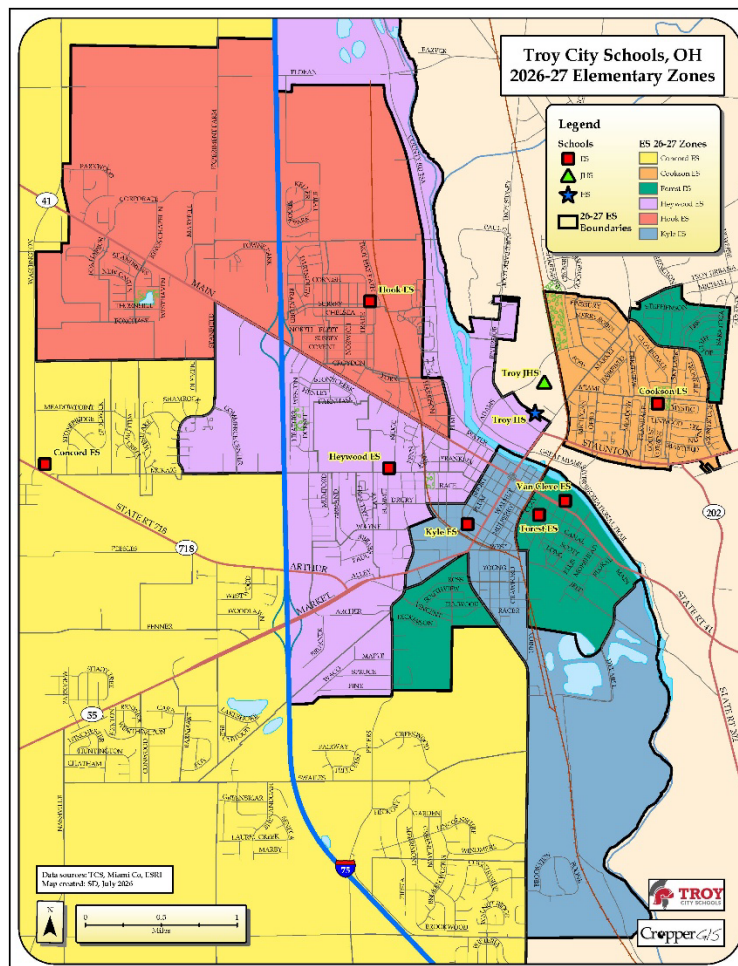




Troy City Schools, OH 2026 Redistricting Study

Background Report



CropperGIS

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Background and Key Objectives

Troy City Schools (TCS) is launching a redistricting study to define attendance areas for the district's reconfigured and newly constructed schools, part of the district's facility master planning.

The primary objective is to create new attendance boundaries as the district moves from its current model of six K-5 elementary schools and one sixth-grade center to its new model of three K-4 elementary schools and one fifth-sixth grade center.

The outcome of this study will result in a redistricting plan for the district with balanced enrollment at their newly planned schools for the 2027-28 school year.

This background report was prepared to inform all stakeholders about critical data components related to this redistricting study. This report will inform team and committee members in two ways:

1. It will expand the extensive knowledge that all stakeholders have of TCS.
2. It will help everyone share a message about the process that is consistent and accurate.

TCS contracted Cropper GIS to facilitate this process. Cropper GIS has significant experience facilitating community-based redistricting studies, having assisted school districts of all sizes in Ohio 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 redistricting studies.

Redistricting Study Criteria

The Troy City Schools have developed a body of criteria to guide this redistricting study. The primary criteria will be the focus of the planning team when developing options, along with understanding the impacts on the secondary criteria for adherence. The recommended plan will be one that best adheres to these criteria as best as possible:

Primary Criteria

- **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.
- **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.
- **Close Proximity** – Students should be assigned to the school within the closest proximity to their homes where possible.
- **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.

Secondary Criteria

- **Minimize impact on students** – Attempt to minimize the number of students impacted when making boundary adjustments, including impact on specialized school programs or a change to school capacity.
- **Account for future growth** – Allow for increasing attendance in high growth areas.
- **Consider economic diversity** – Ensure schools are inclusionary and not adversely effected by enrollment decisions.

Redistricting Study Process

While the rationale behind the redistricting study is presented in the Background section, it is important to reiterate that:

- This process is driven by a team of experts within the district along with comprehensive public participation.
- The process will be facilitated by an outside consultant with K-12 redistricting expertise.
- Multiple forms of communication will be incorporated into the process.
- There will be opportunities for the public to provide input before any recommendations are made.

This redistricting study process has four phases:

Phase 1. Data Collection

Phase 2. Data Analysis / Assimilation

Phase 3. Options Development

Phase 4. Internal Planning Team and Public Advisory Committee

Phase 1. Data Collection

Data availability and quality are central to this redistricting study process. Fortunately, TCS and the State of Ohio and Miami County GIS/planning offices have provided a comprehensive collection of district, 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 redistricting study process if it is deemed useful. As the process proceeds, the internal planning team and the public advisory committee 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, TCS and Cropper GIS staff will provide data to the internal planning team and public advisory committee 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 TCS 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 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 scheduled meetings. 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 July 2026 through December 2026 to analyze data, review attendance zones, and develop zone options. The public advisory committee, made up of community members, will meet three times from August 2026 to October 2026 to review and discuss the work of the internal planning team. At public information sessions in August and October 2026, 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.

Stakeholder Responsibilities

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

Outline of Stakeholder Responsibilities	
Consultant	- Schedule and facilitate internal planning team meetings and public advisory committee meetings. - Communicate updates with internal planning team and public advisory committee, 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 TCS district administrators including central office, senior leadership, department staff personnel, planning, and Troy community members. - Group will work to review draft options that are being developed in preparation to share with the Board of Education 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 Board of Education.
Public Advisory Committee	- Consists of a sampling of community members living in all areas of the study area. - Serves as an initial sounding board regarding options that are being created or considered. - Helps communicate with constituents about the ongoing process and provides useful input through a series of meetings. - Attends meetings virtually using web-based meeting formats over the course of the study. - Provides input that will help inform the internal planning team's work and will be taken into consideration as the team works toward a recommendation. - Does not vote on a recommendation.
General Public	- Informed through website. - Invited to submit comments and input throughout the entire process. - Invited to participate in public information sessions and to provide input via surveys and online general feedback form.
Board of Education	- Charge internal planning team with its responsibilities. - Identify questions the internal planning team is expected to answer. - Advise staff and the process regarding policy-related considerations and other board-level decisions. - Vote on a redistricting plan.

Redistricting 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 July 2026 through December 2026. Internal planning team members are expected to:

- Meet at multiple 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 August 2026 and December 2026.
- Review draft options and public discussion and provide direct feedback to the internal planning team.

Timeline for Redistricting Process

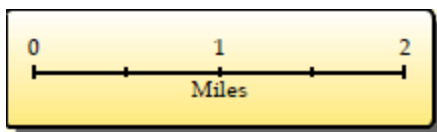
	May 2026	June 2026	July 2026	Aug. 2026	Sept. 2026	Oct. 2026	Nov. 2026	Dec. 2026
<i>Data Collection</i>								
<i>Data Analysis / Assimilation</i>								
<i>Baseline Options Development</i>								
<i>Internal Planning Team Work (1-2 meetings per month)</i>								
<i>Public Advisory Committee Meeting 1</i> <i>- Review Background Data, Objectives, and Fall Planning Logistics</i>				8/11 @ 6pm				
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Redistricting Objectives to Community. Web-based meeting.				8/26 @ 6pm				
<i>Public Advisory Committee Meeting 2</i> <i>- Review DRAFT Options</i>					9/22 @ 6pm			
Public Information Session #2: Present DRAFT Redistricting Options to Public for Comment/Feedback. On-site meeting to review options and q/a at end of session.						10/8 @ 6pm		
<i>Survey Window</i>						10/8 to 10/25		
<i>Public Advisory Committee Meeting 3</i> <i>- Review Survey Feedback/Results, Final considerations regarding DRAFT Options</i>						10/27 @ 6pm		
<i>Present Redistricting Recommendations to School Board</i>							11/9	
<i>School Board Vote on Redistricting</i>								12/14

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 redistricting study process.

Mapping Conventions

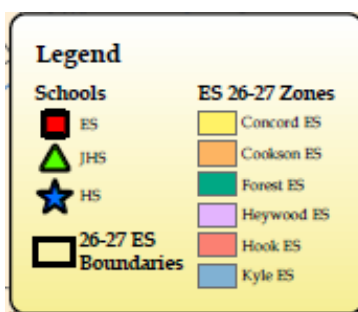
When analyzing the maps in Appendix B, keep in mind these common mapping conventions used in each map.



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.



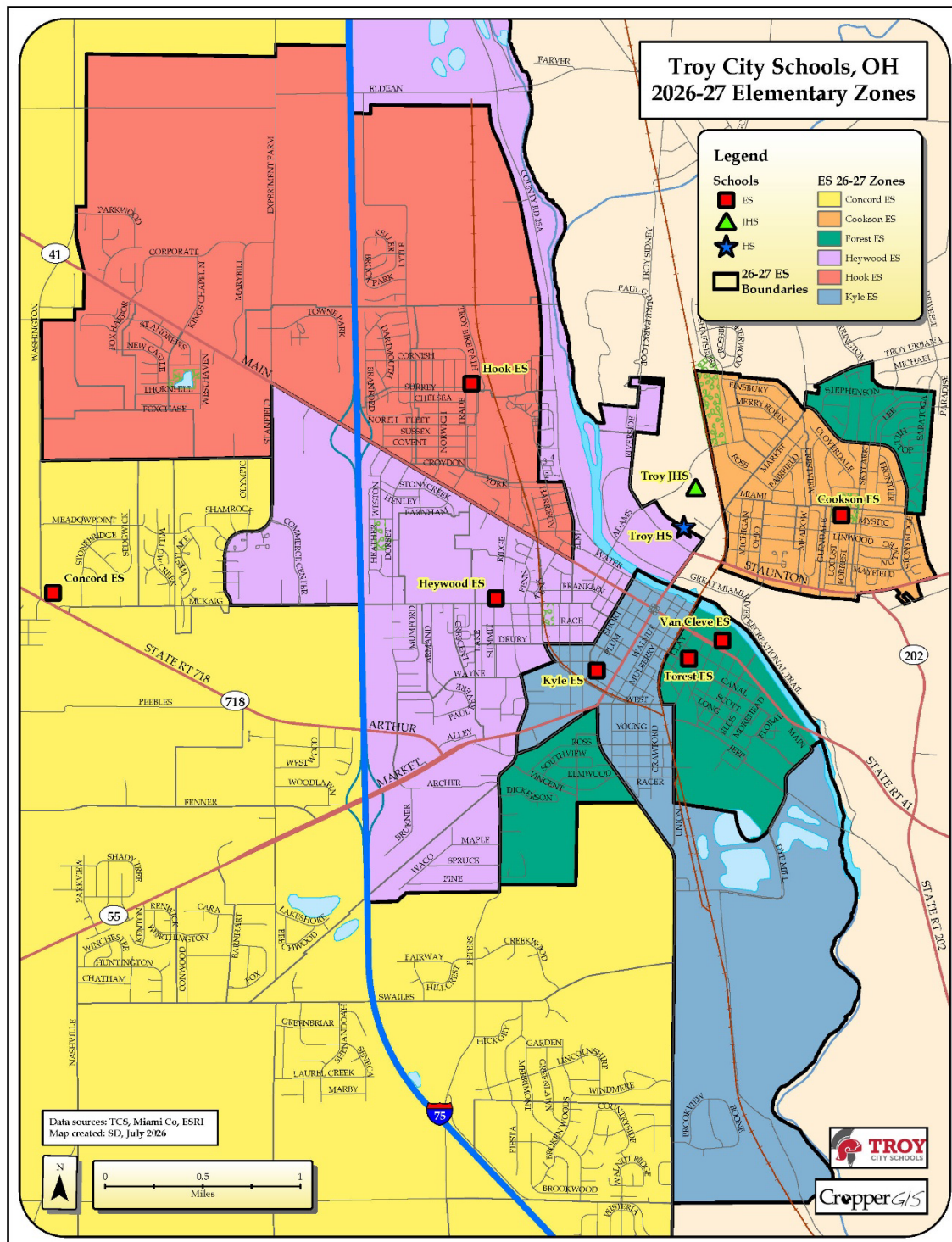
Each map has a legend showing common symbology used in all maps and, sometimes, symbology unique to a single map. Common symbols are used for schools. Squares are elementary schools (red, in color copies). Triangles are middle schools (green, in color copies). Stars are high schools (blue, in color copies).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



Series 1: Current Zone Mapping

Troy City Schools, OH, Elementary School Attendance Zones 2026-27

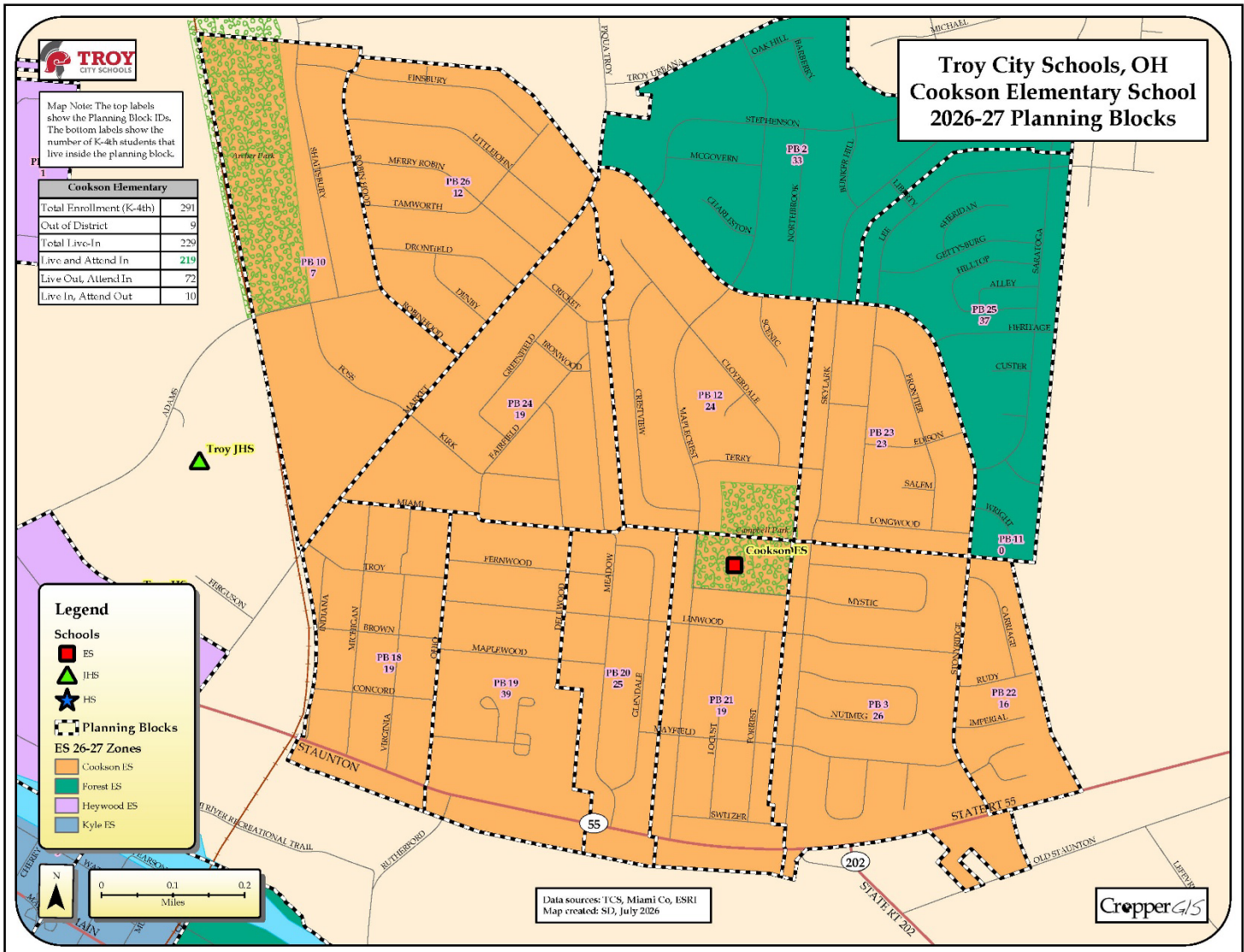
The image below depicts the current 2026-27 TCS elementary school zones. This map can be found in Appendix B.



Series 2: Planning Block Mapping

Troy City Schools, OH, 2026-27 Elementary Planning Block Mapping

Map Series 2, located in Appendix B, shows each school zone within Troy City Schools. The labels in the planning blocks depict both the planning block ID number (on top) and the number of 2025-26 school year K-4th grade students that live in the planning block.



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/troycity/>

Below are the basic components of this online mapping service for TCS:

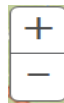
1. **Menu Options** Use these menus to interact with the map.

- **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.



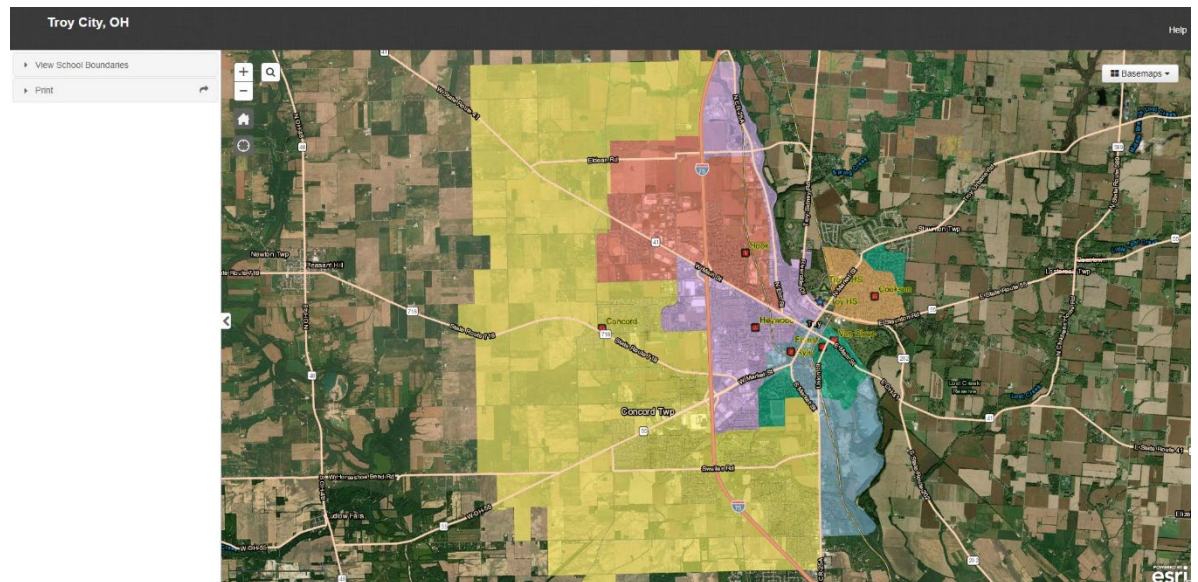
3. **Map Navigation:** This is used to zoom in & out. If your mouse has a scroll wheel this will also zoom in and out. If you click on the map screen and drag the mouse it will pan the map.



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.

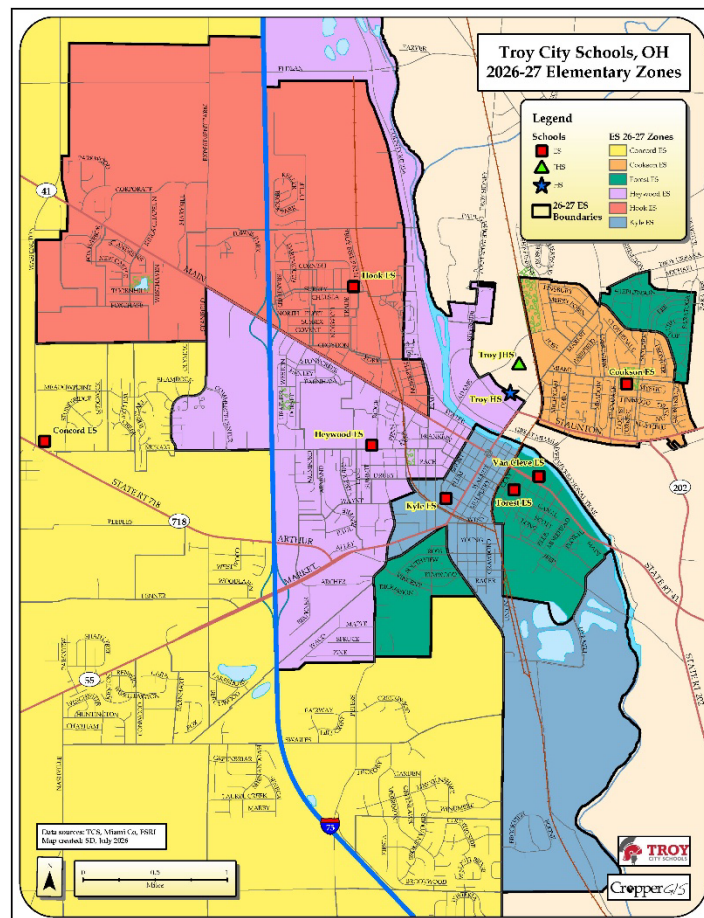
6. **GPS Location:** Click on this  to determine your current location.





Troy City Schools, OH 2026 Redistricting Study

Appendix A: Live-Attend Analysis

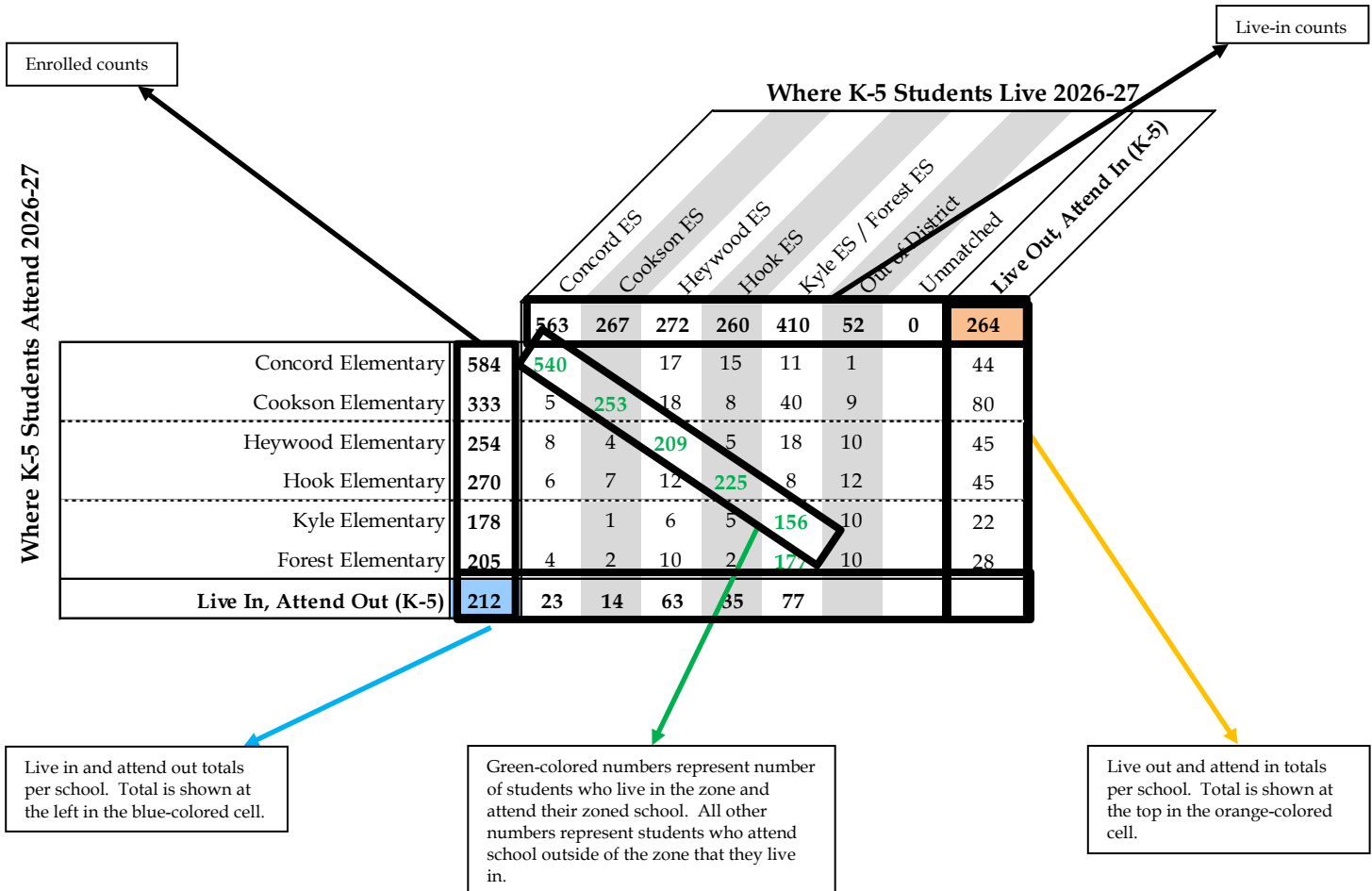


CropperGIS

Live Attend Matrix

The table below provides details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the zones where students live are listed on the top line. This student data is from the June, 2026, TCS student database.

The first column of numbers to the right of the schools of attendance represents the number of students enrolled at that school. The first row of numbers below the zones where students live represents the total number of students living inside of that zone. The green-colored numbers represent the 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. 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 Attend 2026-27

		Where K-5 Students Live 2026-27							
		Concord ES	Cookson ES	Heywood ES	Hook ES	Kyle ES / Forest ES	Out of District	Unmatched	Live Out, Attend In (K-5)
		563	267	272	260	410	52	0	264
Concord Elementary	584	540		17	15	11	1		44
Cookson Elementary	333	5	253	18	8	40	9		80
Heywood Elementary	254	8	4	209	5	18	10		45
Hook Elementary	270	6	7	12	225	8	12		45
Kyle Elementary	178		1	6	5	156	10		22
Forest Elementary	205	4	2	10	2	177	10		28
Live In, Attend Out (K-5)	212	23	14	63	35	77			

Where K-4th Students Attend 2026-27

		Where K-4th Students Live 2026-27							
		Concord ES	Cookson ES	Heywood ES	Hook ES	Kyle ES / Forest ES	Out of District	Unmatched	Live Out, Attend In (K-4)
		464	229	217	206	335	48	0	216
Concord Elementary	480	447		11	11	10	1		33
Cookson Elementary	291	5	219	15	8	35	9		72
Heywood Elementary	209	5	3	171	5	15	10		38
Hook Elementary	210	4	5	9	176	5	11		34
Kyle Elementary	178		1	6	5	156	10		22
Forest Elementary	131	3	1	5	1	114	7		17
Live In, Attend Out (K-4)	168	17	10	46	30	65			

Troy City Schools, OH 2026-27 Elementary Zones



Legend

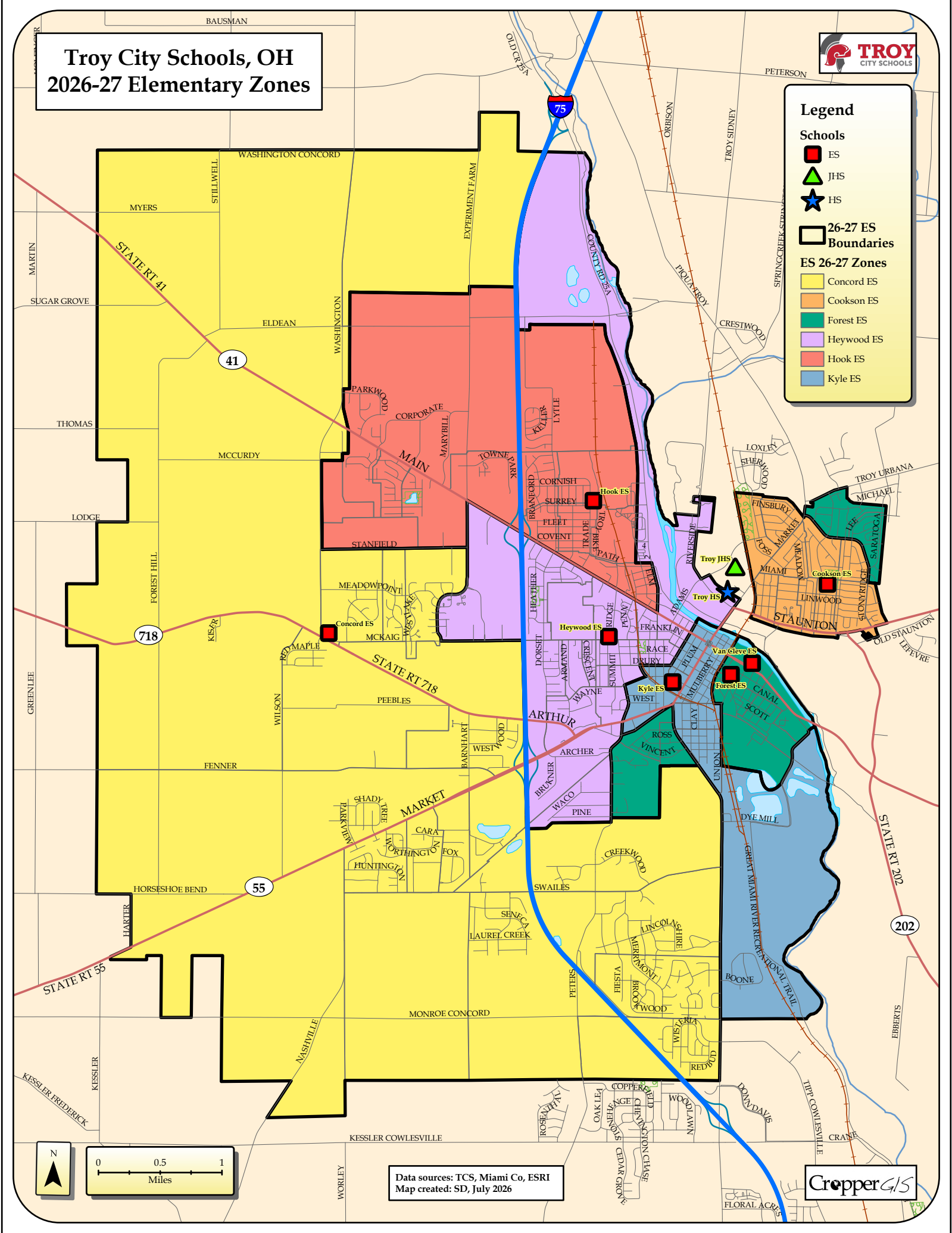
Schools

- ES (Elementary School) - Red square
- JHS (Junior High School) - Green triangle
- HS (High School) - Blue star

26-27 ES Boundaries

ES 26-27 Zones

- Concord ES - Yellow
- Cookson ES - Orange
- Forest ES - Green
- Heywood ES - Purple
- Hook ES - Red
- Kyle ES - Blue



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS

Troy City Schools, OH 2026-27 Elementary Zones

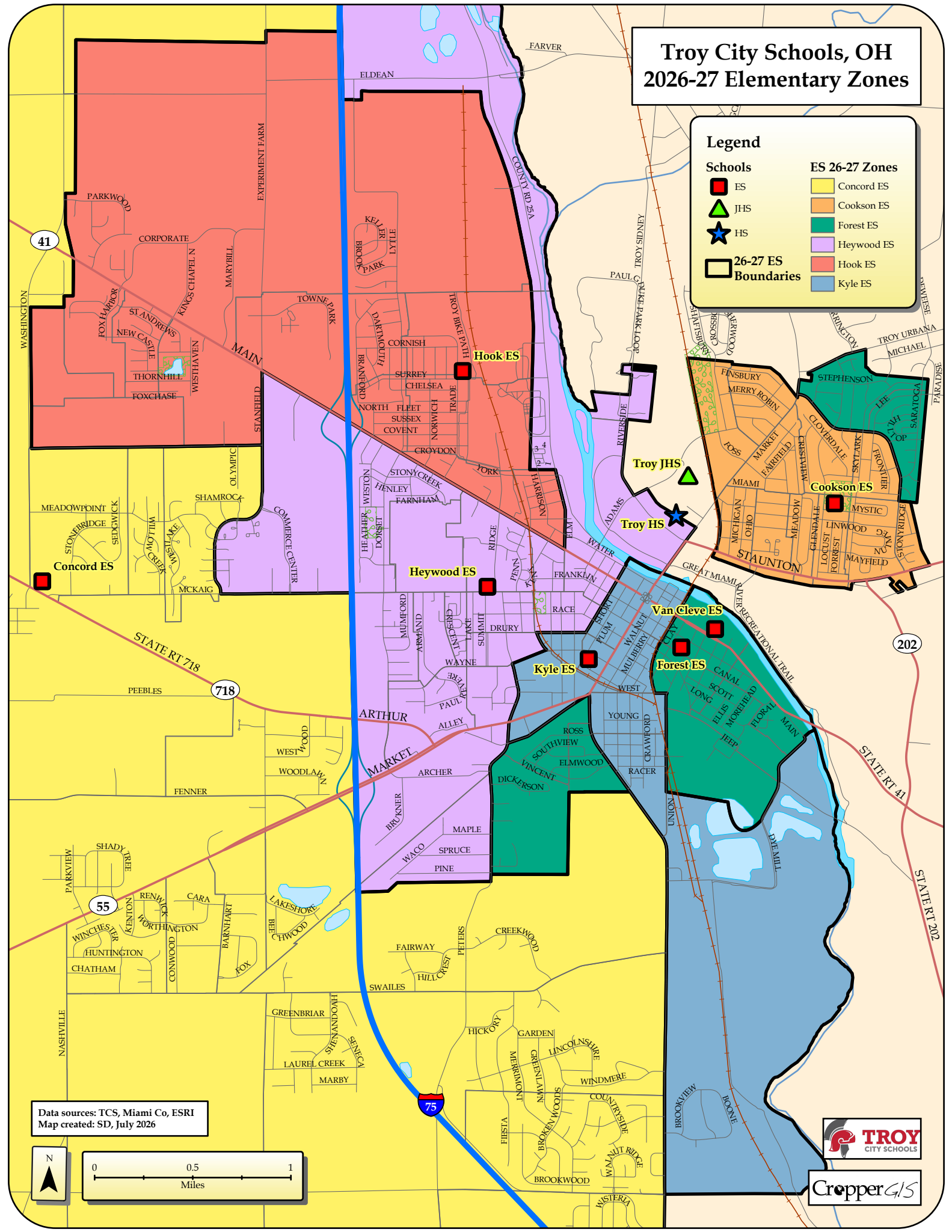
Legend

Schools

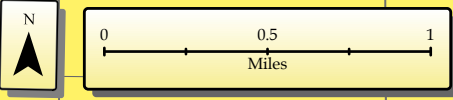
- ES
- ▲ JHS
- ★ HS
- 26-27 ES Boundaries

ES 26-27 Zones

- Concord ES
- Cookson ES
- Forest ES
- Heywood ES
- Hook ES
- Kyle ES



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026



Troy City Schools, OH 2027-28 School Locations



Legend

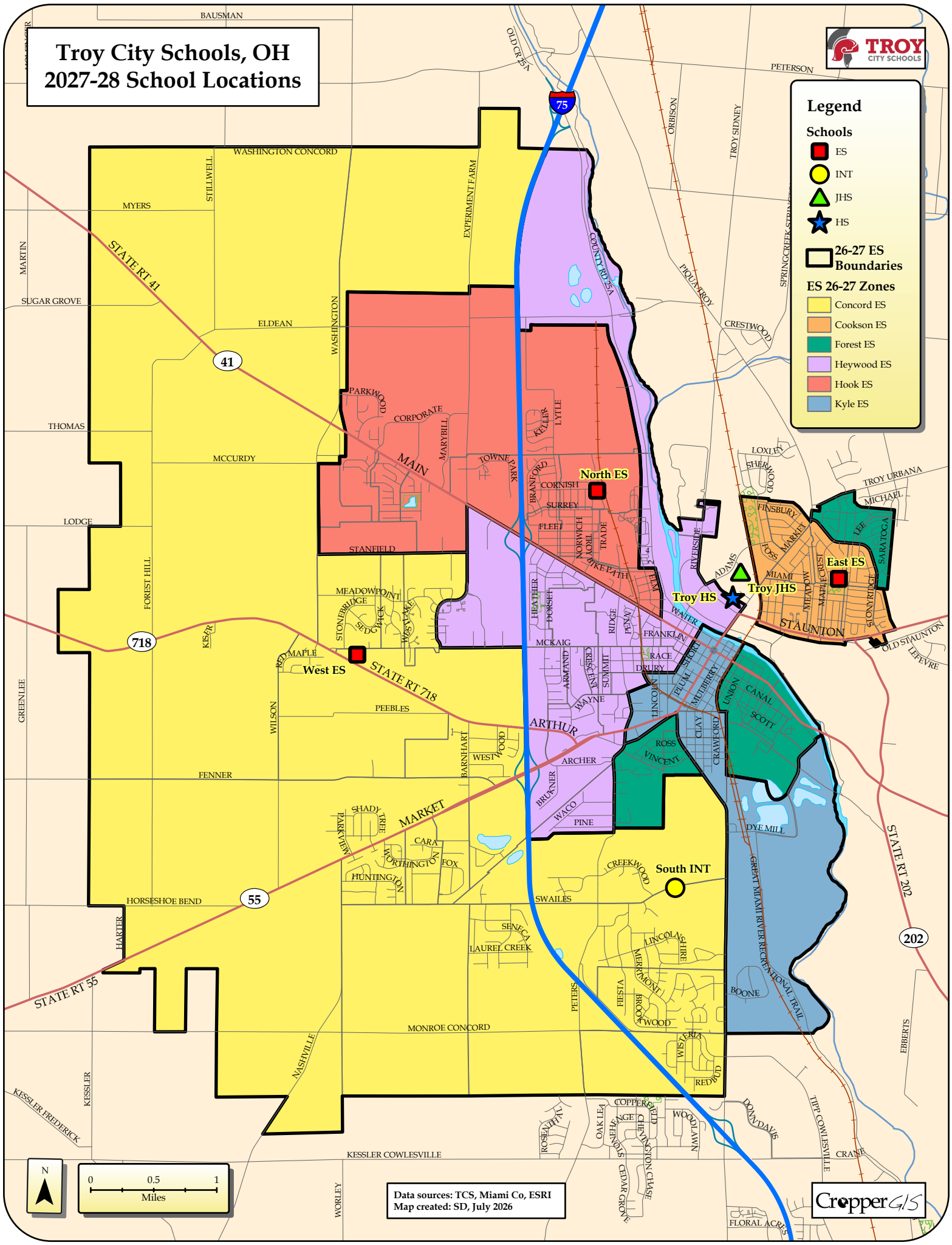
Schools

- ES (Elementary School) - Red square
- INT (Intermediate School) - Yellow circle
- JHS (Junior High School) - Green triangle
- HS (High School) - Blue star

26-27 ES Boundaries

ES 26-27 Zones

- Concord ES - Yellow
- Cookson ES - Orange
- Forest ES - Green
- Heywood ES - Purple
- Hook ES - Red
- Kyle ES - Blue



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026



N

0 0.5 1
Miles



Troy City Schools, OH Concord Elementary School 2026-27 Planning Blocks

Legend

Schools



● <all other values>

Planning Blocks

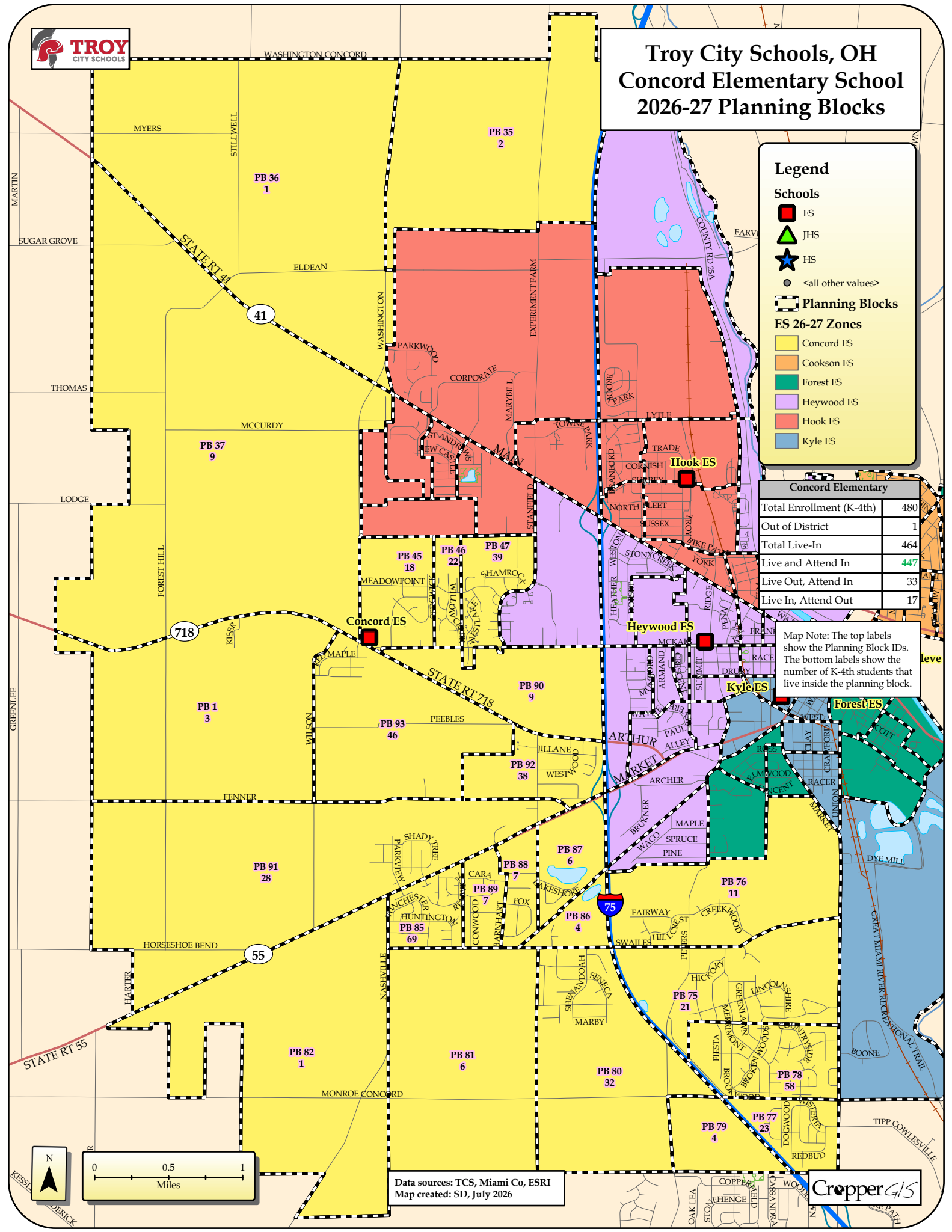
ES 26-27 Zones

- Concord ES
- Cookson ES
- Forest ES
- Heywood ES
- Hook ES
- Kyle ES

Concord Elementary

Total Enrollment (K-4th)	480
Out of District	1
Total Live-In	464
Live and Attend In	447
Live Out, Attend In	33
Live In, Attend Out	17

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-4th students that live inside the planning block.



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

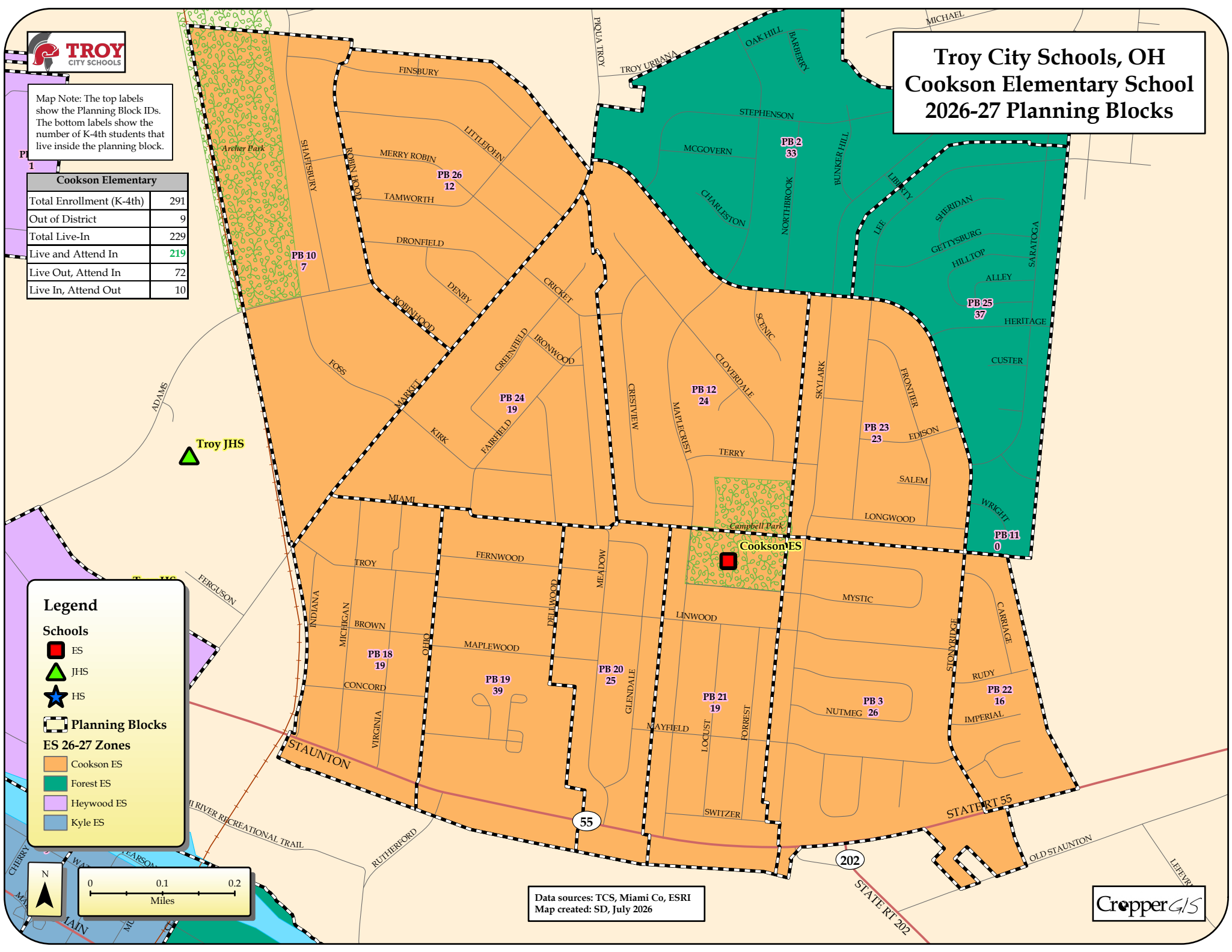
CropperGIS



Map Note: The top labels show the Planning Block IDs.
The bottom labels show the number of K-4th students that live inside the planning block.

Cookson Elementary	
Total Enrollment (K-4th)	291
Out of District	9
Total Live-In	229
Live and Attend In	219
Live Out, Attend In	72
Live In, Attend Out	10

Troy City Schools, OH Cookson Elementary School 2026-27 Planning Blocks



Legend

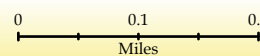
Schools

- ES
- JHS
- HS

Planning Blocks

ES 26-27 Zones

- Cookson ES
- Forest ES
- Heywood ES
- Kyle ES



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS

Troy City Schools, OH

Heywood Elementary School

2026-27 Planning Blocks



Legend

Schools

- ES
- ▲ JHS
- ★ HS

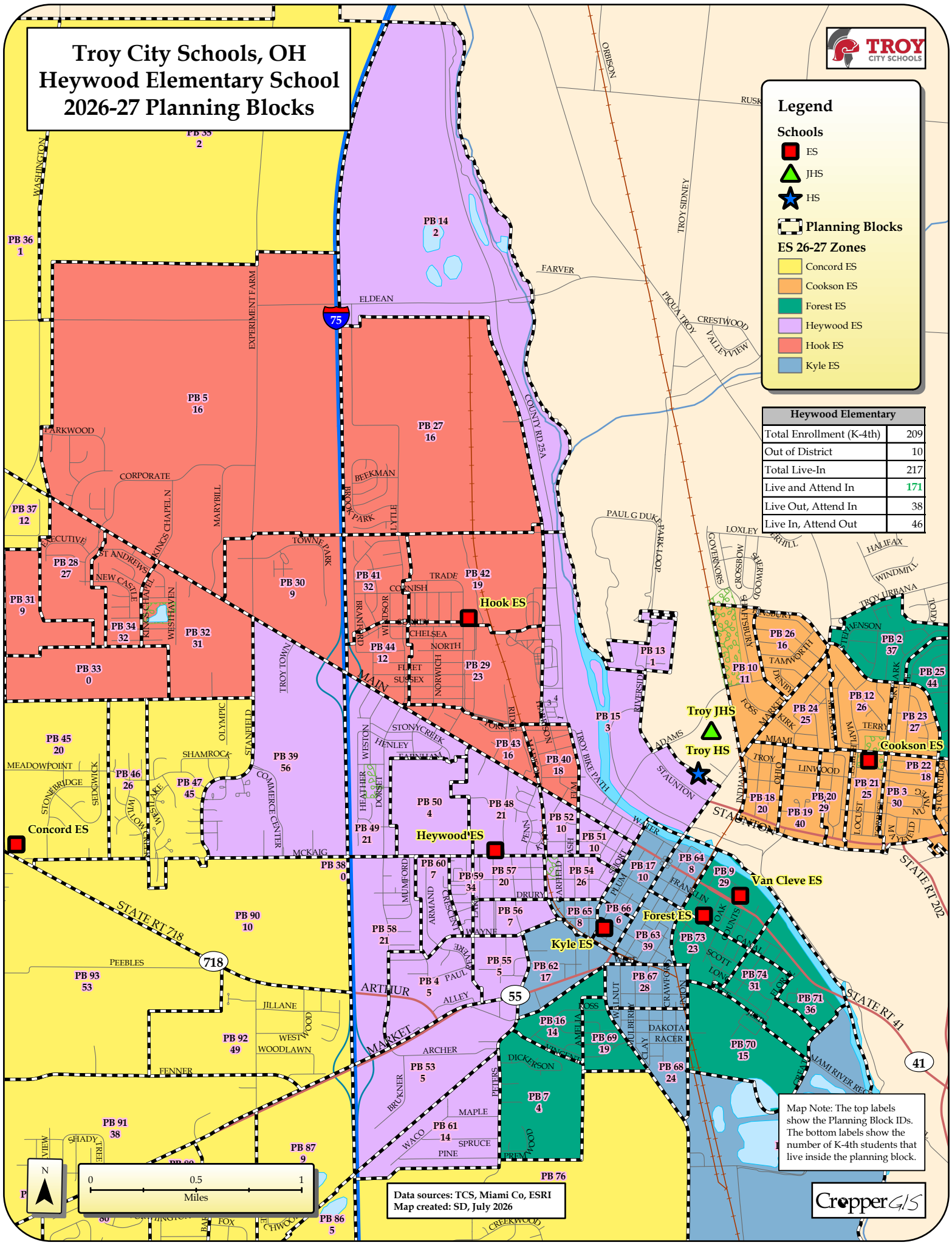
Planning Blocks

ES 26-27 Zones

- Concord ES
- Cookson ES
- Forest ES
- Heywood ES
- Hook ES
- Kyle ES

Heywood Elementary

Total Enrollment (K-4th)	209
Out of District	10
Total Live-In	217
Live and Attend In	171
Live Out, Attend In	38
Live In, Attend Out	46



Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-4th students that live inside the planning block.

Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS



Map Note: The top labels show the Planning Block IDs.
The bottom labels show the number of K-4th students that live inside the planning block.

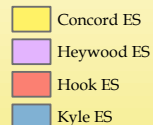
Legend

Schools



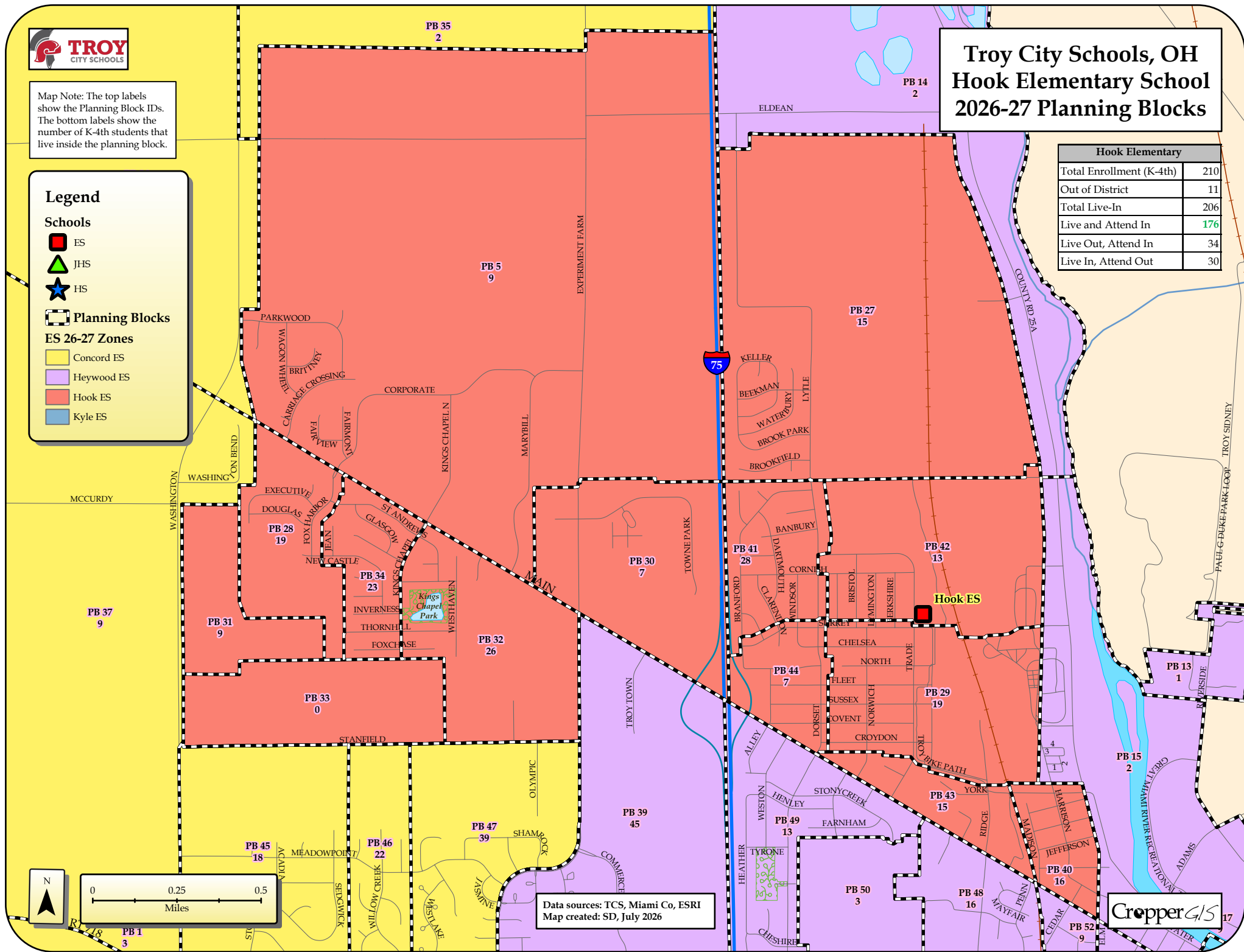
Planning Blocks

ES 26-27 Zones



Troy City Schools, OH Hook Elementary School 2026-27 Planning Blocks

Hook Elementary	
Total Enrollment (K-4th)	210
Out of District	11
Total Live-In	206
Live and Attend In	176
Live Out, Attend In	34
Live In, Attend Out	30



Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS

Troy City Schools, OH Kyle Elementary School 2026-27 Planning Blocks



Legend

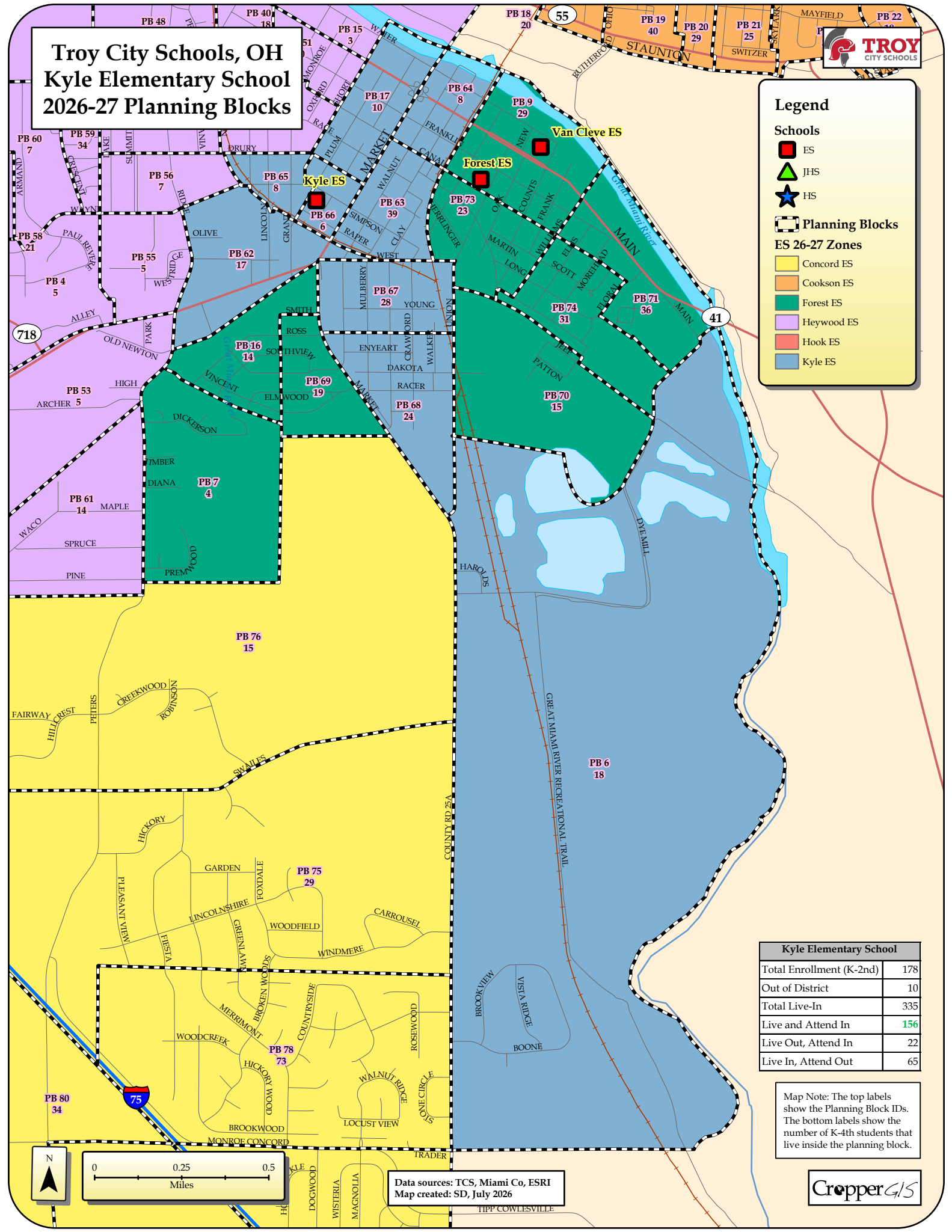
Schools

- ES
- ▲ JHS
- ★ HS

Planning Blocks

ES 26-27 Zones

- Concord ES
- Cookson ES
- Forest ES
- Heywood ES
- Hook ES
- Kyle ES



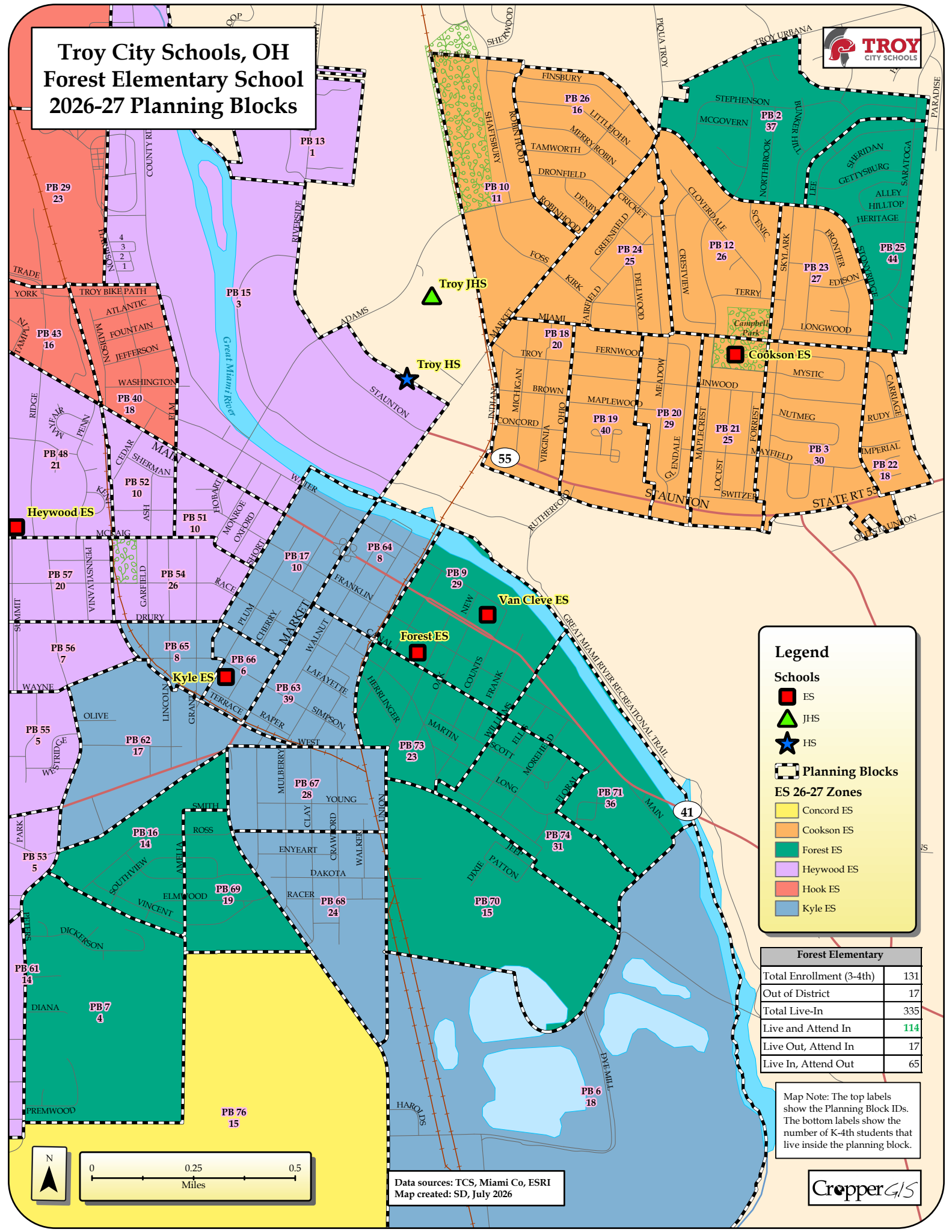
Kyle Elementary School	
Total Enrollment (K-2nd)	178
Out of District	10
Total Live-In	335
Live and Attend In	156
Live Out, Attend In	22
Live In, Attend Out	65

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-4th students that live inside the planning block.

Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS

Troy City Schools, OH Forest Elementary School 2026-27 Planning Blocks



Legend

Schools

- ES
- ▲ JHS
- ★ HS

Planning Blocks

ES 26-27 Zones

- Concord ES
- Cookson ES
- Forest ES
- Heywood ES
- Hook ES
- Kyle ES

Forest Elementary

Total Enrollment (3-4th)	131
Out of District	17
Total Live-In	335
Live and Attend In	114
Live Out, Attend In	17
Live In, Attend Out	65

Map Note: The top labels show the Planning Block IDs. The bottom labels show the number of K-4th students that live inside the planning block.

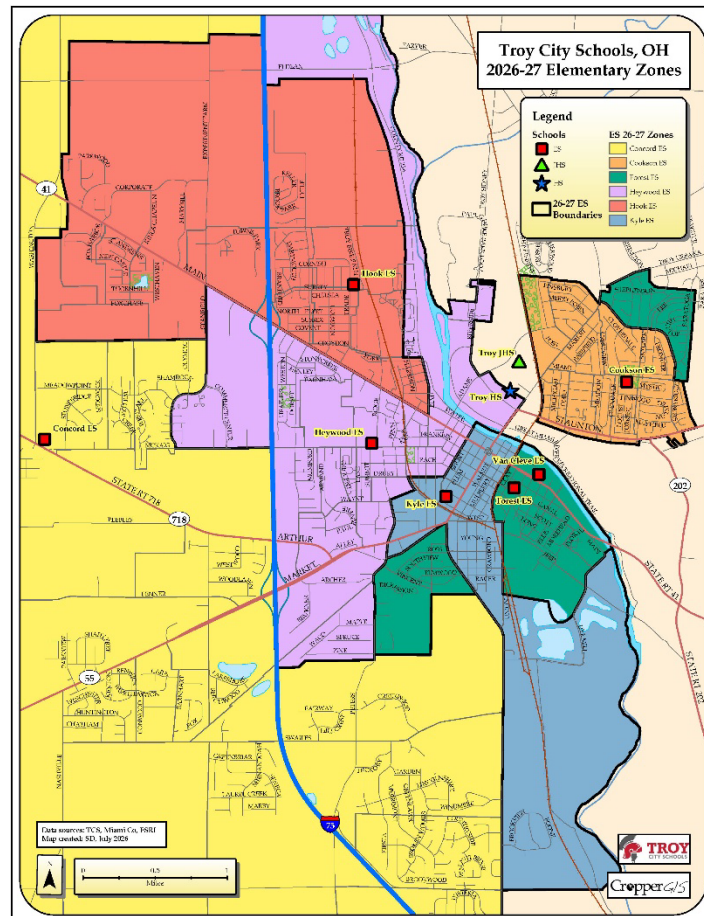
Data sources: TCS, Miami Co, ESRI
Map created: SD, July 2026

CropperGIS



Troy City Schools, OH 2026 Redistricting Study

Appendix C: Enrollment and Utilization Tables



CropperGIS

Enrollment, Utilization, and Demographic Tables

The following tables show current utilization by percentage based on current enrollment and 2026-27 building capacity. Student counts are based on the June 2026 Troy City Schools student database. Percentages are color coded by how far they deviate from the district average. Percentages within 10% of the average are green. Percentages 10-15% from the district average are yellow. Percentages over 15% from the district average are red. The table also displays the socioeconomic breakdown by percentage of each building.

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

Elementary School	Capacity	ES Current Enrollment (2026-27)										Economic Disadvantage	
		K	1	2	3	4	5	6	Current Enrollment	Current Utilization	Trend	Yes	No
Concord Elementary	620	74	100	95	116	95	104		584	94%	▼	15%	85%
Cookson Elementary	395	65	44	65	57	60	42		333	84%	▲	60%	40%
Heywood Elementary	320	37	46	51	32	43	45		254	79%	▬	64%	36%
Hook Elementary	298	39	41	38	48	44	60		270	91%	▼	44%	56%
Kyle Elementary	283	53	62	63					178	63%	▼	74%	26%
Forest Elementary	402				68	63	74		205	51%	▼	71%	29%
Total (K-5)	2,318	268	293	312	321	305	325		1,824	79%	▼	46%	54%
Van Cleve Elementary	584							304	304	52%		42%	58%
Total (K-6)	2,902	268	293	312	321	305	325	304	2,128	73%	▼	46%	54%

Future Building Capacity

The following table shows the capacities of the new buildings, along with the current enrollment of each grade cohort (K-4 and 5-6).

2027-28 Capacity		2025-26 Enrollment	Utilization
School Building	Capacity		
North Elementary	536	1,499	92%
East Elementary	536		
West Elementary	554		
K-4 Total	1,626		
South Intermediate (5-6)	676	629	93%
District Total	2,302	2,128	92%

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 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-in students – Students residing inside of a school attendance boundary and attending that zoned school.

Live-out-attend-in students – Students residing outside of a school attendance boundary but attending that school.

Live-in-attend-out students – Students residing inside of a given school attendance boundary but attending a different school.

Out of district – Students living outside of the Troy City Schools district boundary.

Unmatched – Students that were not able to be located go the GIS.



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