2026
Realignment Study

Columbus City Schools: Public Information Session 2

Presented by Cropper GIS Consulting

October 14 and 15, 2026

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01

Welcome and Introductions

The firm and the project team

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

The Company

Realignment plans

Community engagement

Facility and enrollment planning

Facility master plans

Housing and yield studies

Districts We Have Served

Huber Heights City Schools, OH	Cincinnati Public Schools, OH	Hamilton City Schools, OH
Dublin City Schools, OH	Beavercreek City Schools, OH	Lakota Local Schools, OH
Columbus City Schools, OH	Lakewood City Schools, OH	Southwestern City Schools, OH
Teays Valley Local Schools, OH	Akron Public Schools, OH	Westerville City Schools, OH

25+ Years of Experience

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

02

Project Objectives

Project background and important considerations

Project Objectives

Columbus City Schools is realigning elementary attendance areas as Como Elementary closes and Oakland Park becomes a neighborhood school. The study is guided by these objectives:

01

Primary objective: reassign Como Elementary students and create an attendance boundary for Oakland Park Elementary.

02

Secondary objective: balance utilization across the study area while maintaining socioeconomic, cultural, and ethnic diversity.

03

Fall 2027 configuration: Como closes and Oakland Park becomes a neighborhood school, taking the study area from 13 elementary schools to 12.

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

Realignment 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.
Consider economic, cultural, and ethnic diversity	Ensure schools are inclusionary and not adversely affected by enrollment decisions.
Close 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 primary attendance zone.
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.

Criteria 1-4 | **Of eight criteria guiding the development of attendance boundaries**

Realignment Criteria

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.
Minimize impact on students	Attempt to minimize the number of students impacted when making boundary adjustments. Impact on specialized school programs or a change to school capacity.
Make every effort to establish contiguous zones	Avoid creating zones that are not connected to the primary attendance zone, where possible.
Account for future economic growth	Allow for increasing attendance in high growth areas.

Criteria 5-8 | **Of eight criteria guiding the development of attendance boundaries**

03

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 the planning team and public advisory committee, including updated handouts 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. • Coordinate and summarize online feedback received from the general public, internal planning team, and public advisory committee.
Internal Planning Team (IPT)	• Consists of key CCS administrators including central office, transportation, planning, and school leaders. • Reviews draft options in preparation to share with the Board of Education and the public. • Reviews input from the consultant, general public, and public advisory committee and continues to modify maps with a focus on the best solution for all students as a whole. • Shares a realignment recommendation with the Board of Education.
Public Advisory Committee (PAC)	• Consists of public officials, parents, and business leaders from across 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. • 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 the district 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 the online feedback form.
Superintendent	• Charges the internal planning team with its responsibilities. • Identifies questions the planning team is expected to answer. • Advises on policy-related considerations.
Board of Education	• Receives the final recommendation.

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04

Timeline

The process and schedule for the realignment study

Process & Timeline for Realignment

	May 2026	June 2026	July 2026	Aug. 2026	Sept. 2026	Oct. 2026	Nov. 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 Project Logistics*					9/9 @ 10am		
Public Information Session #1 : Present Project Process, Criteria, Timeline, and Realignment Objectives to Community. Web-based and On-site meeting.					9/16 @6-8pm		
Public Advisory Committee Meeting 2 *- Review DRAFT Options*						10/7	
Public Information Session #2: Present DRAFT Realignment Options to General Public for Comment/Feedback. Web-based and On-site meeting to review options and q/a at end of session.						10/14 & 10/15 @6-8pm	
Public Advisory Committee Meeting 3 *- Review input from the public and DRAFT Options*						10/29	
Presentation of Final Recommendations to the Board of Education							

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05

Draft Options

Overview of the options and boundary maps

IPT and PAC Progress

Data and information examined include school enrollment (grade level, attending school and counts in neighborhoods, demographics), school capacity, zoning maps, and future development trends.

Meetings with staff and IPT members to review relevant data and draft options for consideration.

Options are considered draft throughout the process; continued dialogue and consideration of data is always encouraged.

Meetings with PAC members to receive valuable community feedback and provide information for PAC members to share with their communities.

Nothing will be final until a recommendation is presented to the Board of Education.

Interpreting Maps

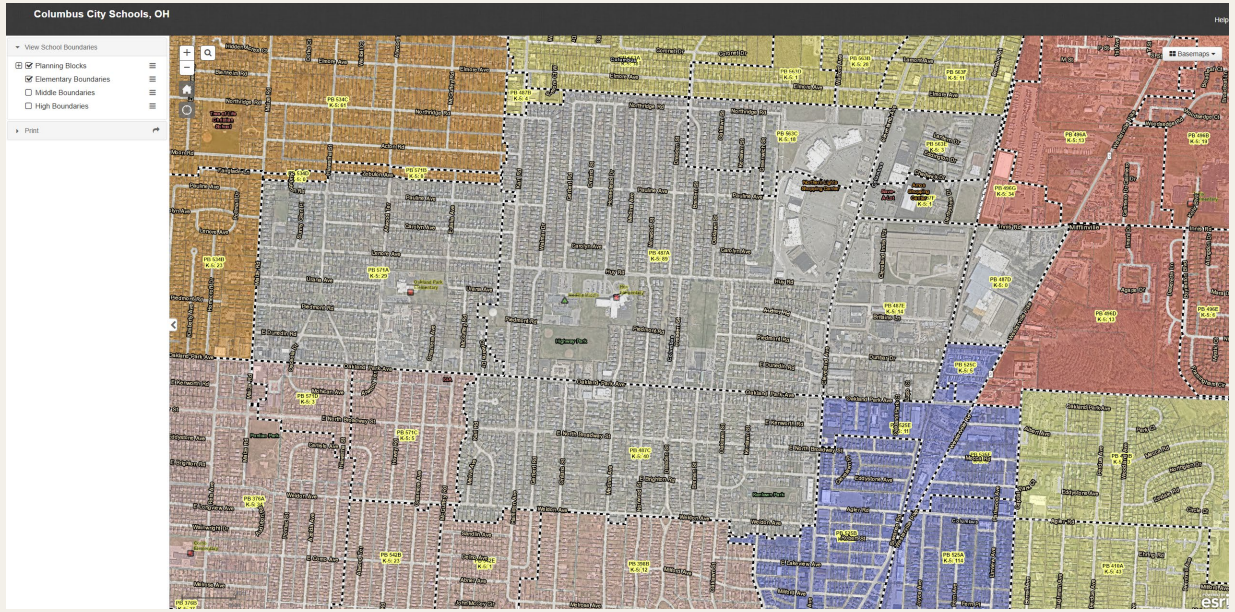
Planning blocks are small areas used to examine where students live.

Each map's title and notes say what its planning blocks show.

Each block carries two labels:

- **Top:** planning block ID (PB #)
- **Bottom:** number of K-5 CCS students who live in the block

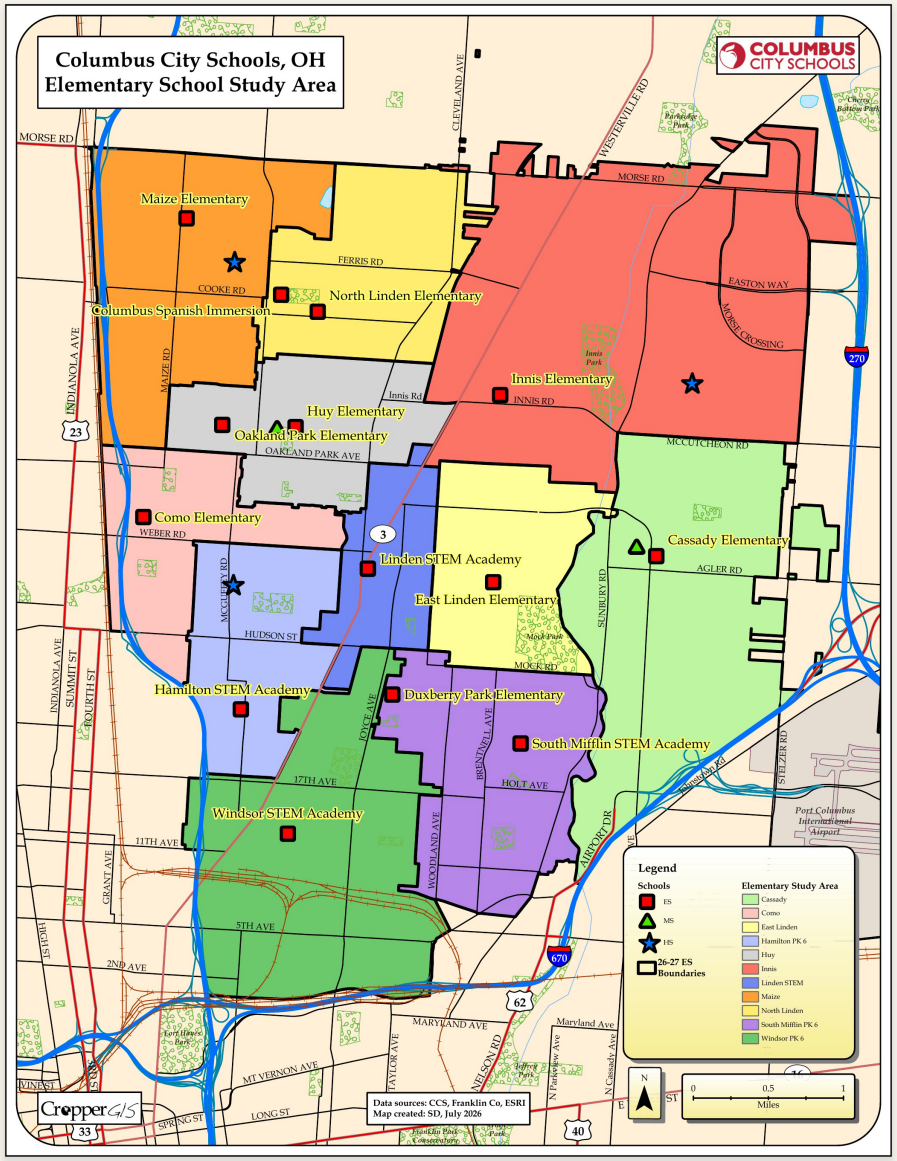
Counts are based on the July 1, 2026 student database.



Baseline

Key points

- Como closes in fall 2027; its 238 students (2025-26) are reassigned
- Oakland Park is a lottery school today with no attendance boundary
- Duxberry Park is also a lottery school and stays one in all options
- 13 elementary schools today, 12 in fall 2027
- Utilization ranges from 54% (South Mifflin STEM) to 93% (Cassady)



Baseline: Enrollment and Utilization

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

		ES Current Enrollment (2025-26)										
Elementary School	Capacity	PS	KG	1	2	3	4	5	6	Current Enrollment	Current Utilization	Trend
Cassady Elementary School	364	36	54	54	48	49	50	49		340	93%	▲
Como Elementary School (closing)		25	28	35	33	44	28	45		238		▼
Duxberry Park Elementary School	356	19	34	28	27	27	20	26		181	51%	▲
East Linden Elementary School	364	20	51	46	45	48	46	40		296	81%	▲
Hamilton STEM Academy	454	20	52	50	49	61	51	46	57	386	85%	▬
Huy Elementary School	494	18	76	78	70	76	54	53		425	86%	▲
Innis Elementary School	372		54	47	47	42	43	27		260	70%	▲
Linden STEM Academy	446	42	53	51	50	50	53	54	46	399	89%	▬
Maize Elementary School	396	41	49	50	50	54	49	49		342	86%	▬
North Linden Elementary School	344	20	53	49	49	45	53	43		312	91%	▲
Oakland Park Elementary School	356	40	47	51	44	47	37	37		303	85%	▲
South Mifflin STEM Academy	398	30	25	24	21	26	25	24	38	213	54%	▼
Windsor STEM Academy	462	19	52	52	46	55	37	26	48	335	73%	▲
Total	**4,806**	**330**	**628**	**615**	**579**	**624**	**546**	**519**	**189**	**4,030**	**84%**	▲

Counts are based on July 1, 2026 student database

Baseline: Demographics

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

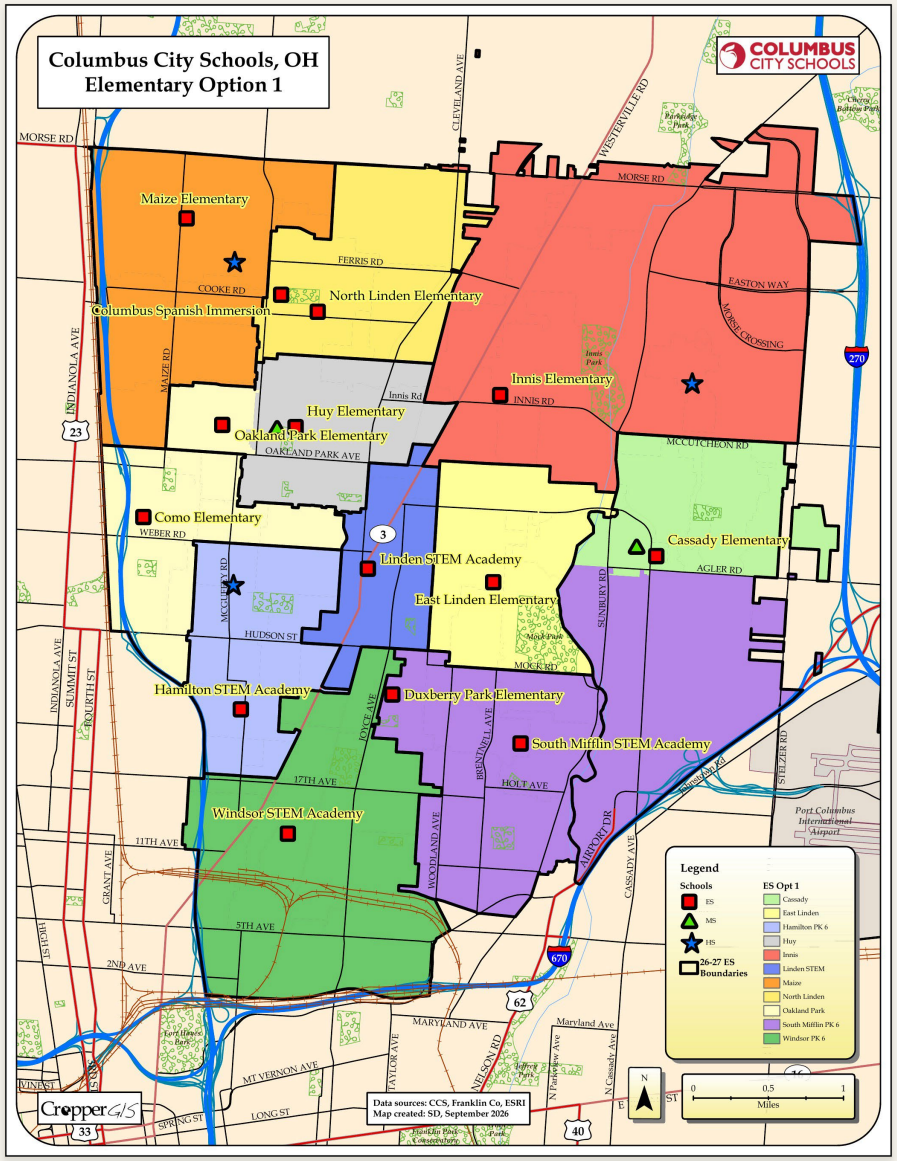
	2025-26 Race / Ethnicity							Economic Disadvantaged	
Elementary School	American Indian or Alaskan Native	Asian	Black or African American (Non-Hispanic)	Hispanic/Latino	Multiracial	Native Hawaiian or Other Pacific Islander	White (Non-Hispanic)	Yes	No
Cassady Elementary School	0%	9%	72%	13%	4%	0%	2%	65%	35%
Como Elementary School (closing)	0%	1%	57%	10%	10%	0%	22%	74%	26%
Duxberry Park Elementary School	1%	0%	72%	7%	13%	1%	6%	81%	19%
East Linden Elementary School	0%	2%	64%	25%	5%	0%	4%	70%	30%
Hamilton STEM Academy	0%	1%	72%	10%	10%	0%	7%	82%	18%
Huy Elementary School	1%	0%	50%	12%	10%	0%	**27%**	74%	26%
Innis Elementary School	1%	2%	58%	29%	6%	0%	4%	59%	41%
Linden STEM Academy	0%	0%	53%	**37%**	5%	0%	5%	63%	37%
Maize Elementary School	0%	4%	57%	18%	6%	0%	14%	**51%**	**49%**
North Linden Elementary School	0%	3%	**48%**	**34%**	5%	0%	9%	**53%**	**47%**
Oakland Park Elementary School	1%	0%	60%	7%	13%	0%	19%	66%	34%
South Mifflin STEM Academy	0%	0%	**83%**	6%	6%	0%	5%	75%	25%
Windsor STEM Academy	0%	0%	**82%**	7%	4%	0%	6%	**87%**	**13%**
Total	**0%**	**2%**	**63%**	**17%**	**7%**	**0%**	**10%**	**69%**	**31%**

Counts are based on July 1, 2026 student database

Option 1

Key changes

- Como area becomes the Oakland Park zone
- Part of Huy moves to Oakland Park
- Part of Cassady moves to South Mifflin
- All other zones stay the same



508
Students change schools

66% to 95%
Utilization spread

K-6 students. Range leaves out Duxberry Park, a lottery school at 51%.

Option 1: Enrollment and Utilization

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

		ES Option 1 Estimated Enrollment										
Elementary School	Capacity	PS	KG	1	2	3	4	5	6	Estimated Enrollment	Estimated Utilization	Trend
Cassady Elementary School	364	37	54	51	45	43	47	48		325	89%	▲
Como Elementary School (closing)												
Duxberry Park Elementary School	356	19	34	28	27	27	20	26		181	51%	▲
East Linden Elementary School	364	20	57	48	47	48	46	44		310	85%	▲
Hamilton STEM Academy	454	21	61	60	57	70	57	49	57	432	95%	▲
Huy Elementary School	494	20	69	81	66	72	54	54		416	84%	▲
Innis Elementary School	372	1	56	49	49	46	45	29		275	74%	▲
Linden STEM Academy	446	42	56	53	53	50	56	57	46	413	93%	▬
Maize Elementary School	396	44	51	55	53	57	51	53		364	92%	▬
North Linden Elementary School	344	22	57	51	49	48	55	45		327	95%	▲
Oakland Park Elementary School	356	48	33	29	31	43	29	30		243	68%	▬
South Mifflin STEM Academy	398	30	33	31	33	38	30	29	38	262	66%	▬
Windsor STEM Academy	462	20	55	57	47	59	41	32	48	359	78%	▲
Total	**4,806**	**324**	**616**	**593**	**557**	**601**	**531**	**496**	**189**	**3,907**	**81%**	▲

Counts are based on July 1, 2026 student database

Option 1: Demographics

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

	ES Option 1 Race / Ethnicity							Economic Disadvantaged	
Elementary School	American Indian or Alaskan Native	Asian	Black or African American (Non-Hispanic)	Hispanic/Latino	Multiracial	Native Hawaiian or Other Pacific Islander	White (Non-Hispanic)	Yes	No
Cassady Elementary School	0%	8%	73%	14%	4%	0%	1%	63%	37%
Como Elementary School (closing)									
Duxberry Park Elementary School	1%	0%	72%	7%	13%	1%	6%	81%	19%
East Linden Elementary School	0%	2%	64%	25%	5%	0%	4%	71%	29%
Hamilton STEM Academy	0%	1%	71%	10%	10%	0%	8%	81%	19%
Huy Elementary School	1%	0%	51%	11%	10%	0%	**26%**	73%	27%
Innis Elementary School	1%	2%	59%	28%	6%	0%	4%	60%	40%
Linden STEM Academy	0%	0%	53%	**36%**	4%	0%	6%	63%	37%
Maize Elementary School	0%	4%	57%	17%	7%	0%	15%	**51%**	**49%**
North Linden Elementary School	0%	3%	48%	**33%**	6%	0%	10%	**52%**	**48%**
Oakland Park Elementary School	1%	0%	**45%**	10%	14%	0%	**30%**	72%	28%
South Mifflin STEM Academy	0%	1%	**82%**	5%	5%	0%	6%	75%	25%
Windsor STEM Academy	0%	0%	**83%**	7%	5%	0%	5%	**87%**	**13%**
Total	**0%**	**2%**	**63%**	**18%**	**7%**	**0%**	**10%**	**69%**	**31%**

Counts are based on July 1, 2026 student database

Option 1: Advantages and Limitations

Advantages

- Fewer students change schools (508)
- Only three current zones give up area: Como, Huy, and Cassady
- Maize, North Linden, Linden, Hamilton, and Windsor zones stay as they are
- South Mifflin rises from 54% to 66%

Limitations

- Wider utilization spread: 66% to 95%
- Hamilton and North Linden reach 95%, leaving little room to grow
- South Mifflin (66%) and Oakland Park (68%) stay well below the 81% average

Big Takeaway | **Fewer students change schools, with a wider utilization spread**

Option 2

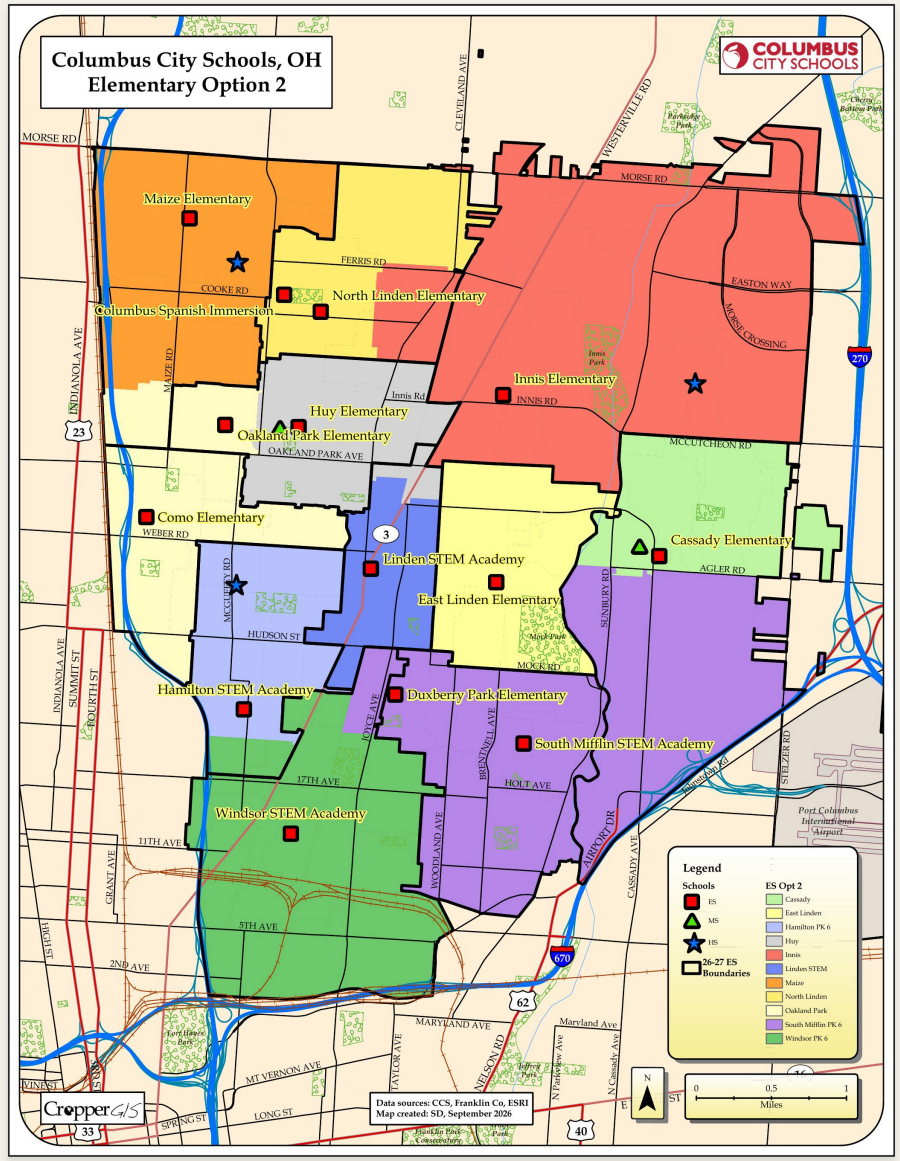
Key changes

- Everything in Option 1, plus:
- Part of Maize moves to Oakland Park
- Part of North Linden moves to Innis
- Part of Linden moves to Huy
- Part of Hamilton moves to Windsor
- Part of Windsor moves to South Mifflin

626
Students change schools

69% to 89%
Utilization spread

K-6 students. Range leaves out Duxberry Park, a lottery school at 51%.



Option 2: Enrollment and Utilization

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

		ES Option 2 Estimated Enrollment										
Elementary School	**Capacity**	**PS**	**KG**	**1**	**2**	**3**	**4**	**5**	**6**	**Estimated Enrollment**	**Estimated Utilization**	**Trend**
Cassady Elementary School	364	37	54	51	45	43	47	48		325	89%	▲
Como Elementary School (closing)												
Duxberry Park Elementary School	356	19	34	28	27	27	20	26		181	**51%**	▲
East Linden Elementary School	364	20	57	48	47	48	46	44		310	85%	▲
Hamilton STEM Academy	454	21	53	50	54	65	54	41	57	395	87%	▬
Huy Elementary School	494	20	76	85	70	75	58	55		439	89%	▲
Innis Elementary School	372	1	62	58	53	53	55	33		315	85%	▲
Linden STEM Academy	446	42	49	49	49	47	52	56	46	390	87%	▬
Maize Elementary School	396	43	46	51	48	51	46	48		333	84%	▬
North Linden Elementary School	344	22	51	42	45	41	45	41		287	83%	▲
Oakland Park Elementary School	356	49	38	33	36	49	34	35		274	77%	▬
South Mifflin STEM Academy	398	30	36	35	34	38	32	31	38	274	69%	▬
Windsor STEM Academy	462	20	60	63	49	64	42	38	48	384	83%	▲
Total	**4,806**	**324**	**616**	**593**	**557**	**601**	**531**	**496**	**189**	**3,907**	**81%**	▲

Counts are based on July 1, 2026 student database

Option 2: Demographics

Elementary School	ES Option 2 Race / Ethnicity							Economic Disadvantaged	
	American Indian or Alaskan Native	Asian	Black or African American (Non-Hispanic)	Hispanic/Latino	Multiracial	Native Hawaiian or Other Pacific Islander	White (Non-Hispanic)	Yes	No
Cassady Elementary School	0%	8%	73%	14%	4%	0%	1%	63%	37%
Como Elementary School (closing)									
Duxberry Park Elementary School	1%	0%	72%	7%	13%	1%	6%	81%	19%
East Linden Elementary School	0%	2%	64%	25%	5%	0%	4%	71%	29%
Hamilton STEM Academy	0%	1%	69%	11%	10%	0%	8%	81%	19%
Huy Elementary School	1%	0%	50%	12%	10%	0%	27%	73%	27%
Innis Elementary School	1%	2%	54%	31%	7%	0%	5%	60%	40%
Linden STEM Academy	0%	0%	55%	37%	4%	0%	4%	62%	38%
Maize Elementary School	0%	4%	59%	17%	6%	0%	14%	50%	50%
North Linden Elementary School	0%	3%	52%	31%	4%	0%	9%	51%	49%
Oakland Park Elementary School	1%	0%	44%	11%	14%	0%	31%	71%	29%
South Mifflin STEM Academy	0%	1%	82%	5%	5%	0%	7%	76%	24%
Windsor STEM Academy	0%	0%	83%	7%	5%	0%	5%	87%	13%
Total	**0%**	**2%**	**63%**	**18%**	**7%**	**0%**	**10%**	**69%**	**31%**

Counts are based on July 1, 2026 student database

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

Option 2: Advantages and Limitations

Advantages

- Narrower utilization spread: 69% to 89%
- Every zoned school except South Mifflin within 10 points of the 81% average
- North Linden drops from 91% to 83%
- Innis, Windsor, and South Mifflin fill more open seats

Limitations

- More students change schools (626, 118 more than Option 1)
- Boundaries change in eight current zones instead of three
- South Mifflin is still the lowest at 69%

Big Takeaway | **Most balanced utilization, with more students and neighborhoods affected**

Option 3

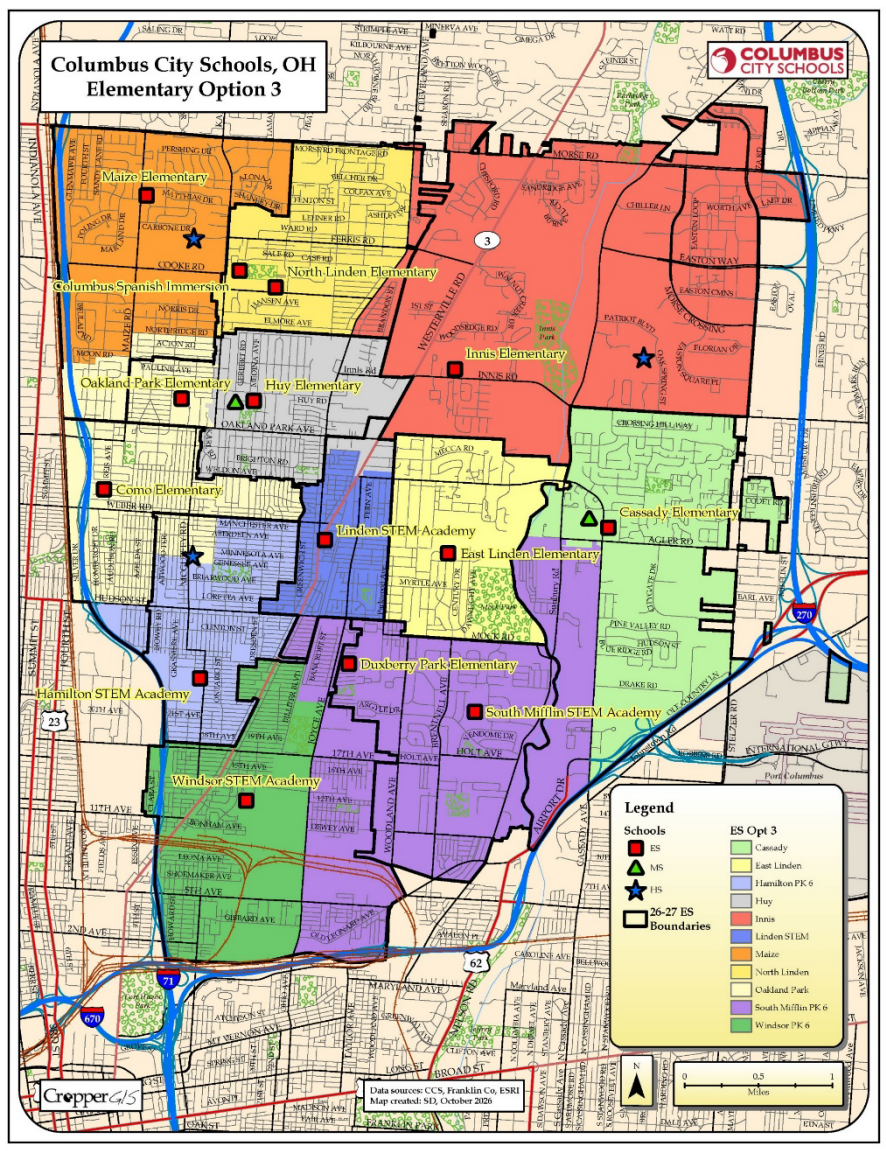
Key changes

- Como area becomes the Oakland Park zone
- Parts of Huy, Maize, and Hamilton move to Oakland Park
- Part of North Linden moves to Innis
- Part of Linden moves to Huy
- Part of Windsor moves to South Mifflin
- Less of Cassady is drawn to South Mifflin STEM

572
Students change schools

66% to 99%
Utilization spread

K-6 students. Range leaves out Duxberry Park, a lottery school at 51%.



Option 3: Enrollment and Utilization

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

		ES Option 3 Estimated Enrollment										
Elementary School	**Capacity**	**PS**	**KG**	**1**	**2**	**3**	**4**	**5**	**6**	**Estimated Enrollment**	**Estimated Utilization**	**Trend**
Cassady Elementary School	364	37	59	56	54	51	52	53	0	362	99%	▲
Como Elementary School (closing)		0	0	0	0	0	0	0	0			
Duxberry Park Elementary School	356	19	34	28	27	27	20	26	0	181	51%	▲
East Linden Elementary School	364	20	57	48	47	48	46	44	0	310	85%	▲
Hamilton STEM Academy	454	21	60	58	51	63	55	49	57	414	91%	▬
Huy Elementary School	494	20	76	85	70	75	58	55	0	439	89%	▲
Innis Elementary School	372	1	58	50	50	49	46	31	0	285	77%	▲
Linden STEM Academy	446	42	46	47	49	44	50	53	46	377	85%	▬
Maize Elementary School	396	43	46	51	47	50	43	46	0	326	82%	▬
North Linden Elementary School	344	22	55	50	48	45	54	43	0	317	92%	▲
Oakland Park Elementary School	356	49	39	35	43	57	39	37	0	299	84%	▬
South Mifflin STEM Academy	398	30	34	36	27	36	30	32	38	263	66%	▬
Windsor STEM Academy	462	20	52	49	44	56	38	27	48	334	72%	▲
Total	**4,806**	**324**	**616**	**593**	**557**	**601**	**531**	**496**	**189**	**3,907**	**81%**	▲

Counts are based on July 1, 2026 student database

Option 3: Demographics

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

	ES Option 3 Race / Ethnicity							Economic Disadvantaged	
Elementary School	American Indian or Alaskan Native	Asian	Black or African American (Non-Hispanic)	Hispanic/Latino	Multiracial	Native Hawaiian or Other Pacific Islander	White (Non-Hispanic)	Yes	No
Cassady Elementary School	0%	7%	74%	12%	3%	0%	2%	65%	35%
Como Elementary School (closing)									
Duxberry Park Elementary School	1%	0%	72%	7%	13%	1%	6%	81%	19%
East Linden Elementary School	0%	2%	64%	25%	5%	0%	4%	71%	29%
Hamilton STEM Academy	0%	1%	73%	10%	8%	0%	7%	83%	17%
Huy Elementary School	1%	0%	50%	12%	10%	0%	**27%**	73%	27%
Innis Elementary School	1%	2%	58%	28%	6%	0%	4%	60%	40%
Linden STEM Academy	0%	0%	54%	**38%**	4%	0%	4%	61%	39%
Maize Elementary School	0%	4%	59%	17%	6%	0%	13%	**50%**	**50%**
North Linden Elementary School	0%	3%	48%	**33%**	5%	0%	10%	**52%**	**48%**
Oakland Park Elementary School	1%	0%	**42%**	11%	15%	0%	**31%**	69%	31%
South Mifflin STEM Academy	0%	1%	**81%**	6%	6%	0%	6%	77%	23%
Windsor STEM Academy	0%	0%	**84%**	7%	5%	0%	4%	**87%**	**13%**
Total	**0%**	**2%**	**63%**	**18%**	**7%**	**0%**	**10%**	**69%**	**31%**

Counts are based on July 1, 2026 student database

Option 3: Advantages and Limitations

Advantages

- Oakland Park fills to 84%, up from 68% in Option 1 and 77% in Option 2
- Eight of 11 zoned schools within 10 points of the 81% average (all but Cassady, North Linden, and South Mifflin)
- Adheres better to following major roads
- Option modifications developed based on PAC input

Limitations

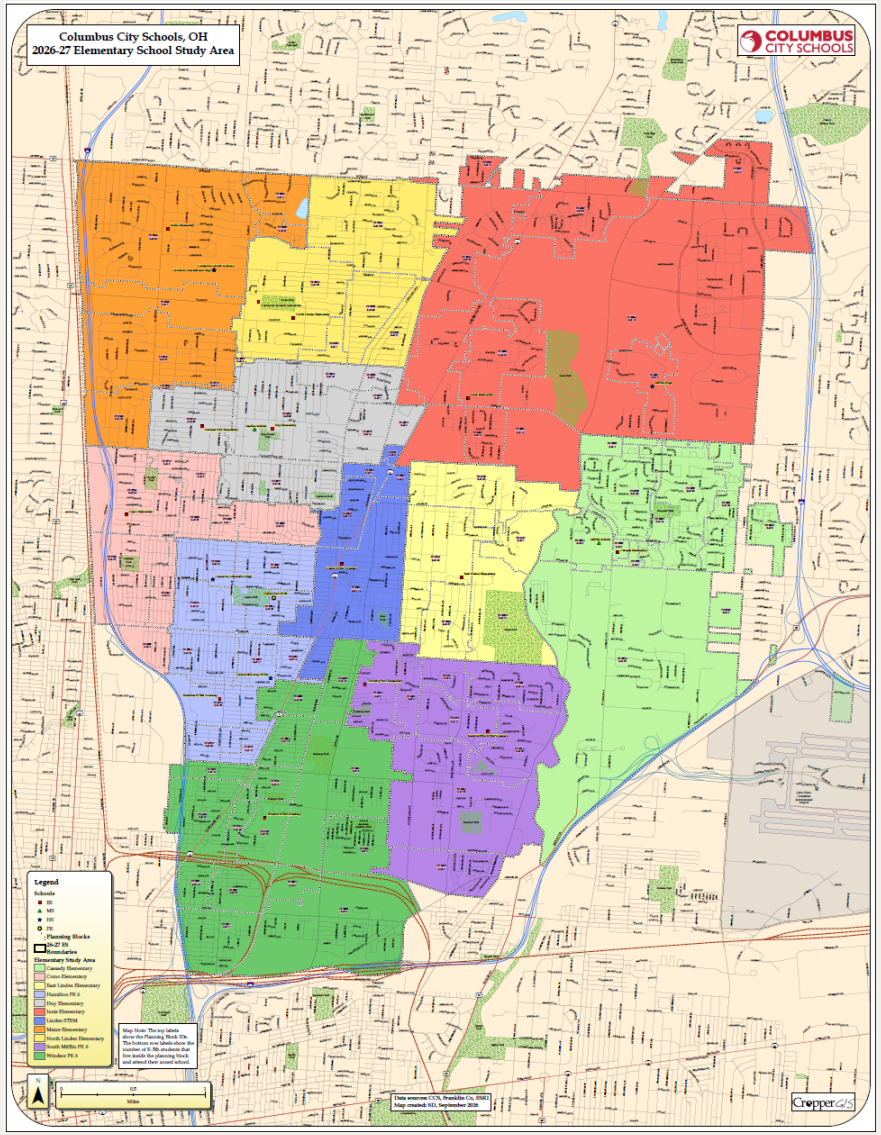
- Widest utilization spread of the three options: 66% to 99%
- Cassady reaches 99%, with 2 open seats
- North Linden (92%) and Hamilton (91%) are both above 90%
- South Mifflin stays lowest at 66%; Windsor (72%) is lower than in Options 1 (78%) and 2 (83%)

Big Takeaway | **Fills Oakland Park, but Cassady sits 99% (with the assumption that Oakland Park ES out of zone students return to their home school in estimates).**

Gallery Walk

Large-scale plot maps of the draft options are available tonight

- Cropper team members and the IPT will be available to answer questions
- Option maps are also now on the interactive web map, linked from the CCS School Realignment page
- Copies of the tables and small and large format maps are posted on the CCS School Realignment page
- **Look for people with green lanyards if you have a question!**



Stay Informed - Provide Feedback

Visit the CCS School Realignment page at ccsoh.us

Participate in the online survey from October 14 to October 27 (scan QR code at right)

- The survey is also available by accessing the website
- The feedback you provide will be used by the IPT and the PAC to further refine the draft options

Questions and Discussion

Thank you

Key Takeaways

- Visit the CCS School Realignment page at ccsoh.us
- Provide feedback through the online survey

October 14 and 15, 2026