villages of Westport
291 Units

HaydenRun Apartments
300 Units

Charles Huber ES

Gables of Huber Heights
74 Units

RHM Apartments
300 Units

Rushmore ES

Studebaker PK

Monticello ES

Wayne HS

Weisenborn JHS

Wright Brothers ES

Heathermere II
120 Units

Authentic Apartments
288 Units

Village of Pheasant Ridge
296 Units

Cherrywood
38 Units

Waverly Subdivision
97 Units

Callamere Farms
14 Units

Legend

- Schools**
- PK
 - ES
 - ▲ JHS
 - ★ HS
 - 2023-24 ES Boundaries

- ES Opt B Zones**
- Charles Huber
 - Monticello
 - Rushmore
 - Valley Forge
 - Wright Brothers

- Developments**
- Apartments
 - Single Family
 - Townhomes

Data sources: HHCS, Montgomery Co, ESR1, City of Huber Heights, City of Dayton
Map created: SD, July 2024





2023-24 Elementary School Enrollment Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

| | | 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 | Out of District |
| Charles Huber Elementary | 690 | 104 | 93 | 94 | 81 | 104 | 92 | 73 | 641 | 93% | ▲ | 644 | 599 | 42 | 5 |
| Monticello Elementary | 668 | 78 | 84 | 83 | 69 | 98 | 83 | 78 | 573 | 86% | ▬ | 549 | 517 | 56 | 17 |
| Rushmore Elementary | 668 | 91 | 96 | 91 | 81 | 91 | 96 | 94 | 640 | 96% | ▬ | 647 | 598 | 42 | 7 |
| Valley Forge Elementary | 690 | 71 | 84 | 70 | 69 | 72 | 74 | 86 | 526 | 76% | ▬ | 509 | 476 | 50 | 4 |
| Wright Brothers Elementary | 704 | 90 | 111 | 92 | 91 | 99 | 104 | 90 | 677 | 96% | ▬ | 671 | 632 | 45 | 4 |
| Total | 3,420 | 434 | 468 | 430 | 391 | 464 | 449 | 421 | 3,057 | 89% | ▲ | 3,020 | 2,822 | 235 | 37 |

Counts based on HHCS student database dated 03/25/2024



Option A Enrollment Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

Option A (Comprehensive) Estimated Enrollment

| Elementary School | Capacity | K | 1 | 2 | 3 | 4 | 5 | 6 | Option A Estimated | Option A Utilization | Trend |
|----------------------------|--------------|------------|------------|------------|------------|------------|------------|------------|--------------------|----------------------|-------|
| Charles Huber Elementary | 690 | 93 | 93 | 86 | 84 | 113 | 87 | 79 | 635 | 92% | ▬ |
| Monticello Elementary | 668 | 85 | 86 | 86 | 72 | 87 | 92 | 83 | 591 | 88% | ▬ |
| Rushmore Elementary | 668 | 84 | 86 | 81 | 76 | 82 | 92 | 93 | 594 | 89% | ▾ |
| Valley Forge Elementary | 690 | 86 | 101 | 88 | 81 | 87 | 90 | 95 | 628 | 91% | ▬ |
| Wright Brothers Elementary | 704 | 86 | 102 | 89 | 78 | 95 | 88 | 71 | 609 | 87% | ▴ |
| Total | 3,420 | 434 | 468 | 430 | 391 | 464 | 449 | 421 | 3,057 | 89% | ▴ |



Option B Enrollment Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

Option B (Minimum Impact) Estimated Enrollment

| Elementary School | Capacity | K | 1 | 2 | 3 | 4 | 5 | 6 | Option B Estimated | Option B Utilization | Trend |
|----------------------------|--------------|------------|------------|------------|------------|------------|------------|------------|--------------------|----------------------|-------|
| Charles Huber Elementary | 690 | 88 | 92 | 93 | 75 | 100 | 79 | 78 | 605 | 88% | ▲ |
| Monticello Elementary | 668 | 93 | 87 | 83 | 75 | 105 | 92 | 82 | 617 | 92% | ▬ |
| Rushmore Elementary | 668 | 85 | 87 | 80 | 78 | 80 | 95 | 94 | 599 | 90% | ▼ |
| Valley Forge Elementary | 690 | 85 | 101 | 88 | 77 | 81 | 84 | 93 | 609 | 88% | ▬ |
| Wright Brothers Elementary | 704 | 83 | 101 | 86 | 86 | 98 | 99 | 74 | 627 | 89% | ▬ |
| Total | 3,420 | 434 | 468 | 430 | 391 | 464 | 449 | 421 | 3,057 | 89% | ▲ |



2023-24 Elementary Demographic Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

| 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% |
| Total | 2% | 25% | 9% | 0% | 14% | 0% | 50% | 38% | 57% | 5% |

Counts based on HHCS student database dated 03/25/2024



Option A Demographic Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

| Elementary School | Option A Race Percentage | | | | Option A Lunch | |
|----------------------------|--------------------------|------------|-----------|------------|----------------|------------|
| | Black | White | Hispanic | Other | Free | Paid |
| Charles Huber Elementary | 25% | 50% | 10% | 15% | 41% | 59% |
| Monticello Elementary | 28% | 50% | 7% | 16% | 42% | 58% |
| Rushmore Elementary | 27% | 50% | 5% | 18% | 44% | 56% |
| Valley Forge Elementary | 25% | 50% | 8% | 17% | 45% | 55% |
| Wright Brothers Elementary | 20% | 52% | 15% | 13% | 44% | 56% |
| Total | 24% | 50% | 9% | 16% | 43% | 57% |



Option B Demographic Statistics

| |
|----------------|
| Within 10% |
| Between 10-15% |
| Over/Under 15% |

| Elementary School | Option B Race Percentage | | | | Option B Lunch | |
|----------------------------|--------------------------|------------|-----------|------------|----------------|------------|
| | Black | White | Hispanic | Other | Free | Paid |
| Charles Huber Elementary | 23% | 49% | 13% | 15% | 37% | 63% |
| Monticello Elementary | 25% | 51% | 9% | 14% | 46% | 54% |
| Rushmore Elementary | 28% | 50% | 5% | 18% | 45% | 55% |
| Valley Forge Elementary | 26% | 51% | 6% | 17% | 44% | 56% |
| Wright Brothers Elementary | 22% | 50% | 12% | 15% | 44% | 56% |
| Total | 24% | 50% | 9% | 16% | 43% | 57% |



Option Impacts

| Student Impact Estimates | | |
|--------------------------|---------------------------------------|---|
| Option | Total K-6th Live-In Students Impacted | Percent K-6th Live-In Students Impacted |
| Option A | 584 | 19.3% |
| Option B | 281 | 9.3% |

| ES Zone 2023-24 | ES Option A (Comprehensive) | Total 2023-24 K-6th Live-In Students |
|-----------------|-----------------------------|--------------------------------------|
| Charles Huber | Charles Huber | 474 |
| Charles Huber | Wright Brothers | 170 |
| Monticello | Charles Huber | 40 |
| Monticello | Monticello | 459 |
| Monticello | Rushmore | 24 |
| Monticello | Valley Forge | 26 |
| Rushmore | Monticello | 13 |
| Rushmore | Rushmore | 561 |
| Rushmore | Valley Forge | 73 |
| Valley Forge | Rushmore | 2 |
| Valley Forge | Valley Forge | 507 |
| Wright Brothers | Charles Huber | 116 |
| Wright Brothers | Monticello | 102 |
| Wright Brothers | Valley Forge | 18 |
| Wright Brothers | Wright Brothers | 435 |

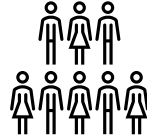
| ES Zone 2023-24 | ES Option B (Minimum Impact) | Total 2023-24 K-6th Live-In Students |
|-----------------|------------------------------|--------------------------------------|
| Charles Huber | Charles Huber | 556 |
| Charles Huber | Monticello | 88 |
| Monticello | Charles Huber | 24 |
| Monticello | Monticello | 512 |
| Monticello | Rushmore | 3 |
| Monticello | Valley Forge | 10 |
| Rushmore | Charles Huber | 20 |
| Rushmore | Rushmore | 541 |
| Rushmore | Valley Forge | 86 |
| Valley Forge | Rushmore | 2 |
| Valley Forge | Valley Forge | 507 |
| Wright Brothers | Rushmore | 46 |
| Wright Brothers | Valley Forge | 2 |
| Wright Brothers | Wright Brothers | 623 |



Option A and B Criteria Adherence



In Option A and B, every school is brought within 3 percentage points of the district average of 89% utilization. The range is 87-92%.



The district is very well balanced demographically. Neither option upsets that balance, and all demographic categories remain well within 10% of district averages in both options.



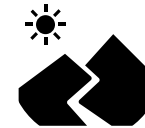
Option A consolidates Wright Brothers ES, creating an entirely walkable zone, allowing almost 200 additional students to walk to school, compared to the existing zone configuration. This greatly improves transportation efficiency. Option B achieves utilization balance while minimizing student impact, with less than 10% of the student population estimated to be impacted.



Several satellite areas are eliminated in both options, allowing Wright Brothers and Rushmore to become completely contiguous zones.



Planned developments and their potential student yields were considered for all options. Both options create space for growth at every school, including growth from new development.



Every effort was made in both options to avoid splitting neighborhoods in ways that would negatively impact communities, and to consider the safety of students walking or potentially walking to school. IPT and PAC input was invaluable to this process.



**Now it is time to migrate to the maps,
where we look forward to having
conversations about the options and
answer any questions you may have.**

**Thank you all for participating in this
important process!**