2026
Redistricting Study

Troy City Schools: Final Recommendation

Presented by Cropper GIS Consulting

November 9, 2026

CropperGIS

Introductions

Cropper GIS Consulting, LLC

K-12 school planning is our business and our passion

Matthew Cropper

President

GIS mapping and analysis for school districts. Redistricting projects across the U.S. Published on K-12 facility and redistricting topics.

Shawn Dowling

Planning Analyst

Conner Cropper

Associate Planning Analyst

20+ Years of Experience

K-12 redistricting, facility, and enrollment planning, with numerous recent projects across the U.S.

01

Project Objectives

Project background and important considerations

Project Objectives

Troy City Schools is redistricting to define attendance areas for the district's reconfigured and newly constructed schools, part of its facility master plan. The study is guided by the following objectives:

01

Primary objective: new attendance boundaries aligned to the reconfigured, newly constructed schools opening in fall 2027.

02

Secondary objective: balance utilization across the new grade bands.

03

Fall 2027 configuration: three K-4 schools consolidated from six elementary schools, plus one fifth/sixth-grade center.

> *The outcome of this study will be a redistricting plan for the district, with implementation scheduled for the 2027-28 school year*

Primary Criteria

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.
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 Contiguous Zones	Avoid creating zones that are not connected to the primary attendance zone, where possible.
Proximity	Students should be assigned to the school within the closest proximity to their homes where possible, as well as avoiding creating zones that are not connected to the primary attendance zone.
Use Major Roads and Natural Boundaries 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 | Other secondary criteria to consider include minimizing the impact on students, accounting for future growth, and considering economic diversity.

02

Stakeholders

Who is involved, and what each group is responsible for

Outline of Stakeholder Responsibilities

Consultant	• Schedule and facilitate internal planning team meetings and public advisory committee meetings. • Communicate updates with 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 (IPT)	• Consists of key TCS 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 to the Board of Education.
Public Advisory Committee (PAC)	• 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 (both virtual and in-person), and to provide input via surveys and online general feedback form.
Board of Education	• 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. • Vote on redistricting plan.

03

Timeline

The process and schedule for the redistricting study

Timeline for Redistricting Process

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

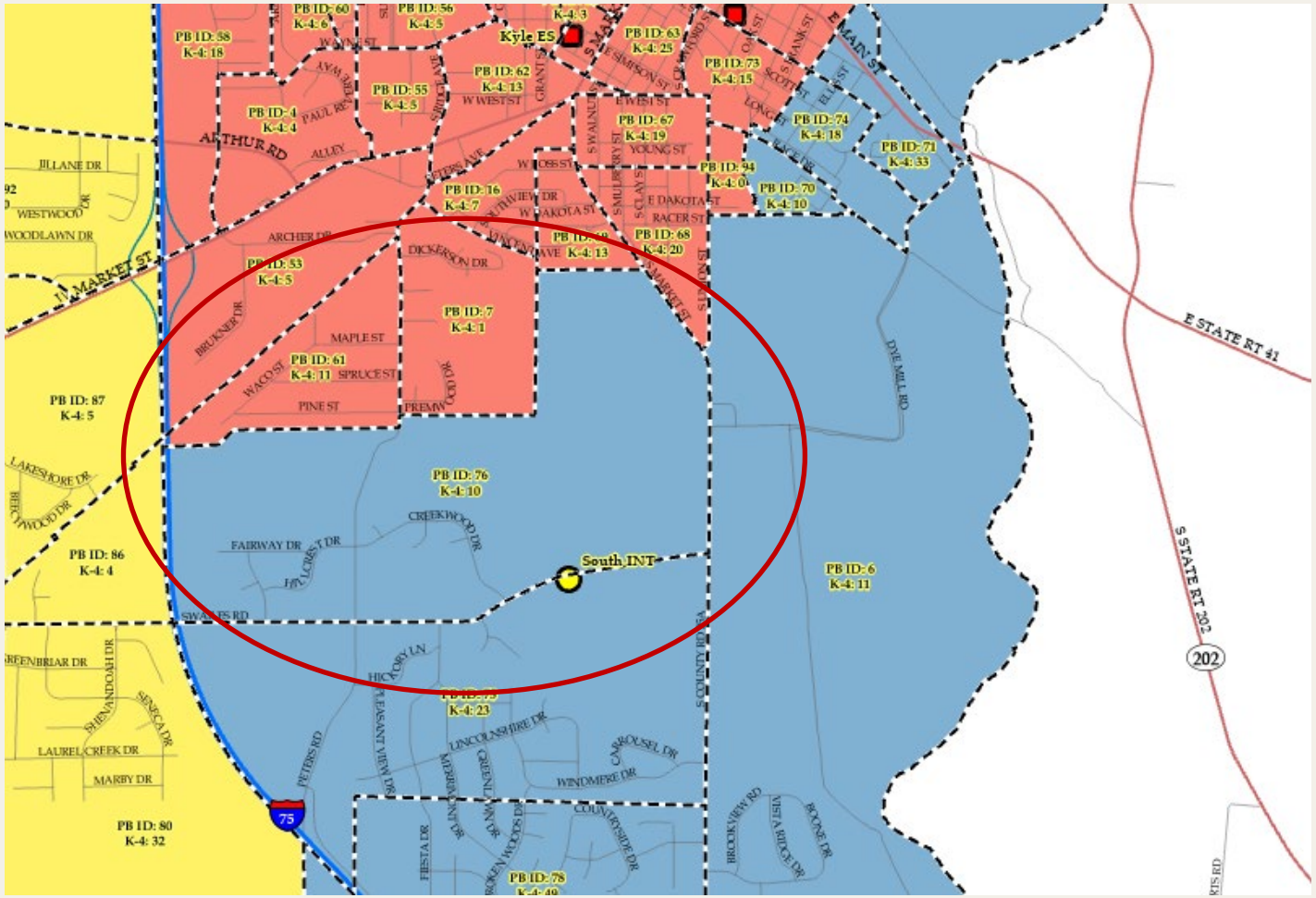
04

Recommendation

Final Recommendation based on the work of the Internal Planning Team, Public Advisory Committee, and Consultant, with extensive input from the public

Final Recommendation (Option C)

- The Internal Planning Team met one final time to discuss the feedback received from the public at the second Public Information Session and through the online survey and from the Public Advisory Committee at their third and final meeting.
- The IPT decided that Option C, which greatly improves socio-economic balance over the other two options, was the option that best adhered to the overall criteria and aligned best with the concerns of the community and the feedback they provided.
- In Option C, a very small number of students would be breaking away from their classmates in their current schools to attend new schools.
- It was decided to resolve this in the Final Recommendation. The area north of Swailes Rd, as indicated in the graphic, was moved from North to East in the Final Recommendation.



Enrollment and Utilization

Elementary School	Capacity	Final Recommendation Enrollment K	1	2	3	4	5	6	Estimated Enrollment	Estimated Utilization	Trend
East Elementary	536	86	94	98	113	115			506	94%	▼
North Elementary	536	114	86	87	95	104			486	91%	▲
West Elementary	554	97	91	101	113	112			514	93%	▼
Total (K-4)	**1,626**	**297**	**271**	**286**	**321**	**331**			**1,506**	93%	▼
South Intermediate	676						309	329	638	94%	▼
Total (K-6)	**2,302**	**297**	**271**	**286**	**321**	**331**	**309**	**329**	**2,144**	93%	▼

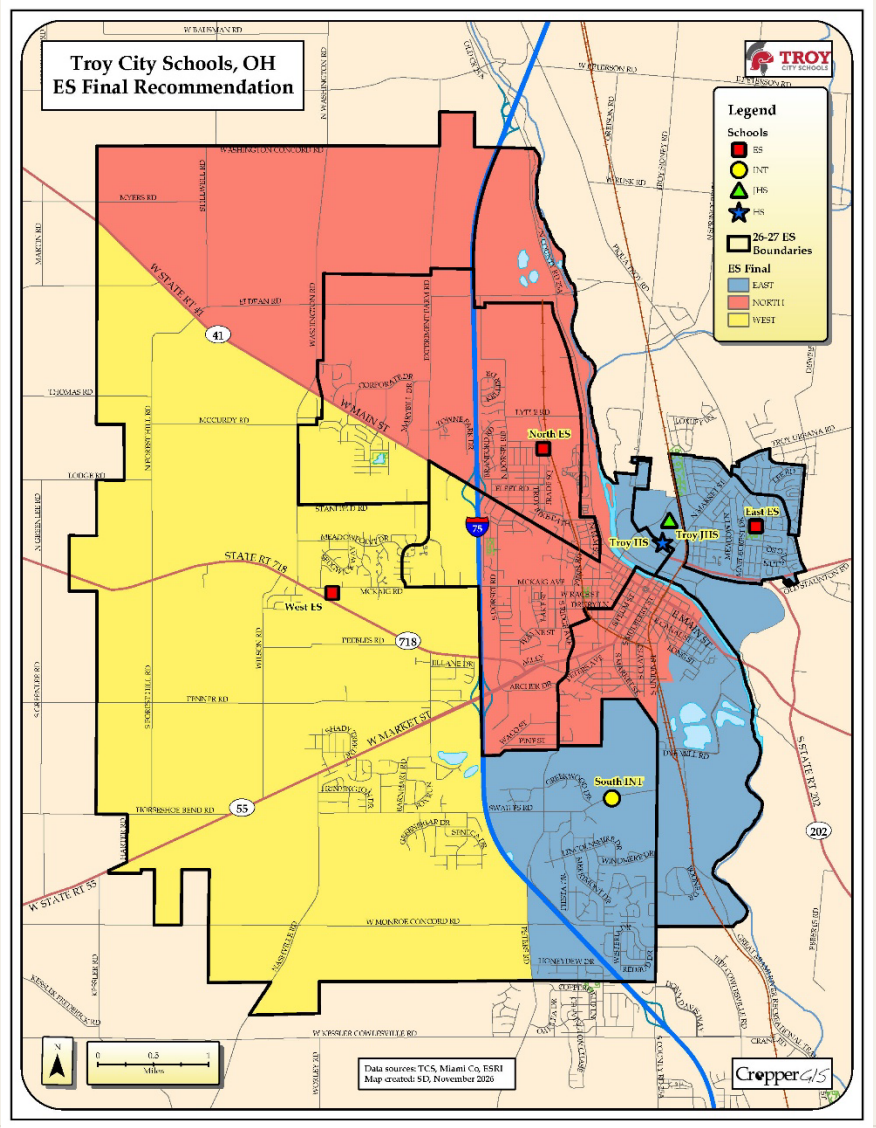
Based on 2026-27 student enrollment assigned to the Final Recommendation boundaries. Utilization compares enrollment to each building's capacity.

Elementary School	Economic Disadvantage Yes	No
East Elementary	44%	56%
North Elementary	44%	56%
West Elementary	22%	78%
Total (K-4)	37%	63%
South Intermediate	40%	60%
Total (K-6)	38%	63%

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

Final Recommendation

- Entire area north of Route 41 goes to North
- East takes in part of today's Concord zone
- North takes more of Kyle/Forest
- Utilization: 91-94%



Final Recommendation (Option C): Overall Snapshot

West

Estimated enrollment 514
93% of 554 capacity

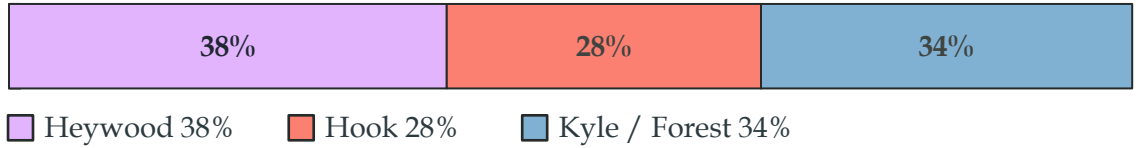


22% economically disadvantaged

2.34 mi average distance to school

North

Estimated enrollment 486
91% of 536 capacity

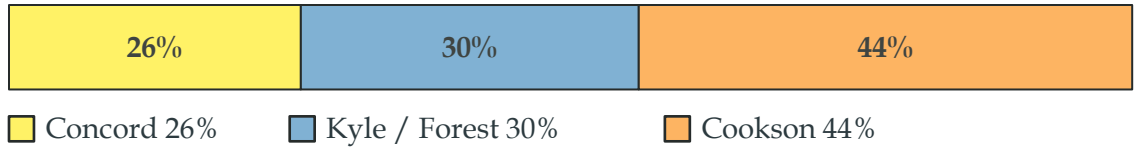


44% economically disadvantaged

1.74 mi average distance to school

East

Estimated enrollment 506
94% of 536 capacity



44% economically disadvantaged

2.07 mi average distance to school

Source: Troy OH Master Tables, October 5, 2026 (Cropper GIS).

Distance Analysis

The Final Recommendation provides similar average distances from home to school for each of the new school buildings.

School	Shortest Route in Miles 2025-26	Farthest Route in Miles 2025-26	Average Distance in Miles 2025-26
Concord	0.17	6.00	2.96
Cookson	0.07	5.77	0.95
Heywood	0.06	2.95	1.12
Hook	0.02	4.26	0.94
Kyle	0.02	4.45	1.56
Forest	0.09	3.07	1.20
Average	**0.07**	**4.42**	**1.46**

School	Shortest Route in Miles Recommendation	Farthest Route in Miles Recommendation	Average Distance in Miles Recommendation
East	0.02	6.33	2.07
North	0.04	3.48	1.74
West	0.13	5.81	2.34
Average	**0.06**	**5.21**	**2.05**

About the Survey

The online survey asked the same questions about each draft option.

01

107 responses were received from October 8 to October 26, 2026, with 210 written comments.

02

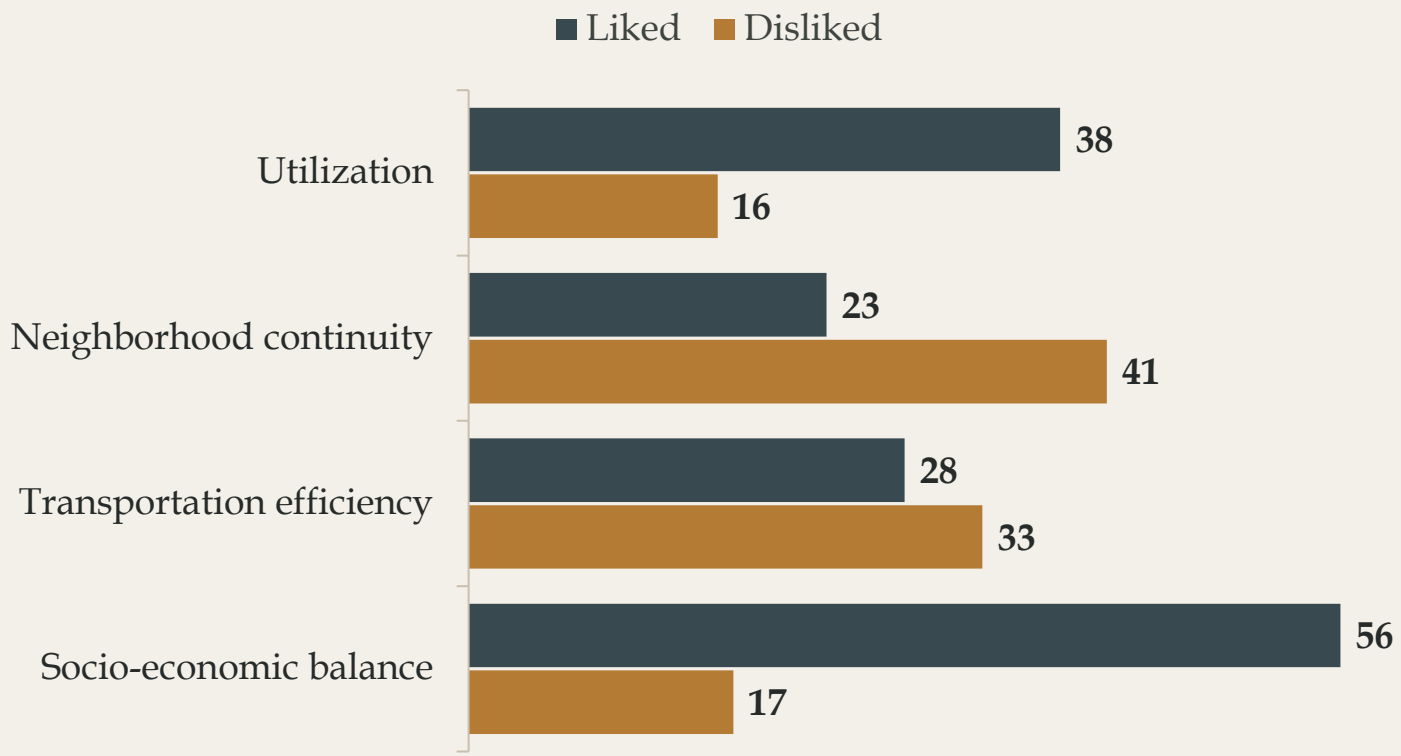
For each option, people checked what they liked and disliked across four criteria: utilization, neighborhood continuity, transportation efficiency, and socio-economic balance.

03

People could check more than one box, or none. Charts show the number of people who checked each box.

Option C: Likes and Dislikes

Likes and dislikes for Option C as drafted, before the Swailes Rd change (107 responses).



What stands out

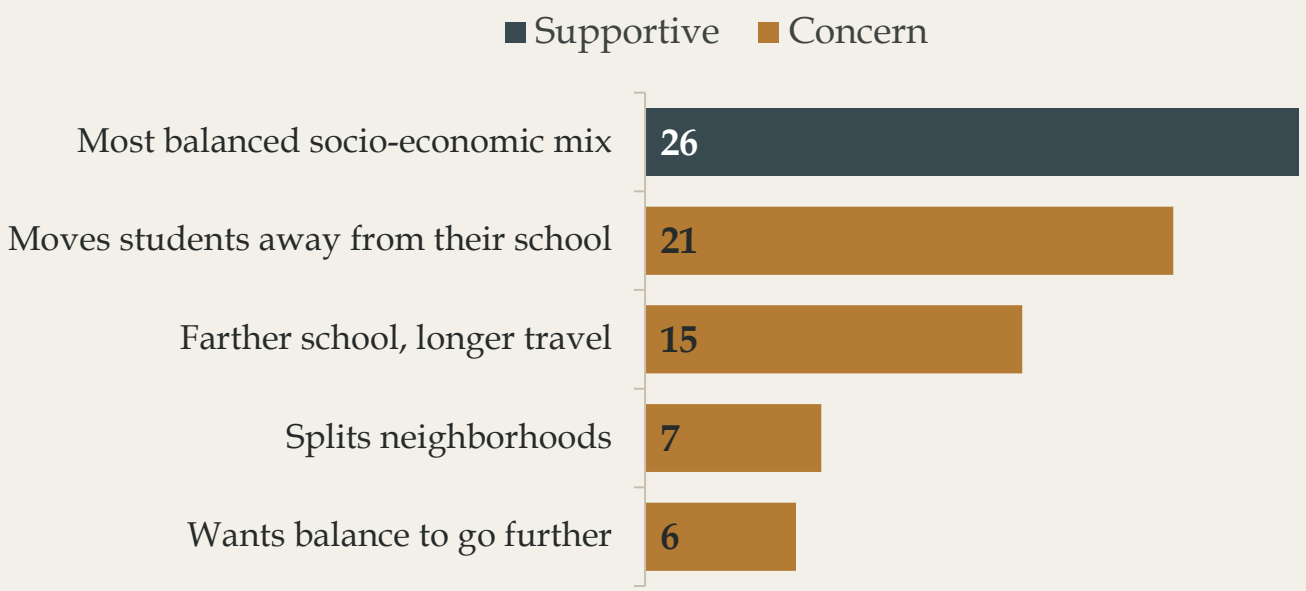
Socio-economic balance was the most liked part of Option C (56 people), the highest count for any criterion across all three options.

Neighborhood continuity was the most disliked (41).

55 people disliked nothing about Option C, more than either other option.

Option C: What the Comments Said

70 written comments, grouped by theme. One comment can raise more than one theme.



> *"This appears to be the most equitable option while continuing to keep most students in their closest school."*
>
> Respondent

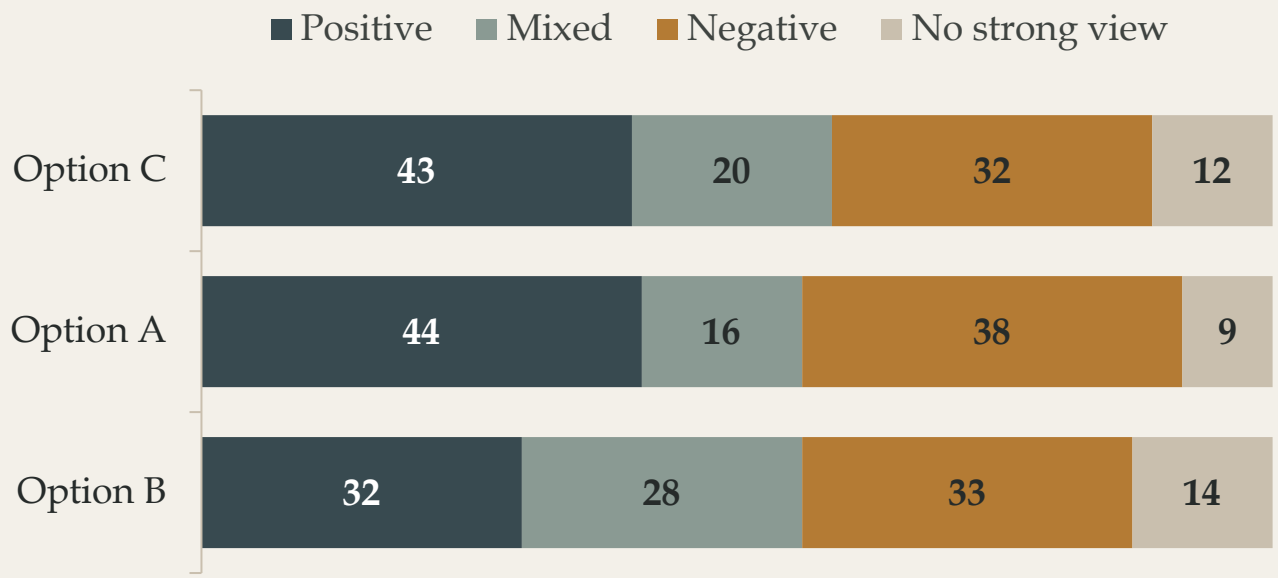
> *"My child will be separated from all of her friends."*
>
> Respondent

> *"I'm concerned about busing especially with the river and train tracks."*
>
> Respondent

Most often praised for socio-economic balance; concerns center on moving students and travel

Overall Reaction by Option

Each response sorted by the boxes checked for that option (107 responses).



How to read this

Positive: liked at least one criterion, disliked none

Mixed: checked both likes and dislikes

Negative: disliked at least one criterion, liked none

No strong view: checked “None” for both

Option C drew the fewest negative reactions of any option (32), with 43 positive

Key Takeaways

What the survey results tell us.

01

107 responses and 210 written comments. Responses were not spread evenly across zones.

02

Option C drew the fewest negative reactions (32) and the most people who disliked nothing (55).

03

Socio-economic balance was the most liked part of Option C (56), the highest for any criterion on any option.

04

Main concern: neighborhood continuity (41). The Swailes Rd change keeps one group with their classmates.

> *The survey results are just one thing for the Board to consider, but they give us some insight into the opinions of the general public.*

Questions and Discussion

Thank you

November 9, 2026

05

Appendix

Baseline, Options A and B, and related survey results

2027-28 Schools and Capacity

Fall 2027: three K-4 schools (North, East, and West) and one fifth/sixth-grade center (South Intermediate), consolidated from six schools today.

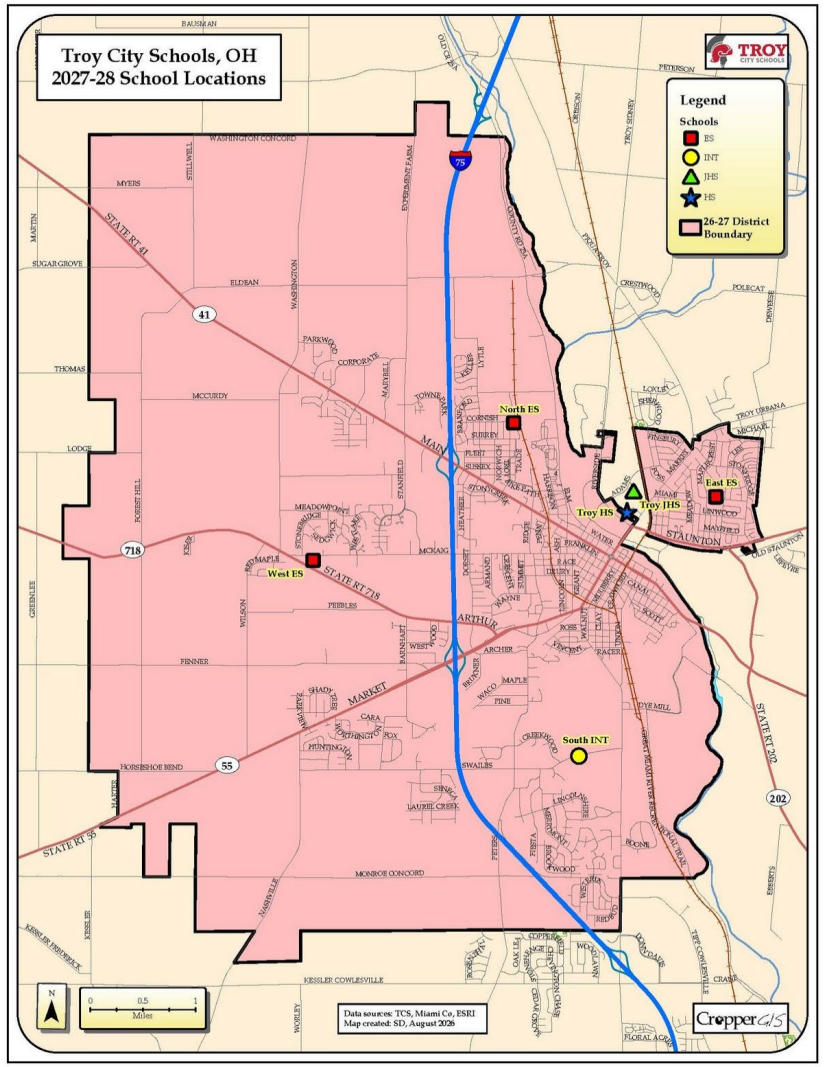
2027-28 Capacity			
School Building	**Capacity**	**2026-27 Enrollment**	**Utilization**
North Elementary	536	1,506	**93%**
East Elementary	536		
West Elementary	554		
K-4 Total	**1,626**		
South Intermediate (5-6)	676	638	**94%**
District Total	**2,302**	**2,144**	**93%**

Capacity reflects planned building configurations for the 2027-28 school year. Enrollment is 2026-27 K-6.

2,302
District capacity

2,144
Enrollment (2026-27)

93%
Utilization



Baseline

Elementary School	Capacity	ES Current Enrollment (2026-27) K	1	2	3	4	5	6	Current Enrollment	Current Utilization	Trend
Concord Elementary	620	83	80	102	101	123	100		589	95%	▼
Cookson Elementary	395	47	69	46	65	57	56		340	86%	▬
Heywood Elementary	320	48	37	45	51	37	46		264	83%	▬
Hook Elementary	298	53	39	38	40	46	45		261	88%	▬
Kyle Elementary	283	66	46	55					167	59%	▲
Forest Elementary	402				64	68	62		194	48%	▲
Total (K-5)	**2,318**	**297**	**271**	**286**	**321**	**331**	**309**		**1,815**	78%	▼
Van Cleve Elementary	584							329	329	56%	
Total (K-6)	**2,902**	**297**	**271**	**286**	**321**	**331**	**309**	**329**	**2,144**	74%	▼

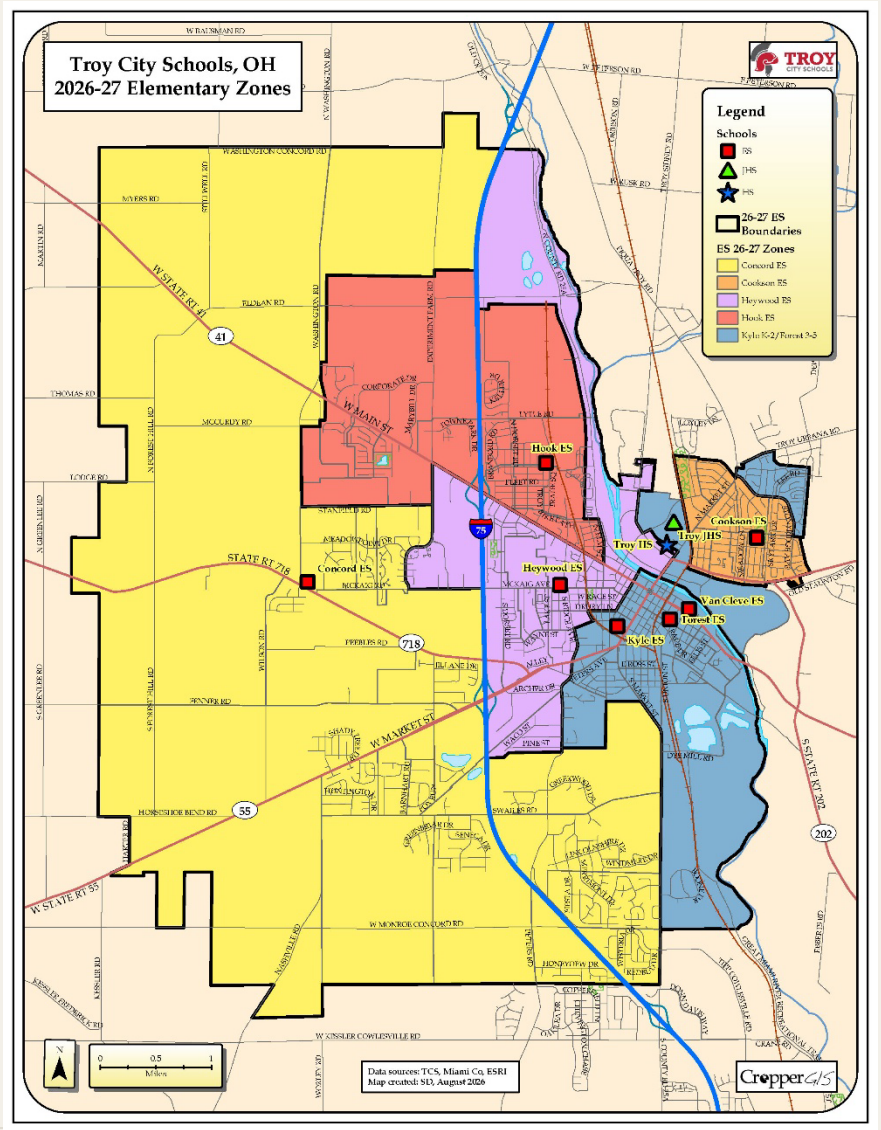
Based on current 2026-27 student enrollment in today's elementary attendance zones. Utilization compares enrollment to each building's capacity.

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

Elementary School	Economic Disadvantage Yes	No
Concord Elementary	13%	87%
Cookson Elementary	51%	49%
Heywood Elementary	50%	50%
Hook Elementary	34%	66%
Kyle Elementary	43%	57%
Forest Elementary	67%	33%
Total (K-5)	**37%**	**63%**
Van Cleve Elementary	39%	61%
Total (K-6)	**37%**	**63%**

Baseline

- Four elementary school zones in K-5 configuration
- One elementary school zone in K-2/3-5 configuration
- Utilization: 48-95%



Option A

Elementary School	Capacity	Option A Enrollment K	1	2	3	4	5	6	Estimated Enrollment	Estimated Utilization	Trend
East Elementary	536	93	97	87	112	106			495	92%	▼
North Elementary	536	120	84	89	102	101			496	93%	▲
West Elementary	554	84	90	110	107	124			515	93%	▼
Total (K-4)	**1,626**	**297**	**271**	**286**	**321**	**331**			**1,506**	93%	▼
South Intermediate	676						309	329	638	94%	▼
Total (K-6)	**2,302**	**297**	**271**	**286**	**321**	**331**	**309**	**329**	**2,144**	93%	▼

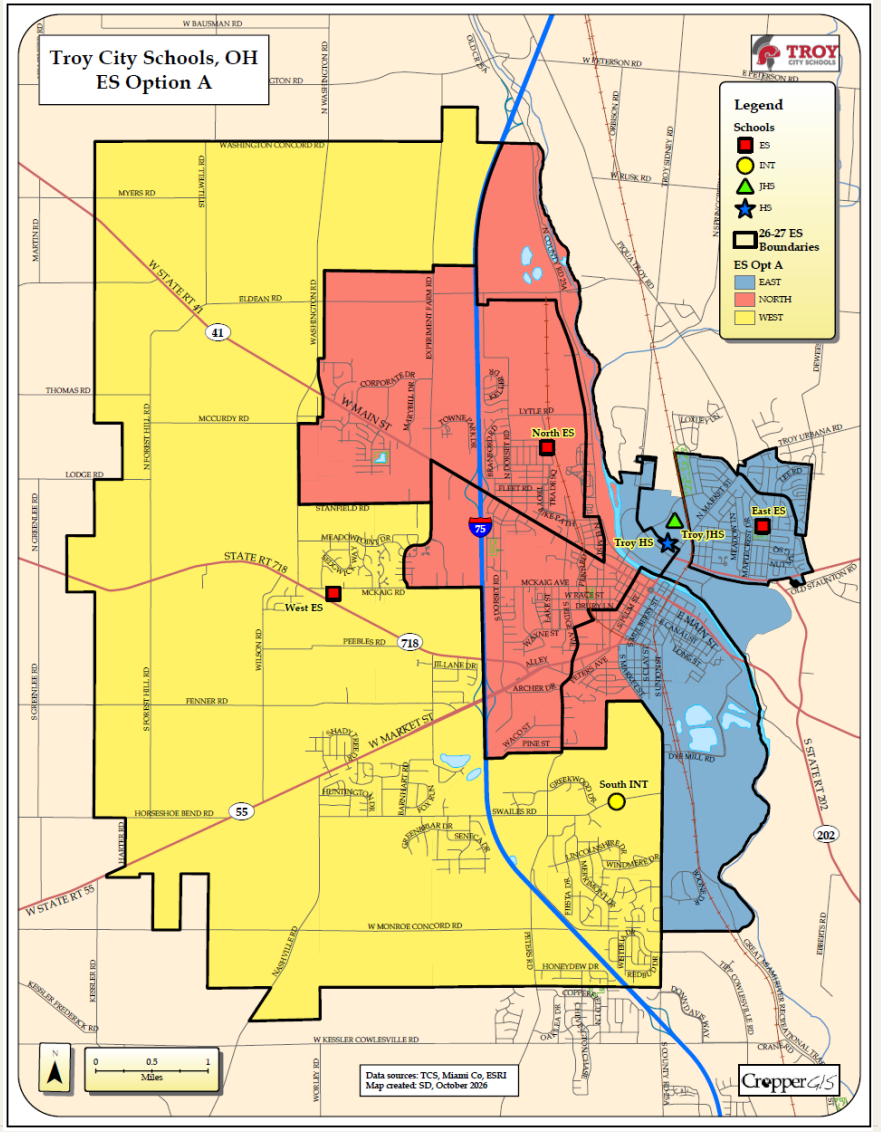
Based on 2026-27 student enrollment assigned to the Option A boundaries. Utilization compares enrollment to each building's capacity.

Elementary School	Economic Disadvantage Yes	No
East Elementary	53%	47%
North Elementary	41%	59%
West Elementary	16%	84%
Total (K-4)	37%	63%
South Intermediate	40%	60%
Total (K-6)	38%	63%

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

Option A

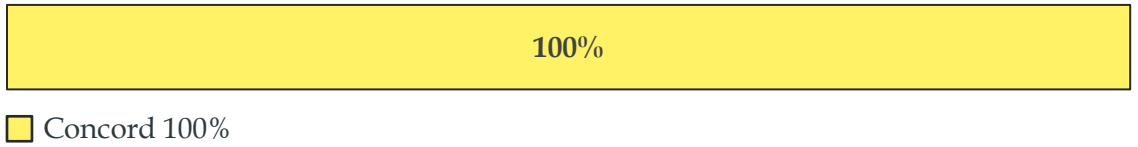
- North crosses I-75 in two places
- West extends east of I-75 into south Troy
- Utilization: 92-93%



Option A: Overall Snapshot

West

Estimated enrollment 515
93% of 554 capacity

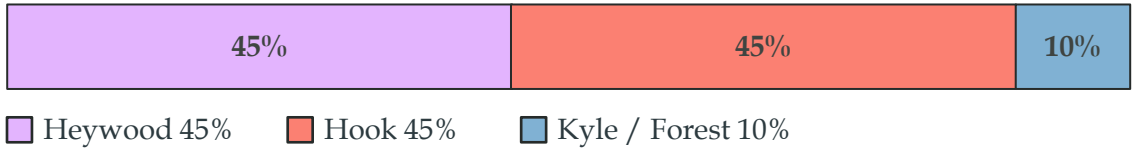


16% economically disadvantaged

3.08 mi average distance to school

North

Estimated enrollment 496
93% of 536 capacity

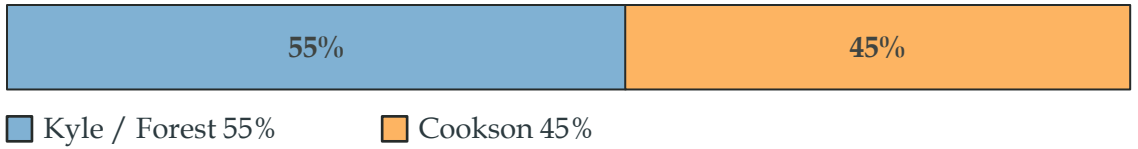


41% economically disadvantaged

1.77 mi average distance to school

East

Estimated enrollment 495
92% of 536 capacity



53% economically disadvantaged

1.34 mi average distance to school

Source: Troy OH Master Tables, October 5, 2026 (Cropper GIS).

Option B

Elementary School	Capacity	Option B Enrollment K	1	2	3	4	5	6	Estimated Enrollment	Estimated Utilization	Trend
East Elementary	536	93	97	87	112	106			495	92%	
North Elementary	536	107	83	98	96	113			497	93%	
West Elementary	554	97	91	101	113	112			514	93%	
Total (K-4)	**1,626**	**297**	**271**	**286**	**321**	**331**			**1,506**	93%	
South Intermediate	676						309	329	638	94%	
Total (K-6)	**2,302**	**297**	**271**	**286**	**321**	**331**	**309**	**329**	**2,144**	93%	

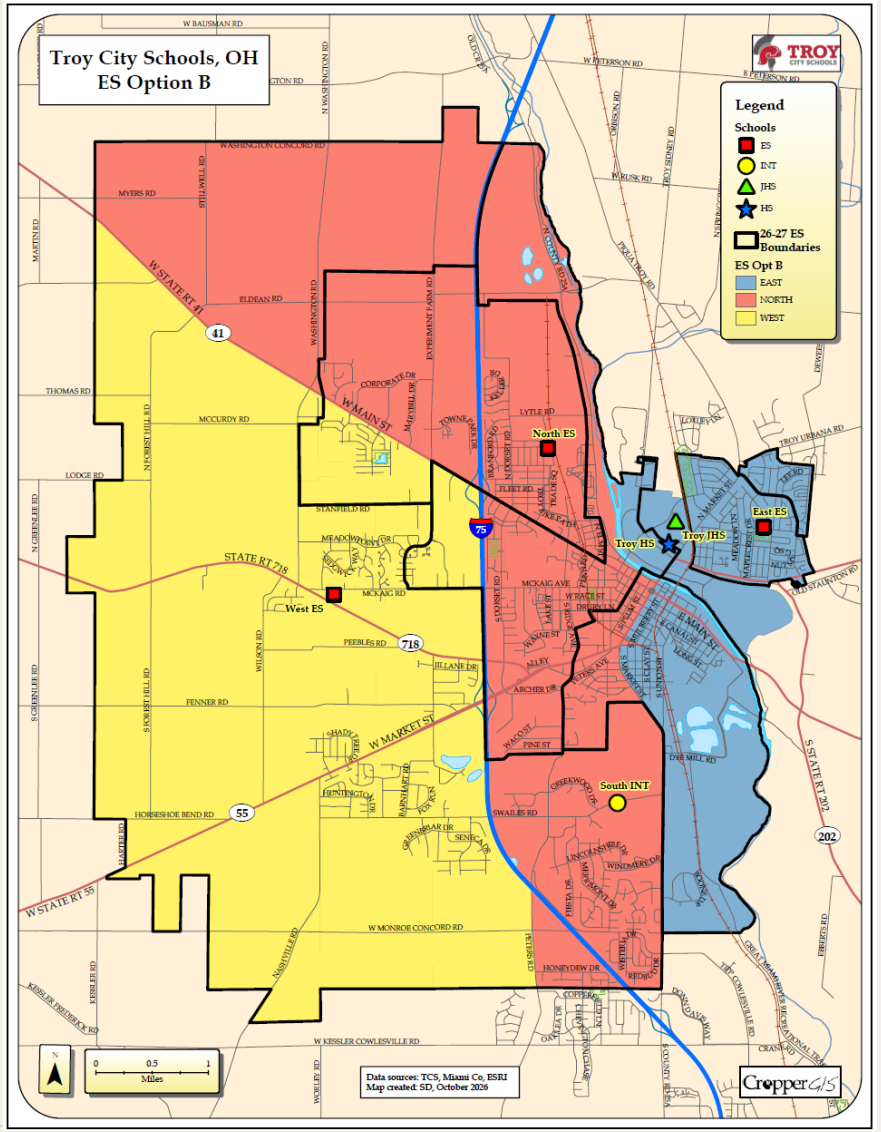
Based on 2026-27 student enrollment assigned to the Option B boundaries. Utilization compares enrollment to each building's capacity.

Elementary School	Economic Disadvantage Yes	No
East Elementary	53%	47%
North Elementary	35%	65%
West Elementary	22%	78%
Total (K-4)	37%	63%
South Intermediate	40%	60%
Total (K-6)	38%	63%

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

Option B

- Entire area north of Route 41 goes to North
- Utilization: 92-93%



Option B: Overall Snapshot

West

Estimated enrollment 514
93% of 554 capacity

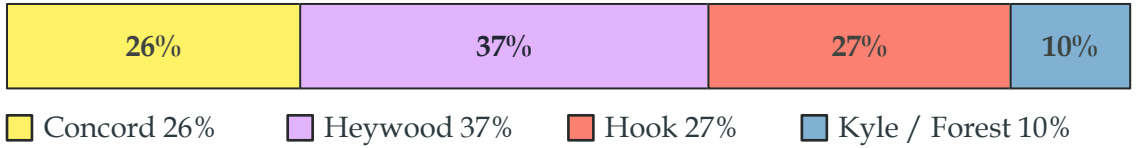


22% economically disadvantaged

2.34 mi average distance to school

North

Estimated enrollment 497
93% of 536 capacity

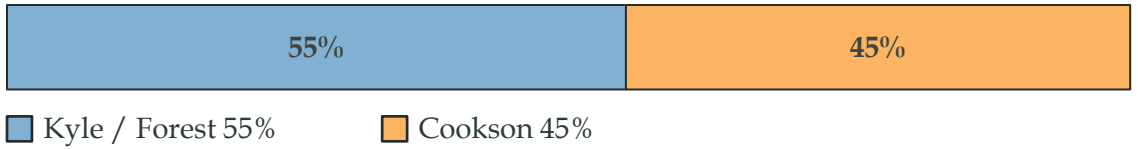


35% economically disadvantaged

2.37 mi average distance to school

East

Estimated enrollment 495
92% of 536 capacity



53% economically disadvantaged

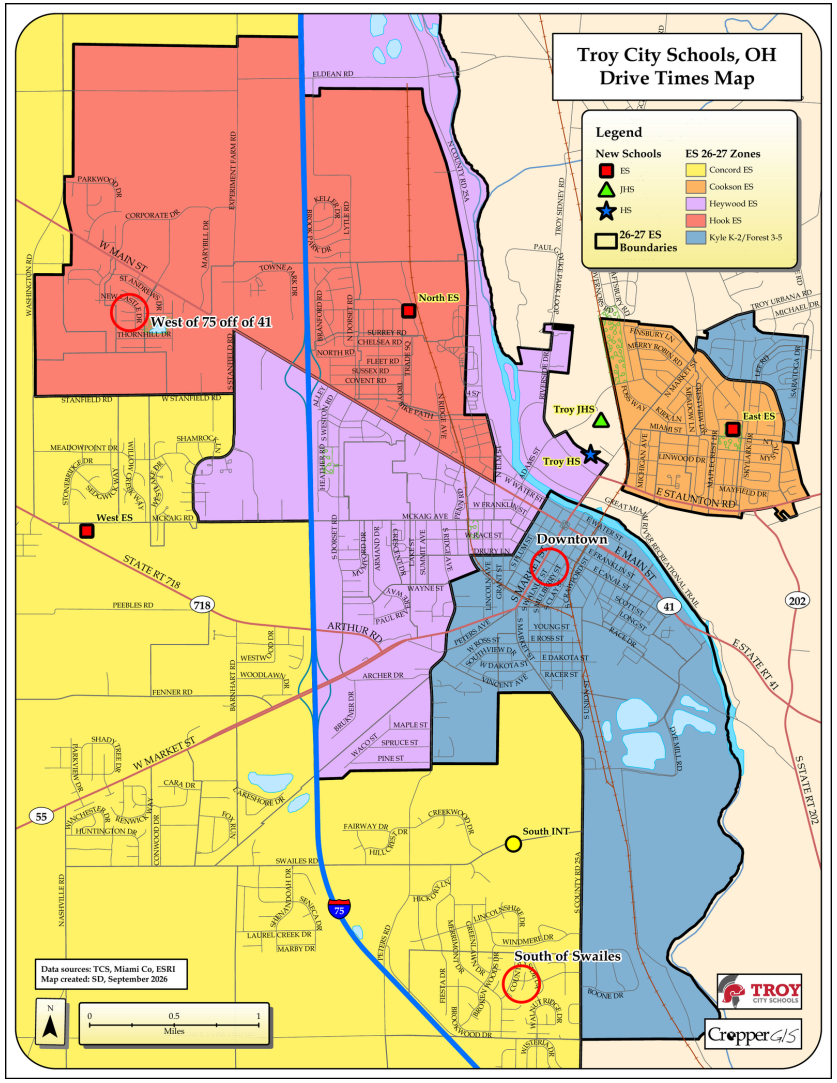
1.34 mi average distance to school

Source: Troy OH Master Tables, October 5, 2026 (Cropper GIS).

Distance Analysis

Google Maps Average Drive Time (Minutes)		
Origin	**Destination**	**Drive Time**
South of Swailes	East ES	12.21
South of Swailes	North ES	13.38
South of Swailes	West ES	12.42
West of 75 off of 41	North ES	8.17
West of 75 off of 41	West ES	6.29
Downtown	East ES	5.25
Downtown	North ES	6.46
Downtown	West ES	7.46

Drive times are Google Maps averages, in minutes, from three representative areas of the district.



Distance Analysis

All three options provide similar average distances from home to school.

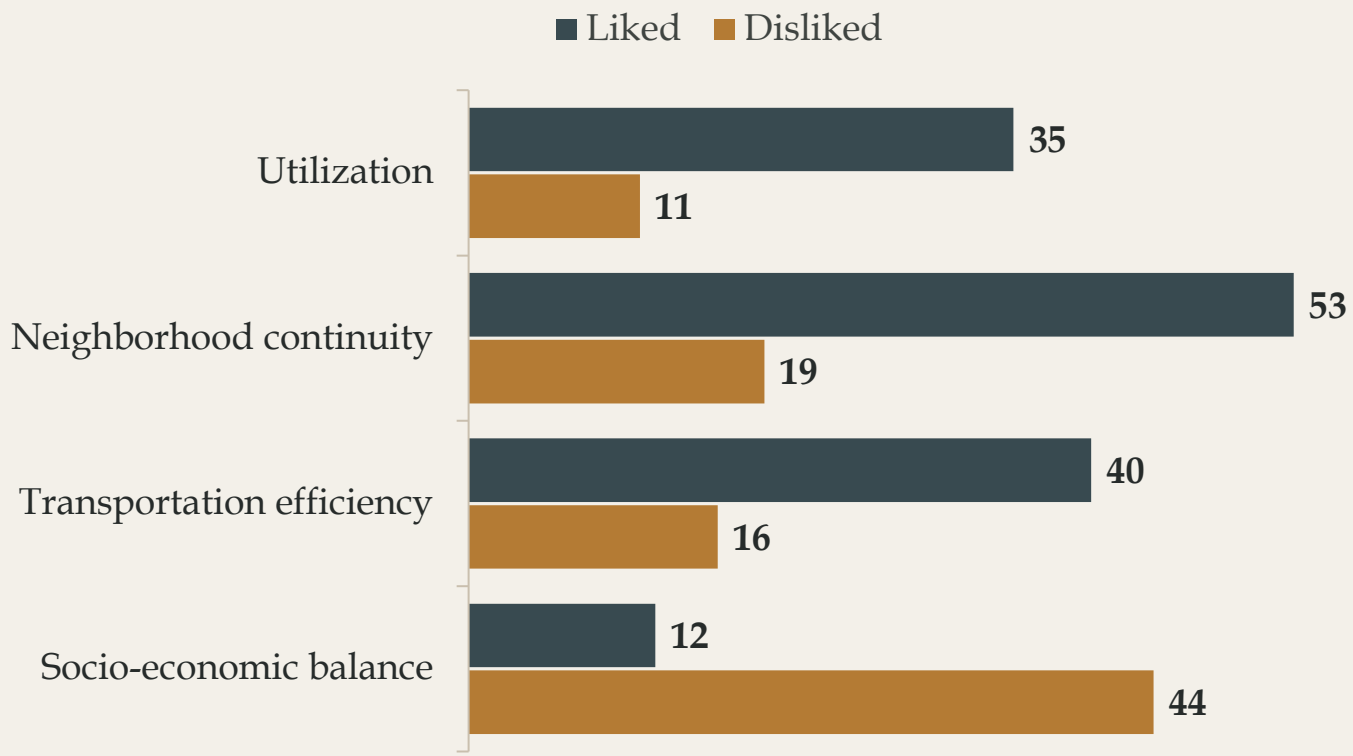
School	Shortest Route in Miles Option A	Farthest Route in Miles Option A	Average Distance in Miles Option A
East	0.02	5.14	1.34
North	0.04	3.37	1.77
West	0.13	6.17	3.08
Average	**0.06**	**4.89**	**2.06**

School	Shortest Route in Miles Option B	Farthest Route in Miles Option B	Average Distance in Miles Option B
East	0.02	5.14	1.34
North	0.04	5.67	2.37
West	0.13	5.81	2.34
Average	**0.06**	**5.54**	**2.02**

School	Shortest Route in Miles Option C	Farthest Route in Miles Option C	Average Distance in Miles Option C
East	0.02	6.33	2.04
North	0.04	4.07	1.78
West	0.13	5.81	2.34
Average	**0.06**	**5.40**	**2.05**

Option A: Likes and Dislikes

Number of people who liked or disliked each criterion for Option A (107 responses).



What stands out

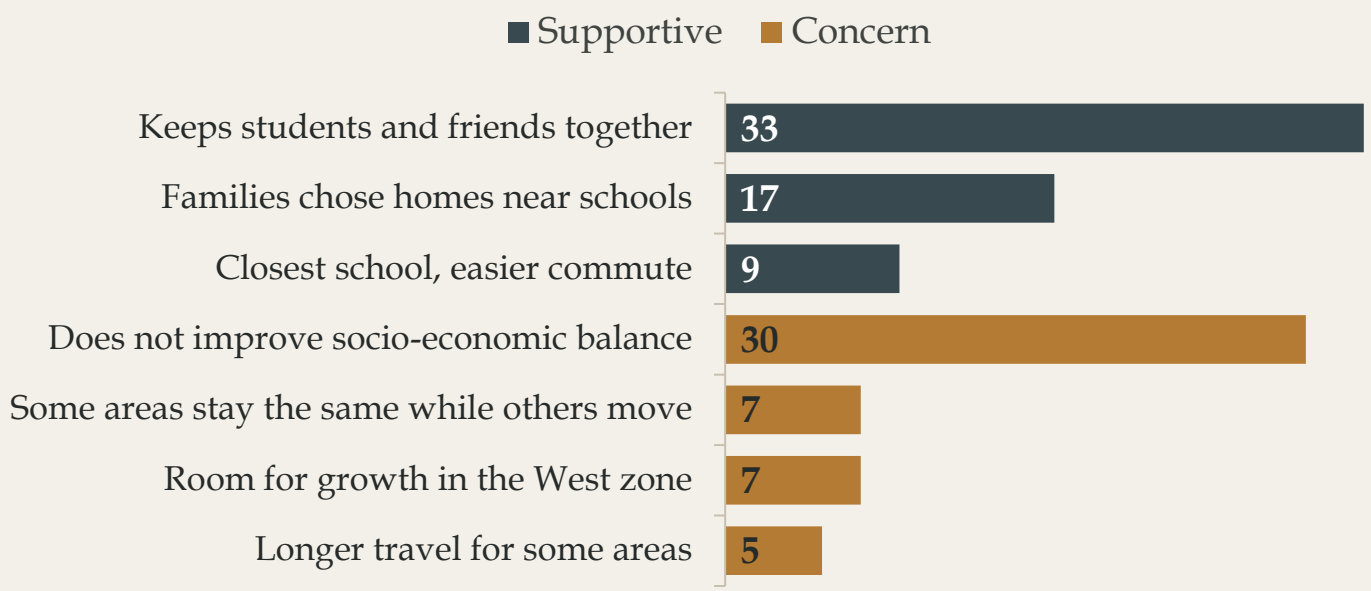
Neighborhood continuity was the most liked part of Option A (53 people).

Socio-economic balance was by far the most disliked (44 people).

47 people liked nothing about Option A, and 53 disliked nothing.

Option A: What the Comments Said

81 written comments, grouped by theme. One comment can raise more than one theme.



> *"Least amount of change for current students, less potential for upset"*
>
> Respondent

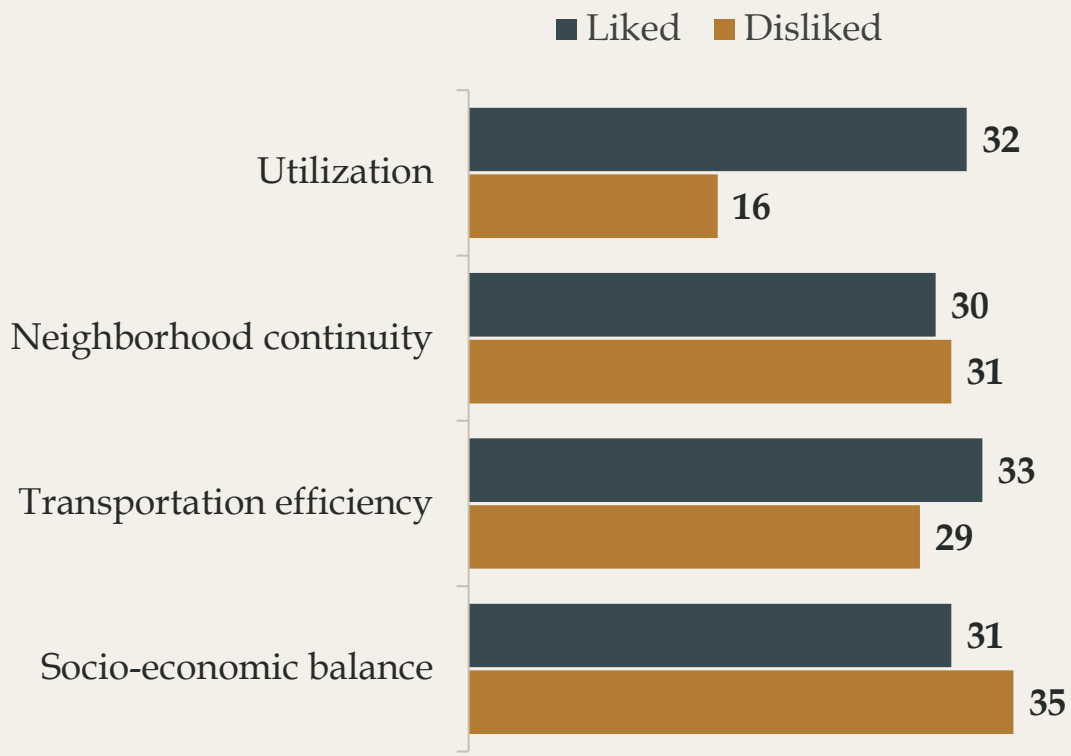
> *"The changes of redistricting should be equally shared among the district and not just burdened by some."*
>
> Respondent

> *"I'm concerned that new housing is likely to occur in the West ES district..."*
>
> Respondent

Supporters value keeping students together; critics say it keeps the current socio-economic imbalance

Option B: Likes and Dislikes

Number of people who liked or disliked each criterion for Option B (107 responses).



What stands out

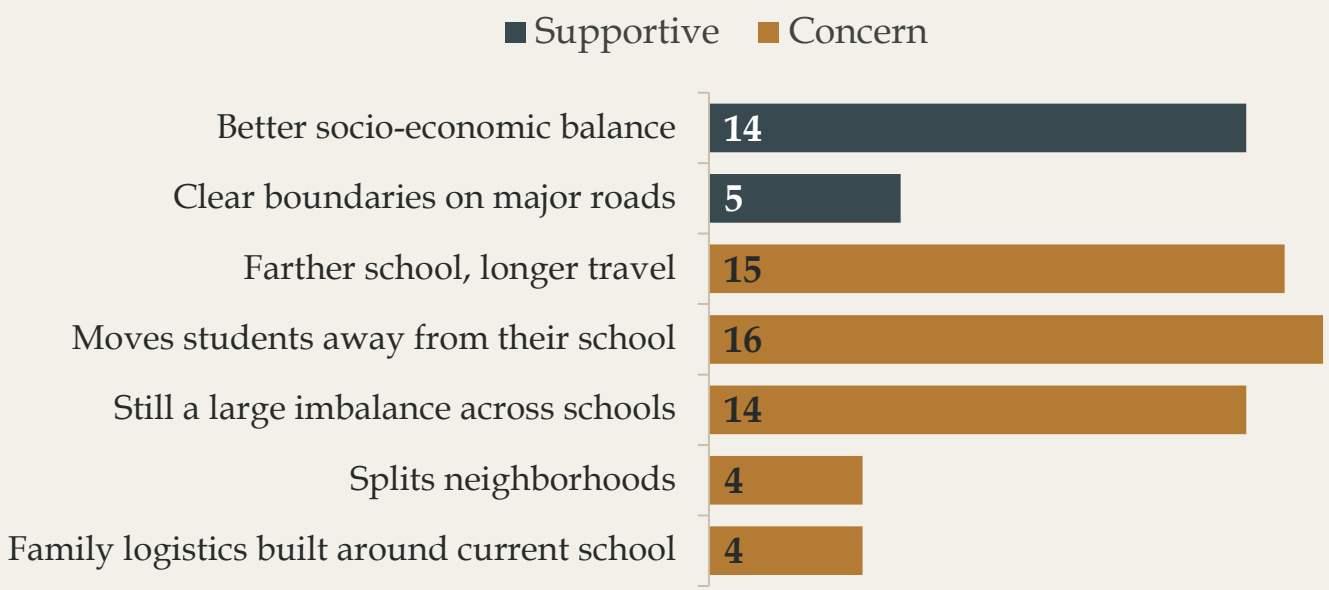
Likes were spread fairly evenly across all four criteria.

Socio-economic balance was the most disliked (35), followed by neighborhood continuity (31).

47 people liked nothing about Option B, and 46 disliked nothing.

Option B: What the Comments Said

59 written comments, grouped by theme. One comment can raise more than one theme.



> *"I like that the areas are a little more even and follow major roads."*
>
> Respondent

> *"Better than A, but socioeconomic issues persist"*
>
> Respondent

> *"Option B is not close proximity to our home and would negatively impact relationships our son has formed."*
>
> Respondent

Seen as better balanced than Option A, with concerns about travel distance and moving students