

Newport News Public Schools Divisionwide Efficiency Study



Newport News Public Schools
WXY architecture + urban design
Public Engagement Associates

Welcome

Welcome

Welcome from NNPS

Key Priorities from Newport News Public Schools (NNPS)

- **Equitable access** to high-quality educational opportunities and services for all students
- **Community schools** anchored by clearly defined feeder patterns
- **Operational efficiency**, including reducing bus times and maximizing utilization
- **Safety and security**, including eliminating modular learning environments

Welcome

Steve Brigham

Public Engagement Associates

Our goals for today's meeting are to:

- Introduce the **study and boundary initiative**, including goals and timeline
- Share **key findings** from data analysis
- Discuss in small **breakout groups**
- Gain an understanding of **community priorities**

Welcome

Opening

Polling

Boundary Study Overview

Defining Key Terms

NNPS Schools in Data

Q&A

Breakout Groups

Discussion Share-out

Next Steps

Mute
Please keep yourself on mute unless you're in a breakout room.

Chat
Send a message to "Ask Me Questions" to ask questions or inform us of technical challenges.

Interpretation & Closed Captioning
For language interpretation click "Closed Captioning" and select "Translation"

Translation ☒

Show original and translated captions ☐

My speaking language:

Spanish >

My caption language:

Spanish >

Caption settings

Host tools for captions

Pin to toolbar



Unmute



Stop Video



Participants



Chat



Share Screen

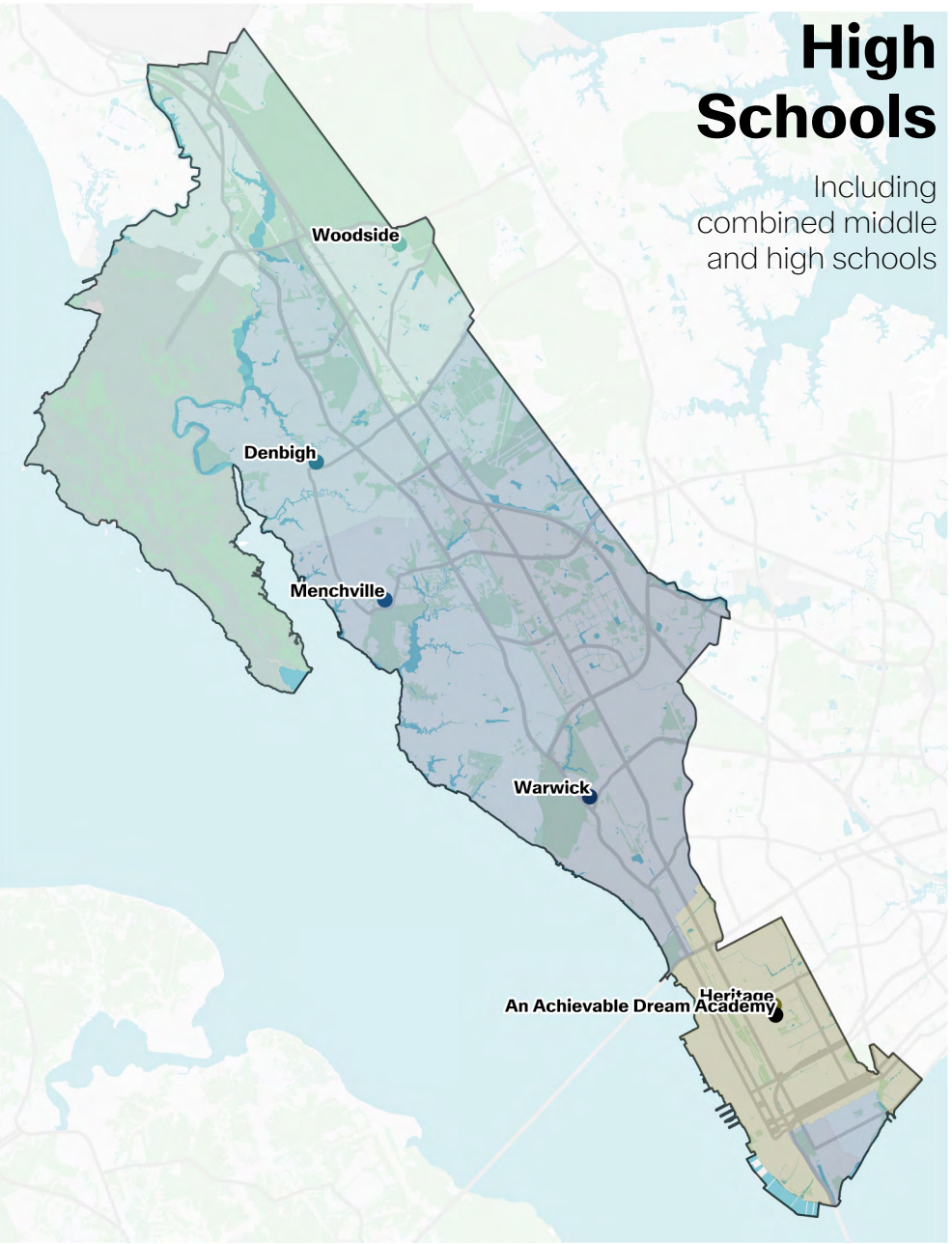
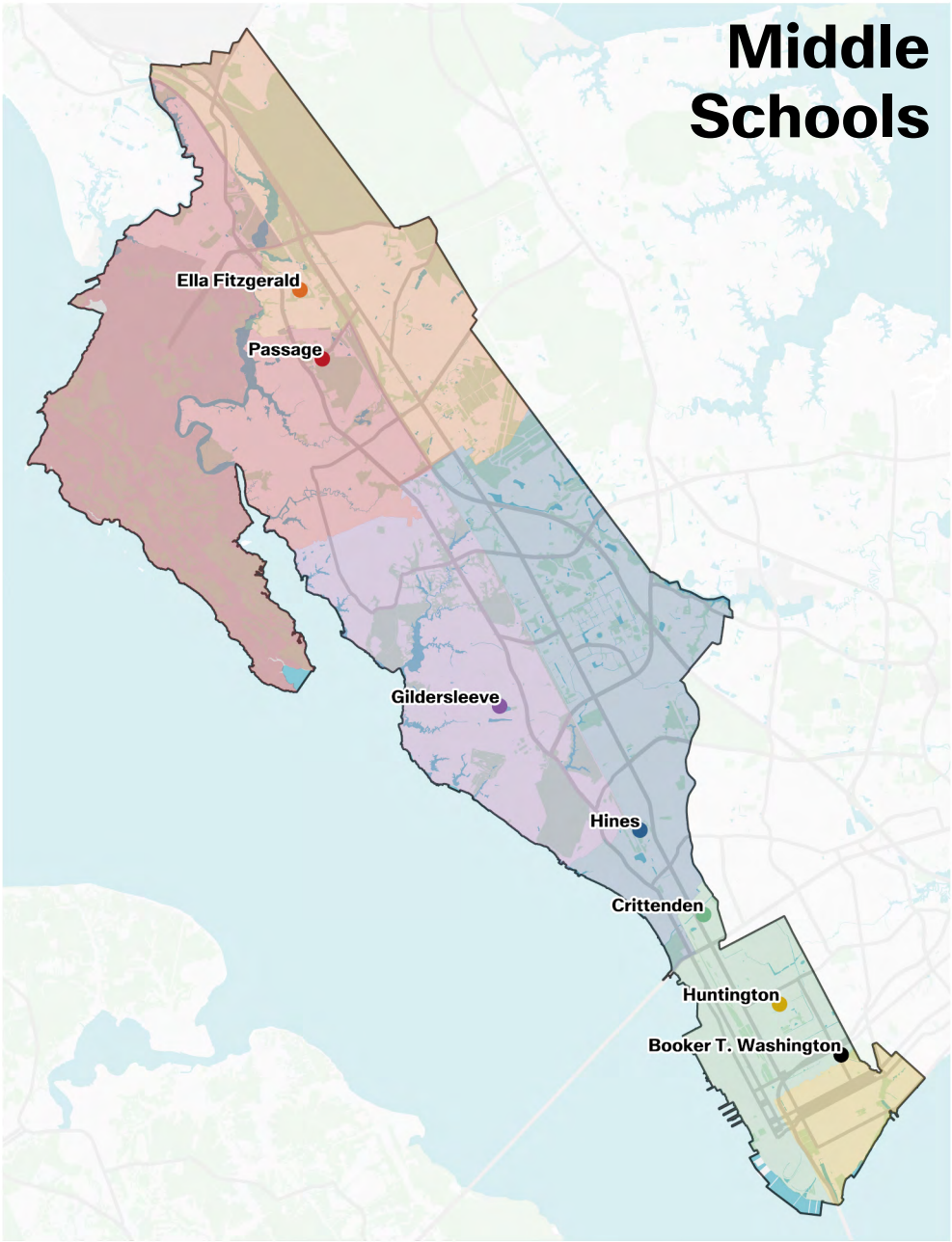
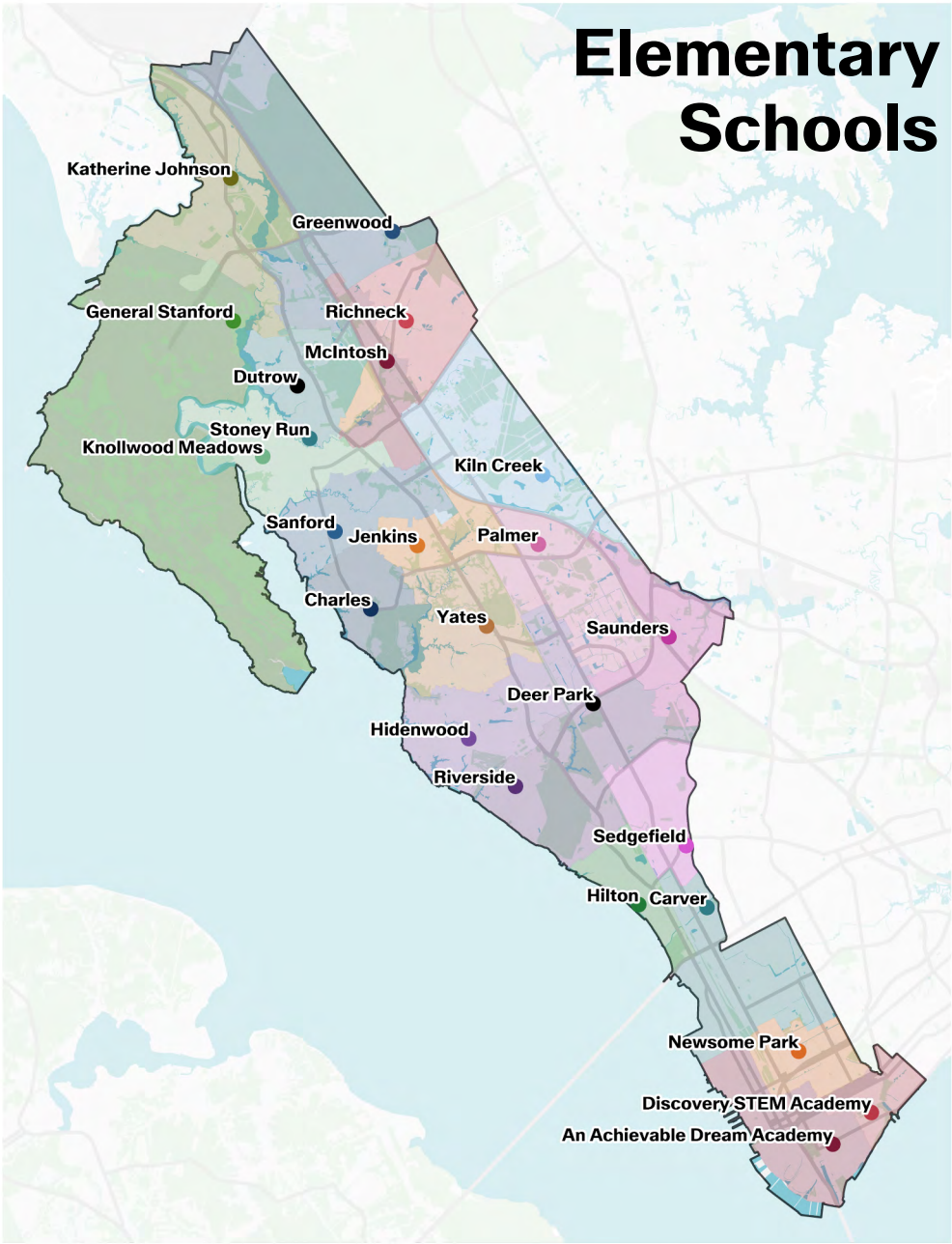


Show captions

Opening Poll

Opening Poll

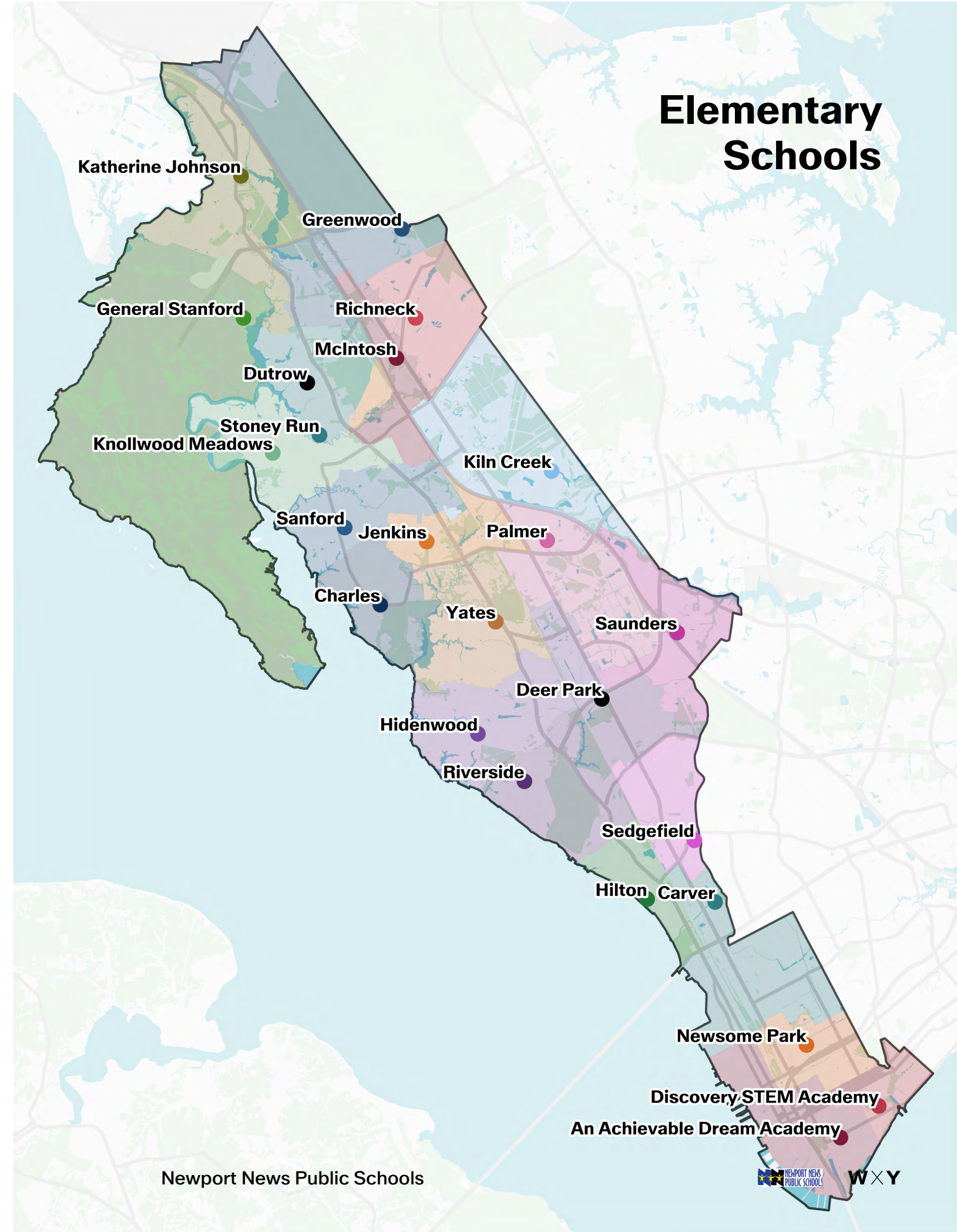
Which school(s) do you/your children attend?



Opening Poll

What is your relationship to your school?
(select all that apply)

- Parent
- Guardian
- Grandparent
- Student
- School staff
- Community member
- Other



Welcome

Chris Rice

WXY Studio

Comprehensive School Boundary Study Overview

What is the Efficiency Study?

- **An evaluation of school enrollment and capacity** to assess how schools are meeting current needs and support the Division in long-term planning.
- **A comprehensive review of school boundaries** resulting in recommendations for new school boundaries.

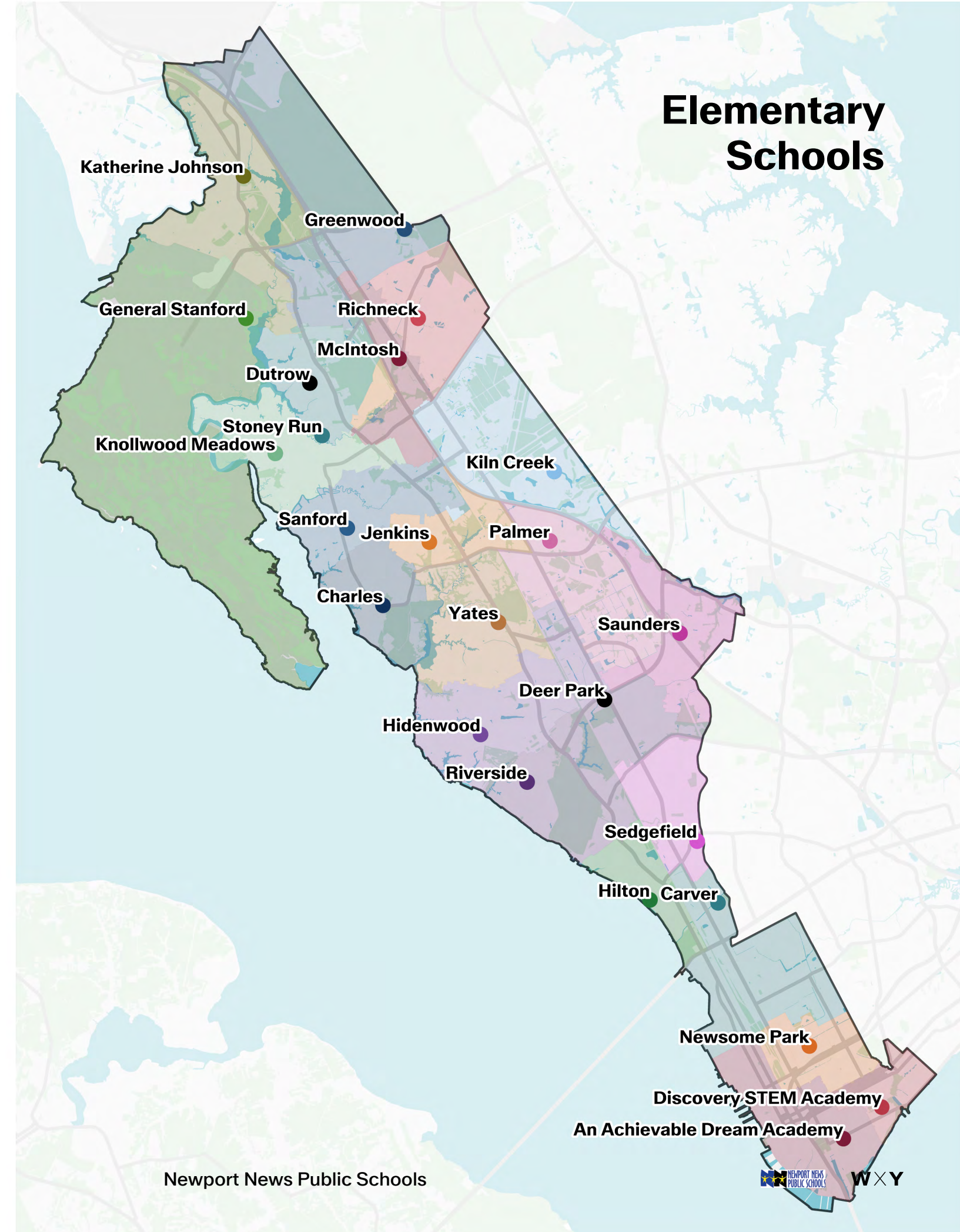
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- **Equitable access** to high-quality educational opportunities and services for all students
- **Community schools** anchored by clearly defined feeder patterns
- **Operational efficiency**, including reducing bus times and maximizing utilization
- **Safety and security**, including eliminating modular learning environments

Which schools will be included?

All 40 NNPS schools will be included in the analysis and scenarios. These include:

- 3 Early Childhood Centers
- 24 Elementary Schools
- 7 Middle Schools
- 6 High Schools



How Will The Boundary Study Process Unfold?

Overview

In this initiative we will:

- Conduct a **comprehensive analysis** of boundaries, feeder patterns, and program locations
- Develop **3 draft boundary scenarios** with community input
- Refine draft boundary scenarios with **community input**
- Present **proposed boundary adjustments** to the School Board for consideration

Timeline

June - Aug 2026

School Capacity,
Five-Year
Enrollment
Projection, and
Utilization Study
Report

- On-the-ground data collection for school capacity
- School-level capacity, utilization, and enrollment analysis
- Strategies and best practices for future planning

Aug - Oct 2026

Pre-Scenario
Engagement

- Interactive boundary mapping tool
- Three public community meetings
- Community feedback collection and analysis

Sept - Dec 2026

Boundary Analysis

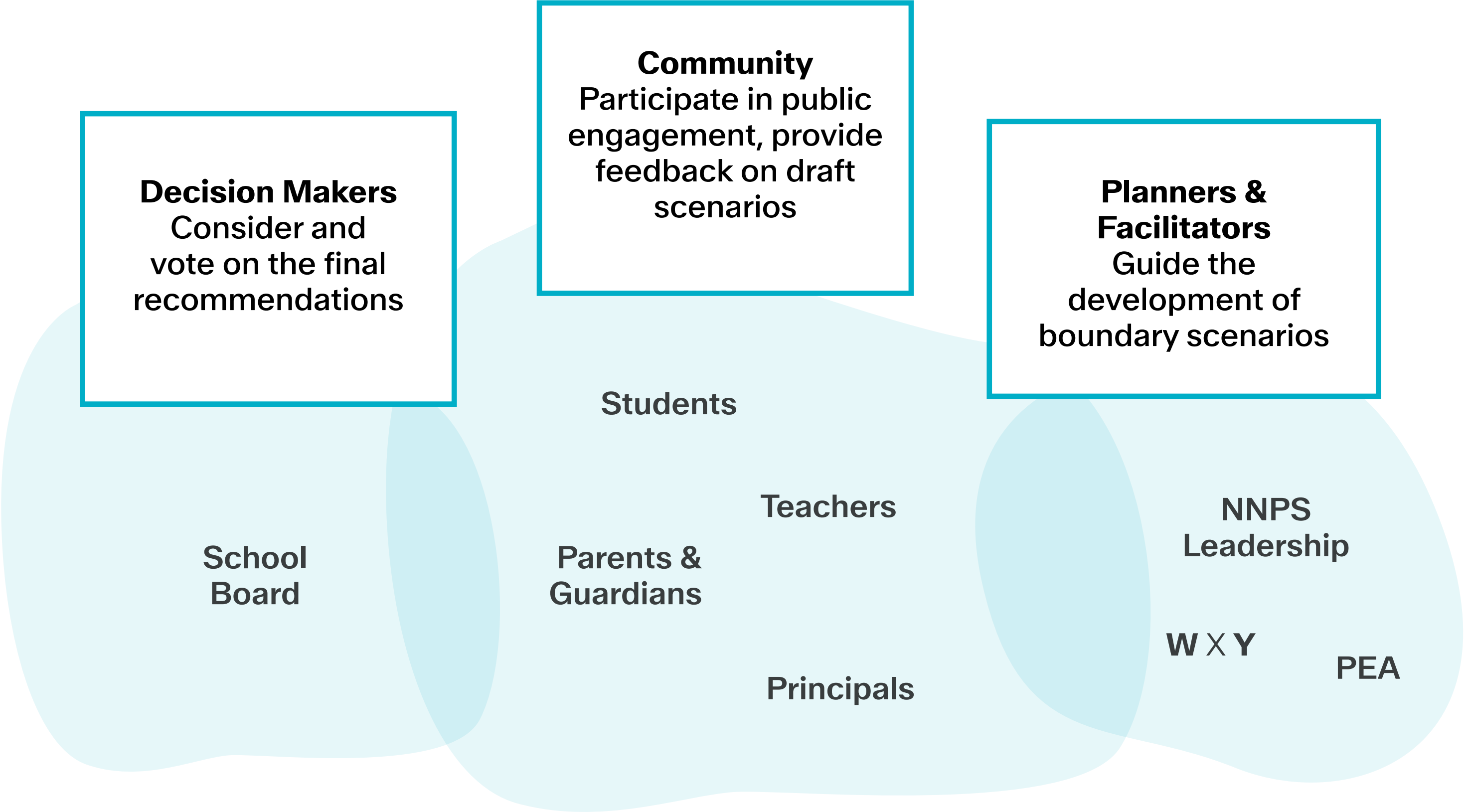
- Baseline analysis of existing boundaries
- Three draft boundary scenarios
- Evaluation of enrollment, transportation, and demographic impacts

Dec 2026-Jan 2027

Post-Scenario
Engagement
& Boundary
Recommendation

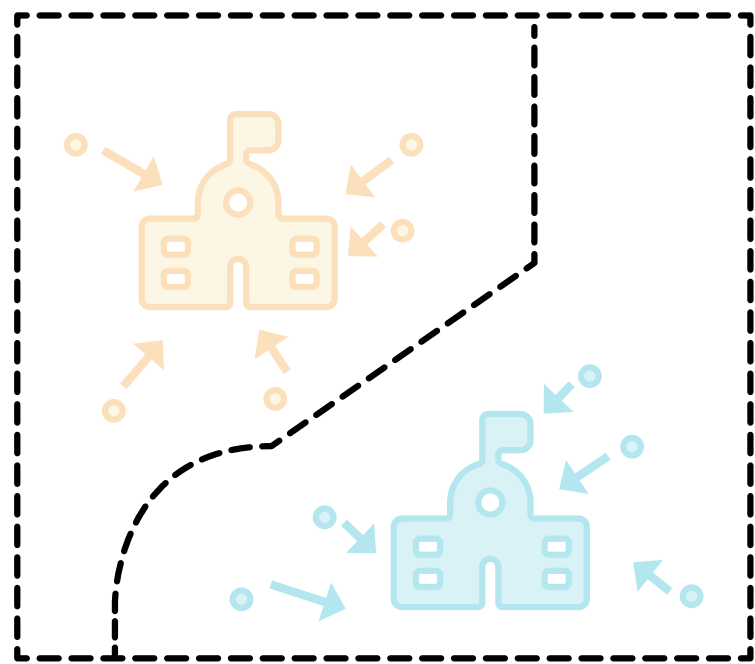
- Interactive boundary mapping tool
- Three public community meetings
- Final boundary recommendation

Roles



Defining Key Terms

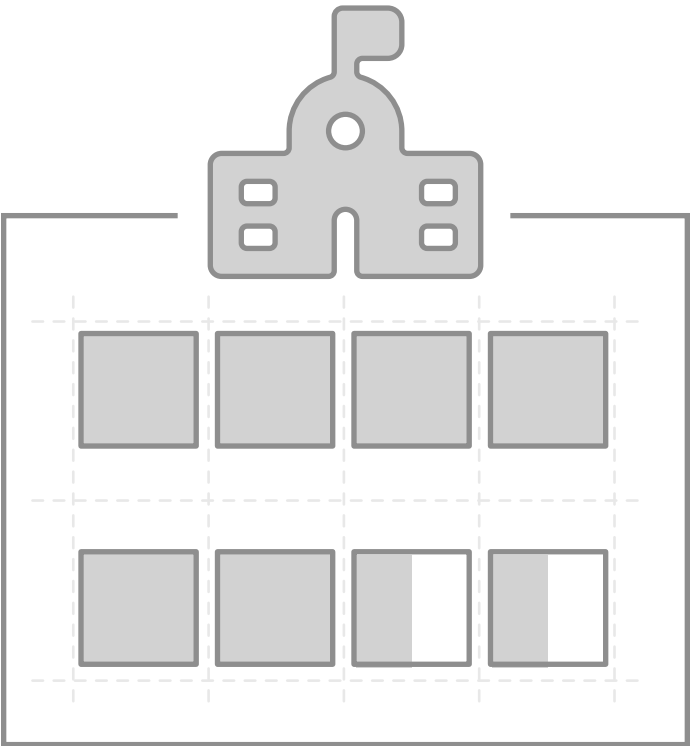
What is a school zone?



School Zone

A geographical boundary that determines which school a student attends based on their residential address.

What is school capacity?



School Capacity

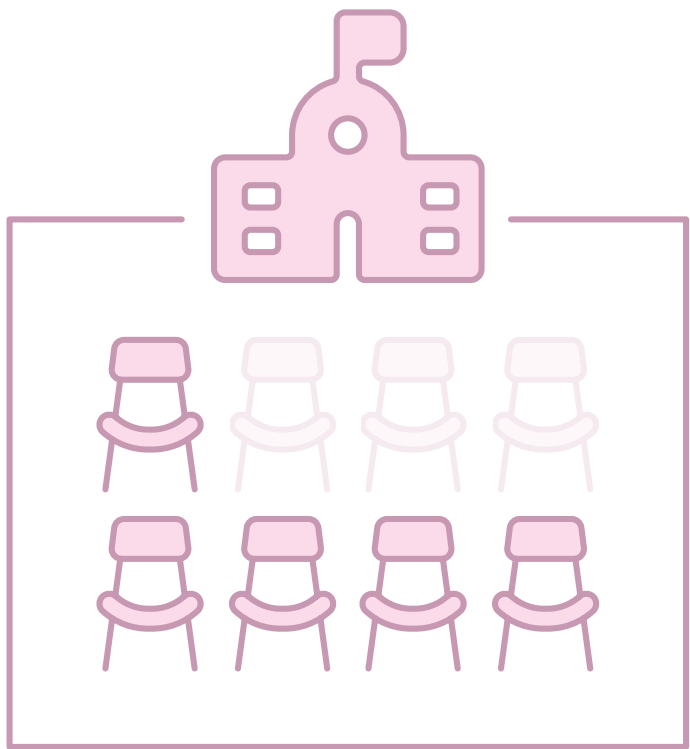
NNPS defines school capacity according to the ‘Optimal Capacity’ of each school. This reflects the available instructional space within a school reflecting all existing core classroom spaces and specific program needs (such as special education, international baccalaureate and others).

What is utilization?

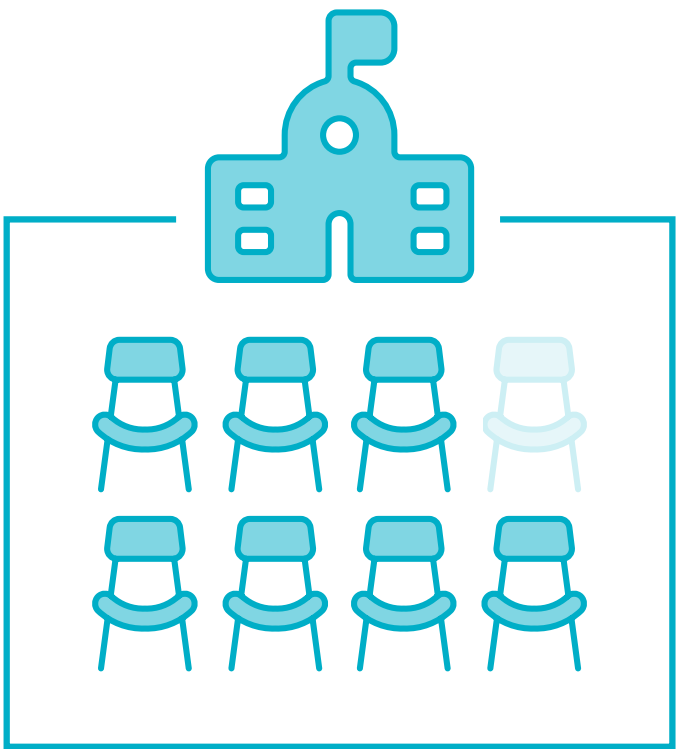
Utilization

Utilization is the percentage of a school’s capacity that is utilized by the total student enrollment within a school.

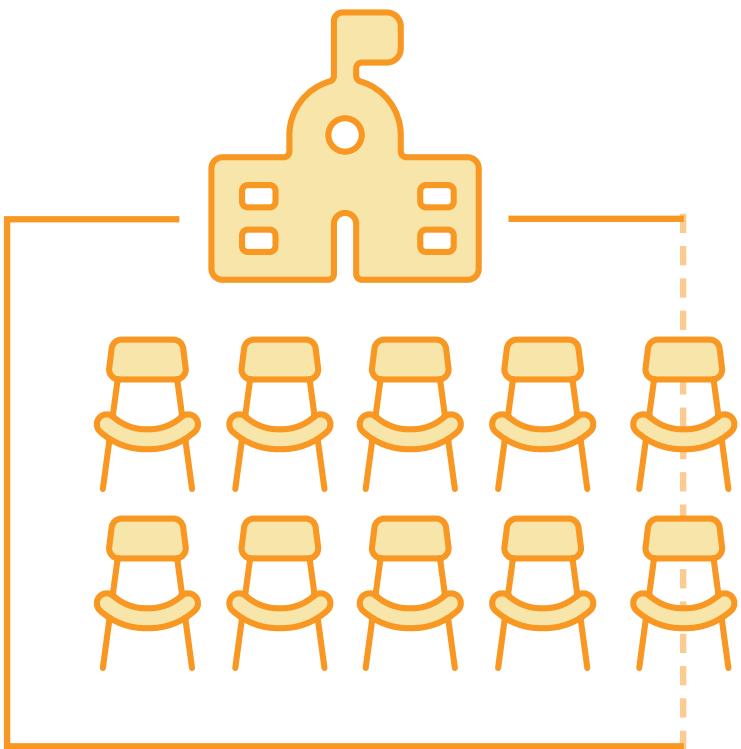
NNPS defines the ideal utilization range as between 80% and 90%.



Underutilized



Ideal Utilization

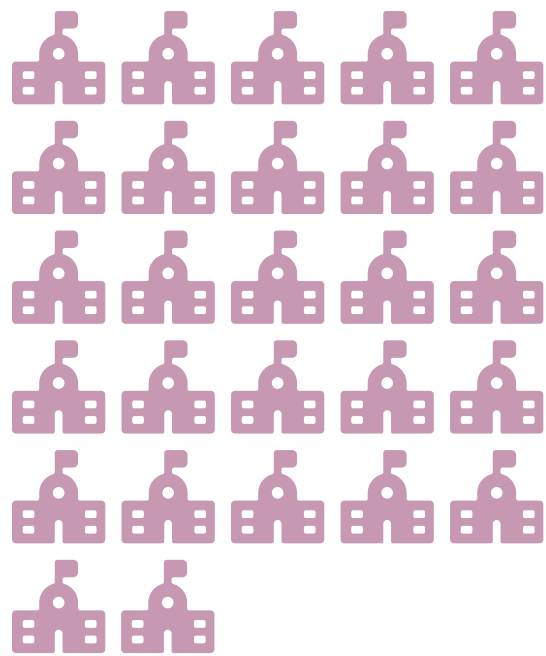


Overutilized

Utilization

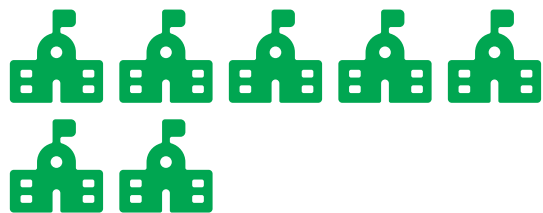
In NNPS currently, 7 schools are well utilized, falling in the 80-90% ideal utilization range defined by the Division.

27 schools are
underutilized
< 80%



(67.5%)

7 schools have
ideal utilization
80% - 90%



(17.5%)

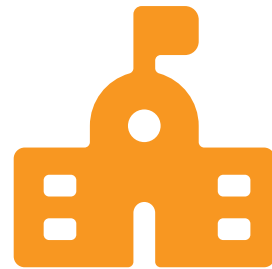
6 schools are
overutilized
> 90%



(15%)

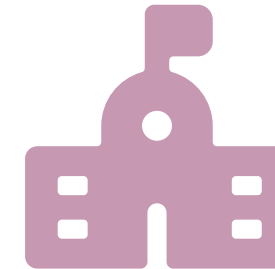
Why does utilization matter?

Overutilization and underutilization both pose challenges for NNPS operations and student experience and outcomes.



Challenges of Overutilization

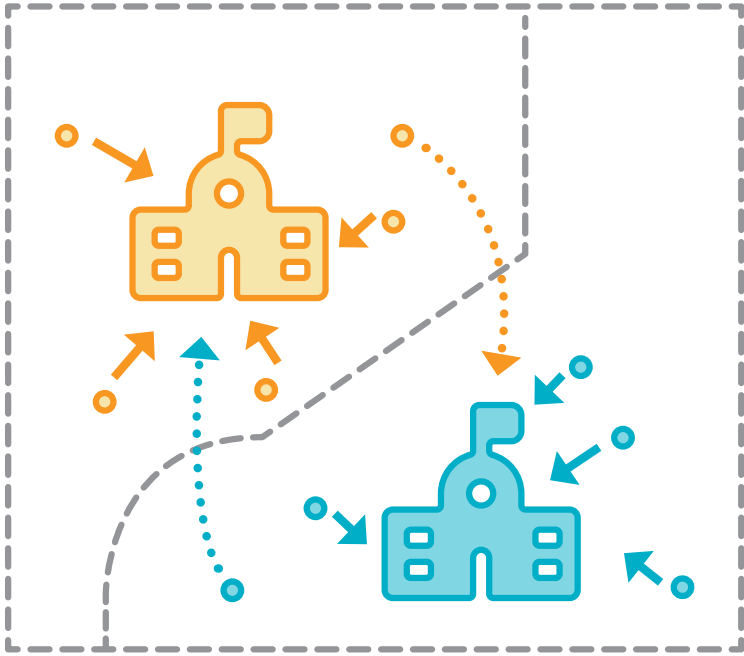
- Over-enrolled classrooms
- Overcrowded core spaces
- Portable classrooms
- Overcrowded bus pick-up areas



Challenges of Underutilization

- Vacant classrooms
- Part-time itinerant teachers and other service providers
- Higher cost per student to operate
- Lower State capital project funding

Attendance zone types



Zone Schools

Schools that primarily serve students living within a designated attendance zone.

Some zone schools have magnet and other specialty programs that allow out-of-zone students to enroll in the school.



Magnet Schools Without a Zone

Schools that offer specialized academic programs and enroll students from across the Division, regardless of attendance boundaries.

These schools do not have attendance zones.



Zone Schools with Crosstown Busing

Some students are bused from their neighborhood to a school outside of their neighborhood (grades 3-5, and 9-12) .

Crosstown busing was implemented in 1971 as part of a court-ordered desegregation plan to integrate schools.

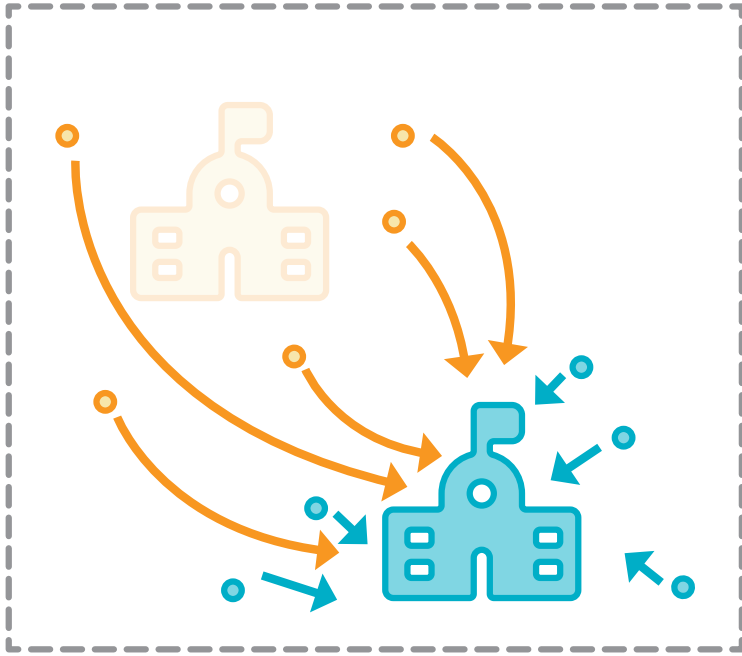
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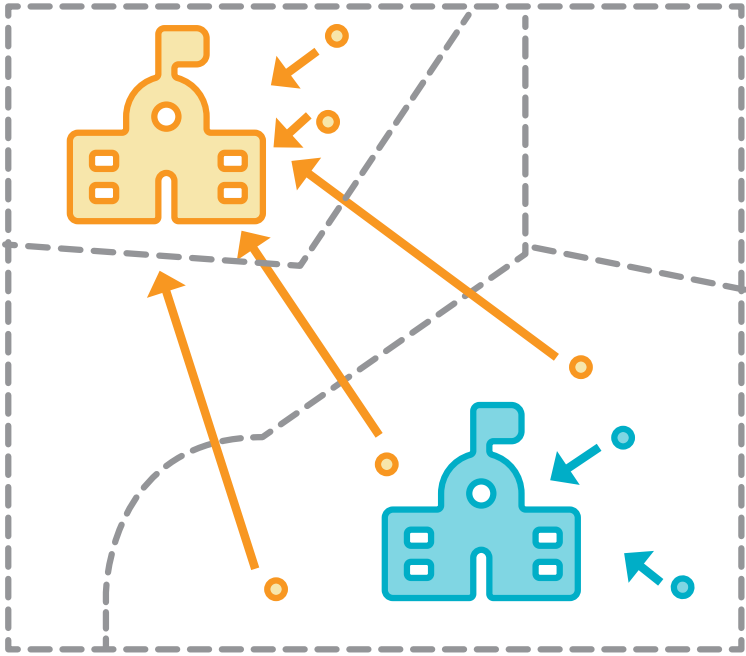
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NNPS Schools in Data

NNPS: Past

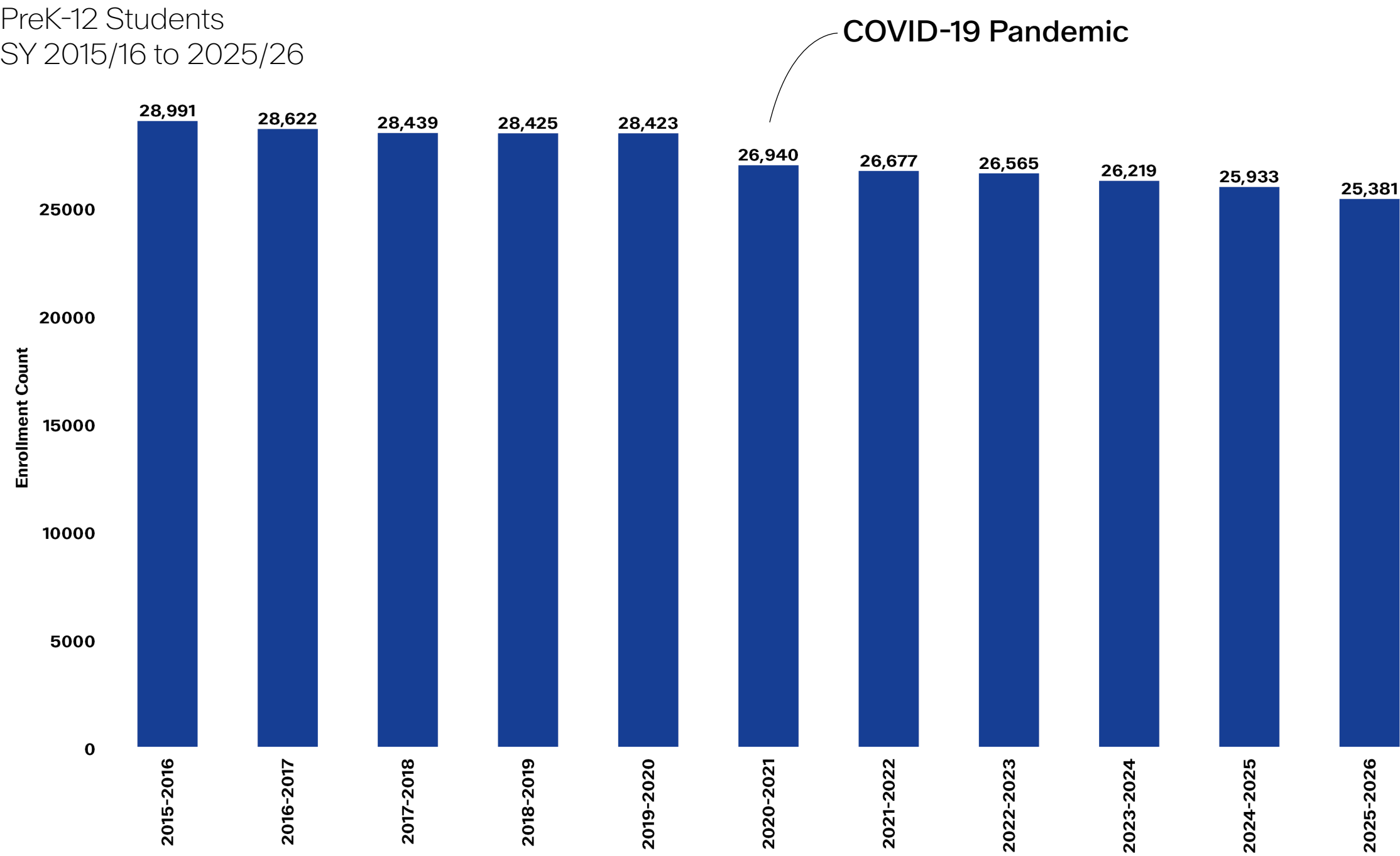
Past: Enrollment

Newport News has experienced a slow but consistent decline in enrollment over the past decade.

NNPS enrollment has declined in the midrange compared with similarly sized divisions in the region, and has declined by significantly more than Virginia as a whole.

Newport News Public School Enrollment

PreK-12 Students
SY 2015/16 to 2025/26



Past: Utilization

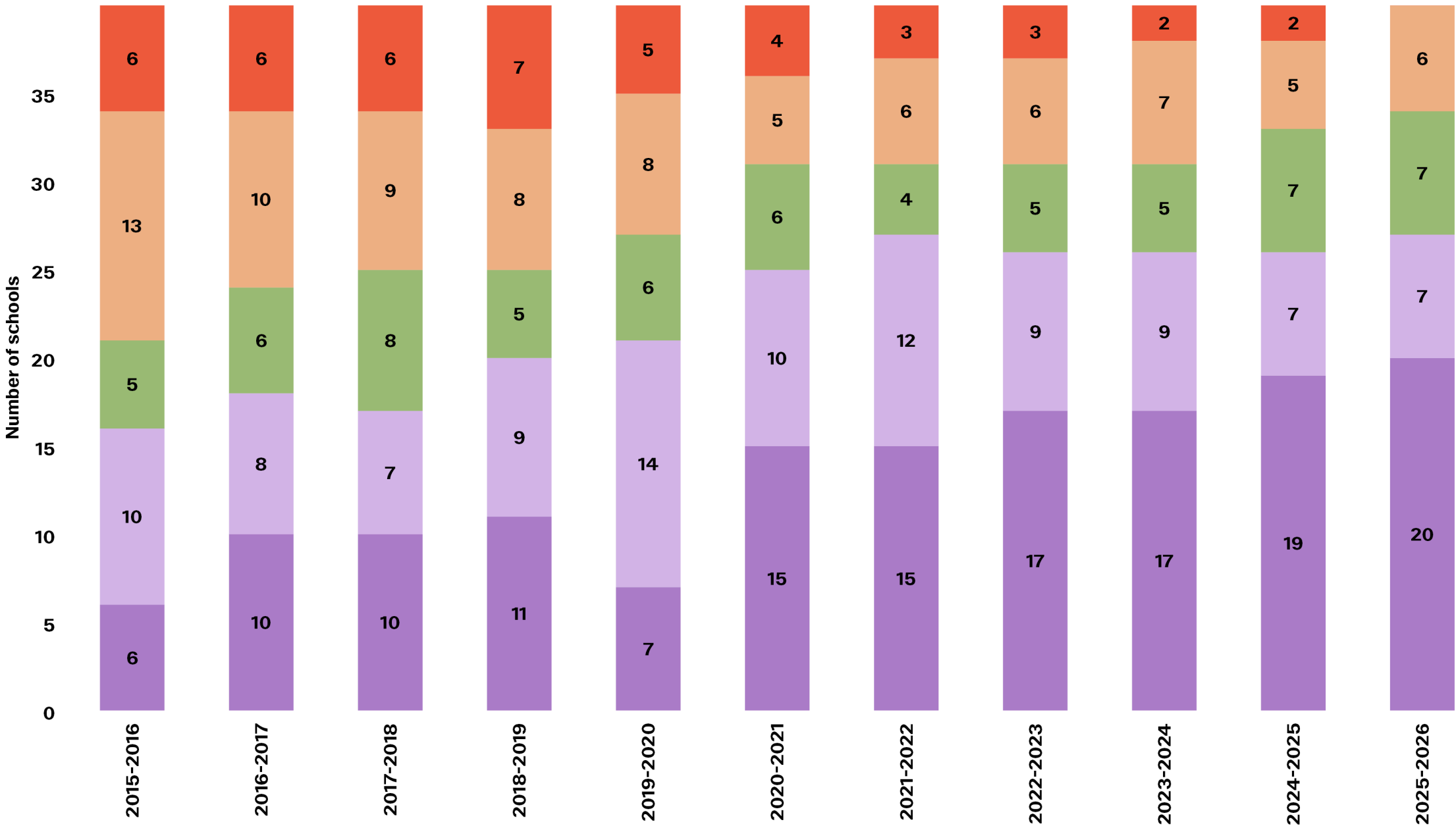
In the past 10 years the number of underutilized schools in NNPS has increased.

The number of very underutilized schools increased from 7 in SY2019/20 to 20 by SY2025/26.

Historical Utilization Distribution

Using 2026 Optimal Capacity

COVID-19 Pandemic



NNPS: Present

Present: Student Demographics

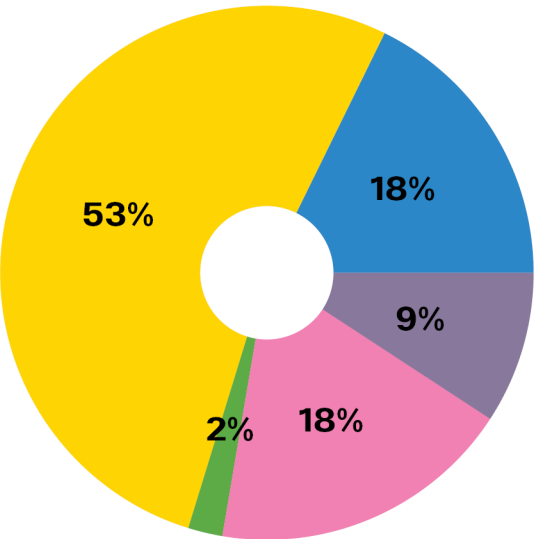
NNPS is a majority-Black school division, with racial and ethnic composition varying across the city.

The Central District has a higher share of White students, while areas in the North and South Districts have higher shares of Black and Hispanic students.

SY 2025-2026 Demographic, All Students

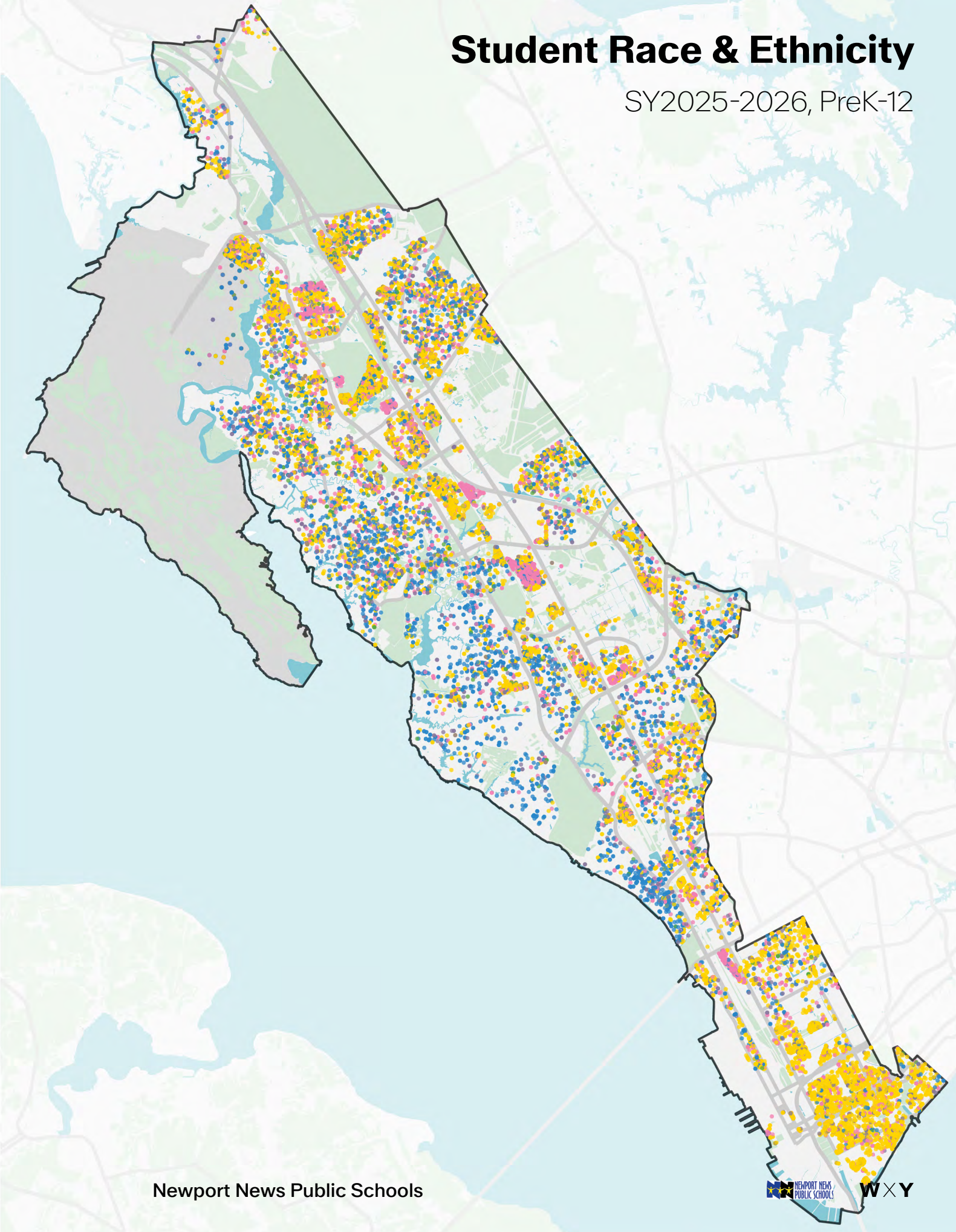
Student Race & Ethnicity

- Black
- Hispanic
- White
- AAP
- Other



Student Race & Ethnicity

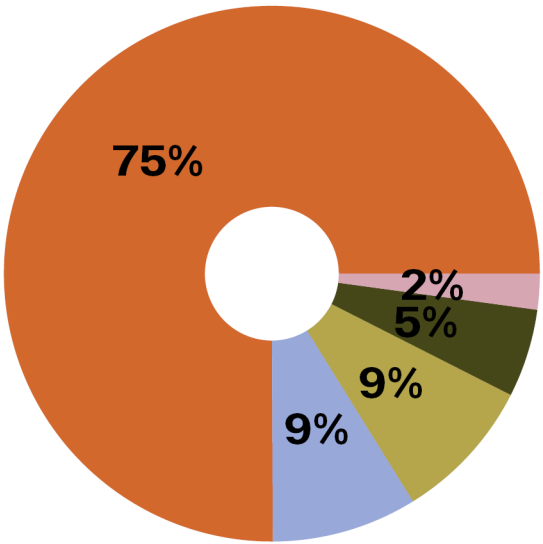
SY2025-2026, PreK-12



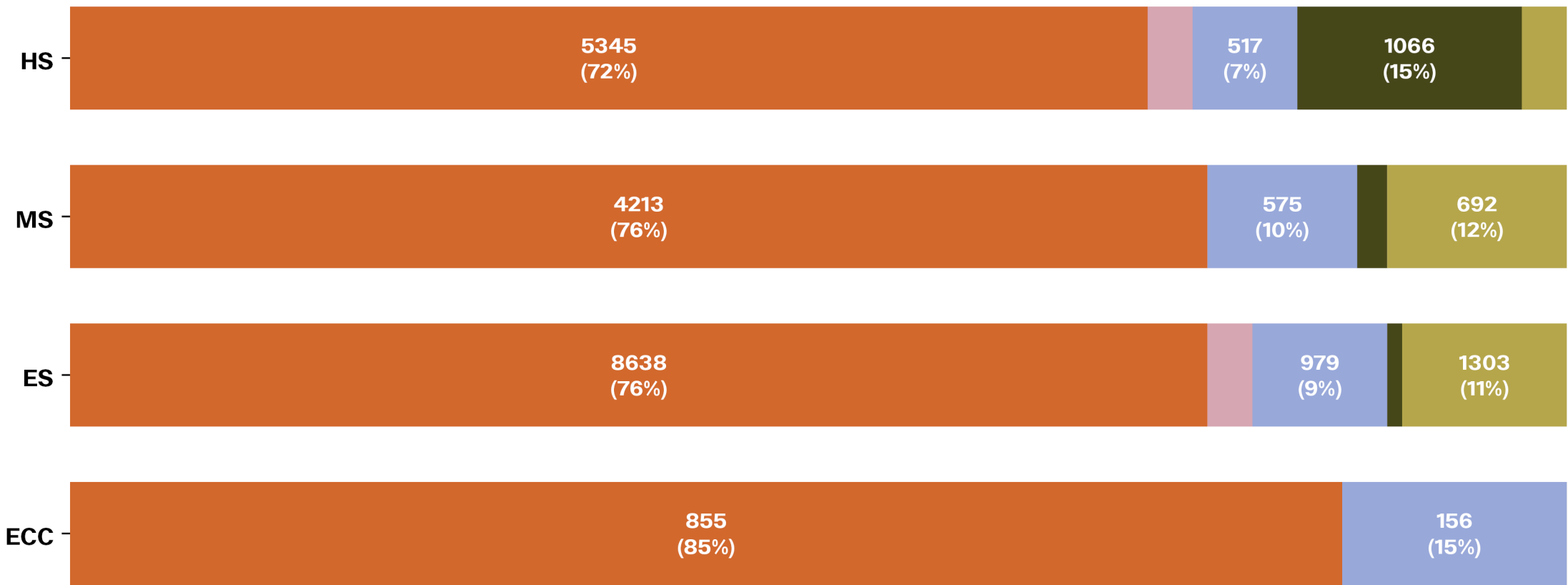
Present: Attendance Policies + School Choice

Most NNPS students attend their zoned school, while one in four follow other enrollment pathways.

SY 2025-2026 Attendance Type, All Students



SY 2025-2026 Attendance Type, by Level



Counts in each bar are the number of students in each attendance type

Attendance Types



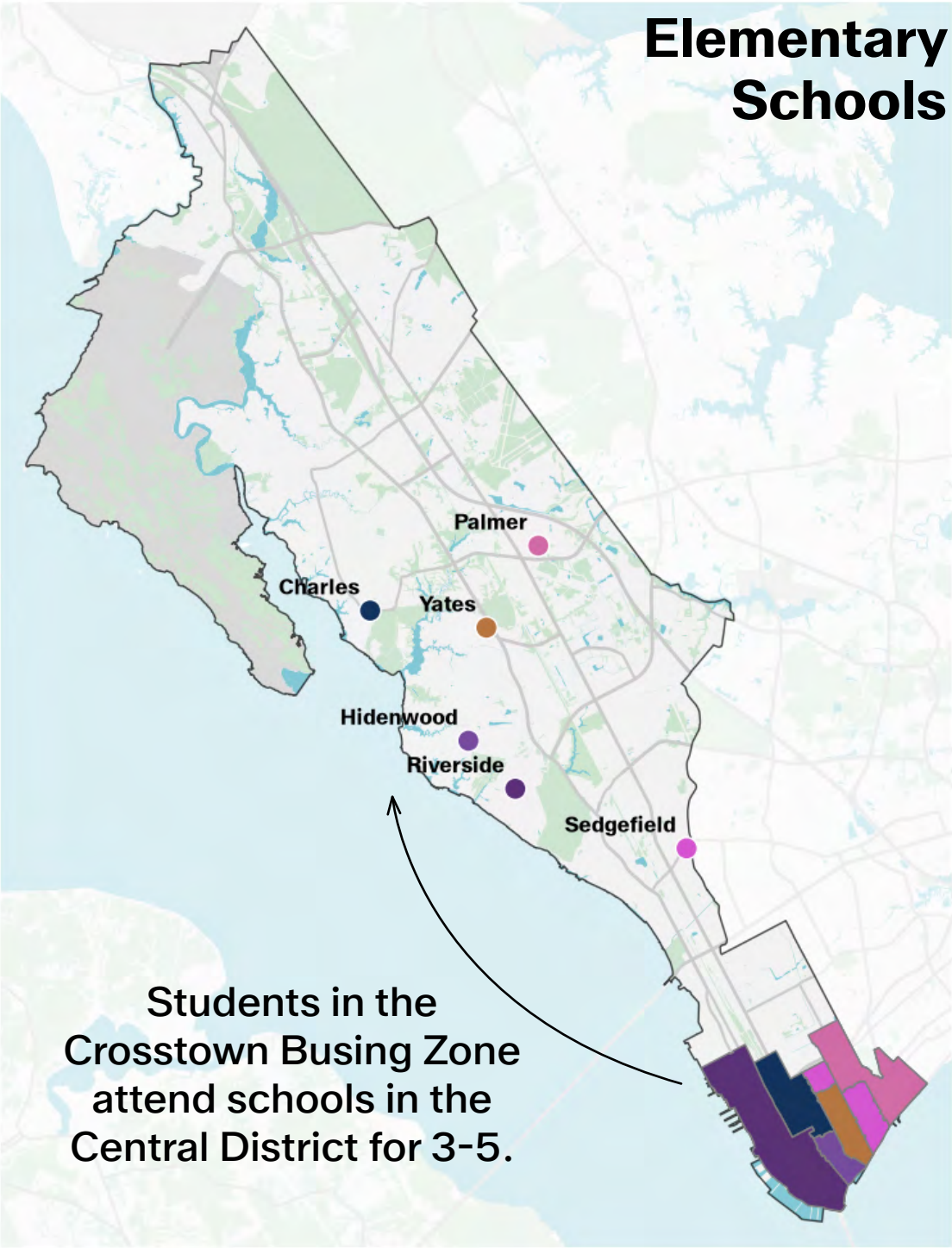
*"Out-of-Zone — Other" includes all students attending a zone school outside of their assigned attendance zone through means other than a magnet program. This includes students participating in specialized programs, such as ELL and SPED, as well as administrative transfers.

Present: Attendance Policies + School Choice

Currently six elementary schools and two high schools have crosstown busing zones.

Students who live within these zones in the South District are assigned to schools in the Central District.

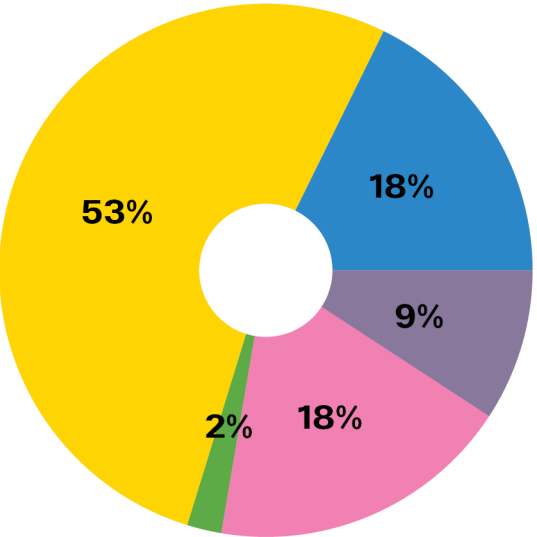
In the case of elementary schools, these zones only apply to 3rd-5th grades.



Present: Attendance Policies + School Choice

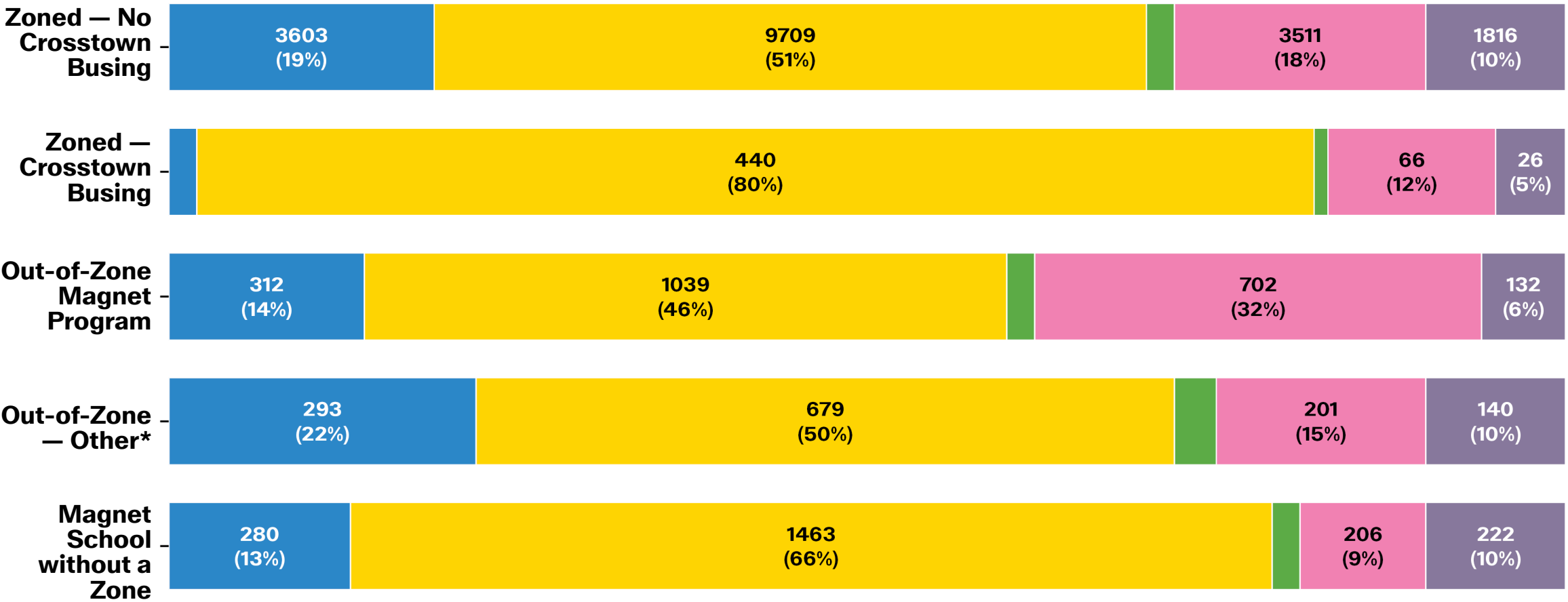
Crosstown busing zones are concentrated in areas with a higher proportion of Black students than the Division as a whole.

SY 2025-2026 Demographic, All Students



Student Race & Ethnicity by Attendance Type

SY 2025-2026



Counts in each bar are the number of students of each race & ethnicity category

Student Race & Ethnicity



*“Out-of-Zone — Other” includes all students attending a zone school outside of their assigned attendance zone through means other than a magnet program. This includes students participating in specialized programs, such as ELL and SPED, as well as administrative transfers.

Present: Utilization

Out of 40 schools of all school levels, seven elementary schools are within the target utilization range of 80-90%.

School Utilization

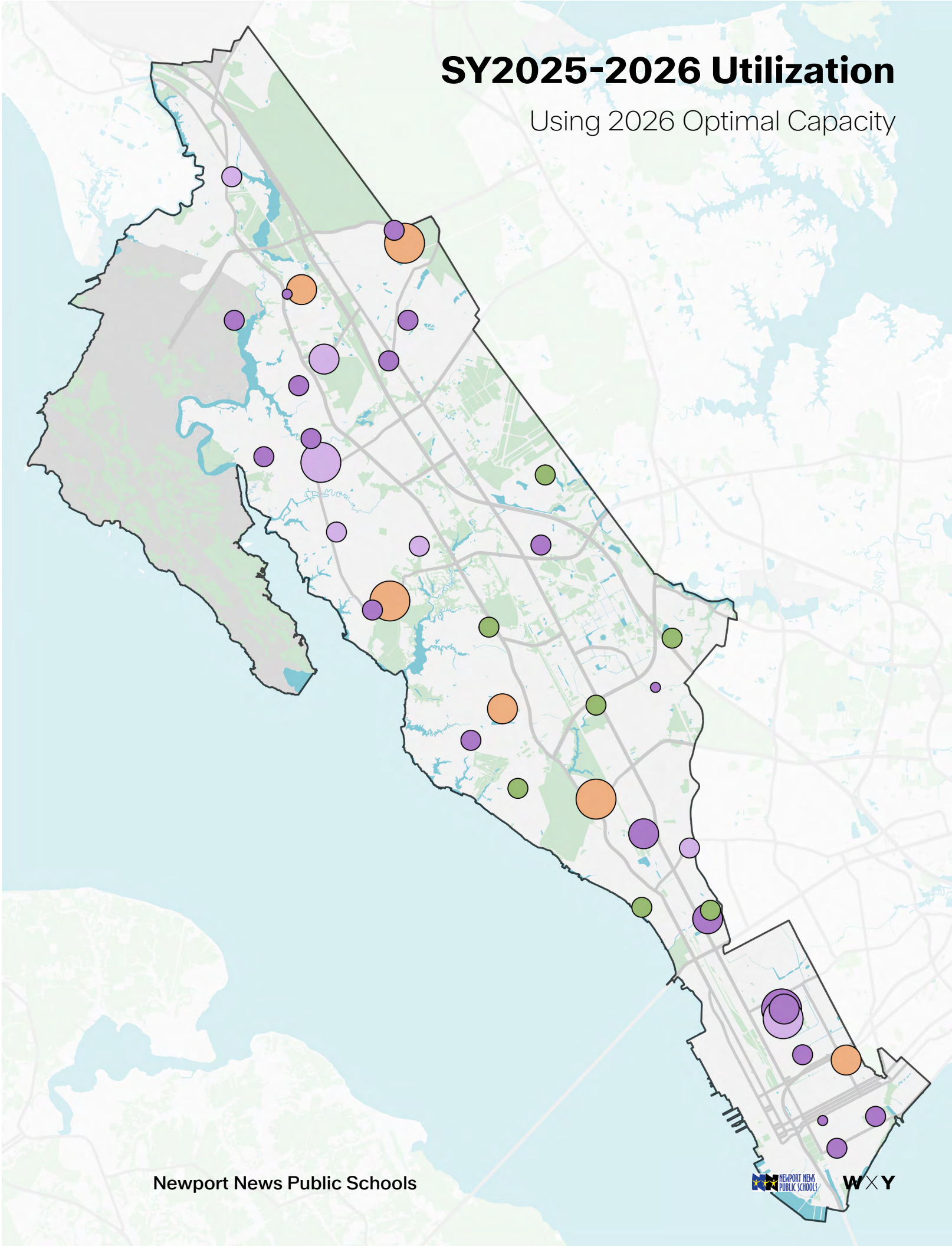
- < 70%
- 70-80%
- 80-90%
- 90-100%
- 100% +

School Level

- Early Childhood
- Elementary
- Middle
- High

SY2025-2026 Utilization

Using 2026 Optimal Capacity



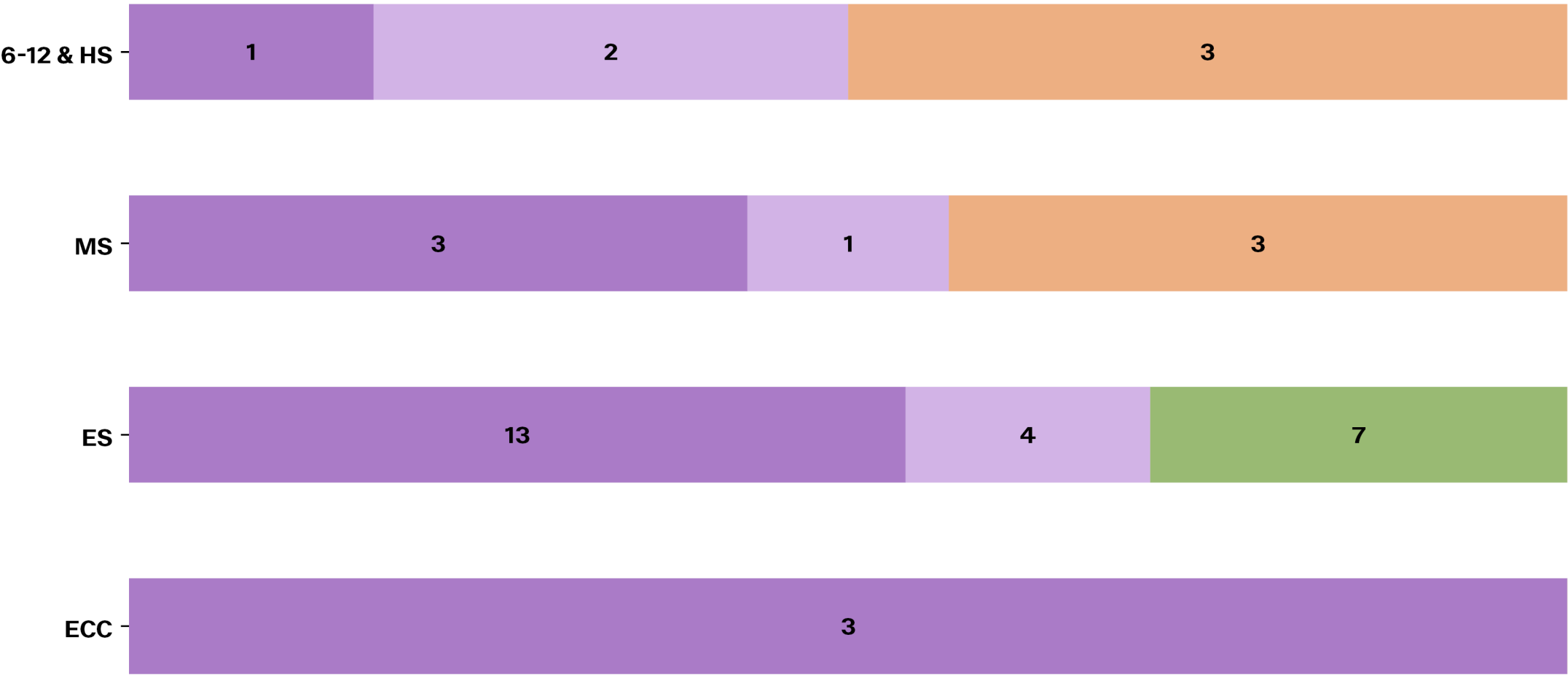
Present: Utilization

While NNPS has more underutilized schools, there are six schools that are currently overutilized.

Together, these conditions signal an opportunity to better balance enrollment across the Division through changes to school zones.

SY 2025-2026 Utilization, by Level

Using 2026 Optimal Capacity



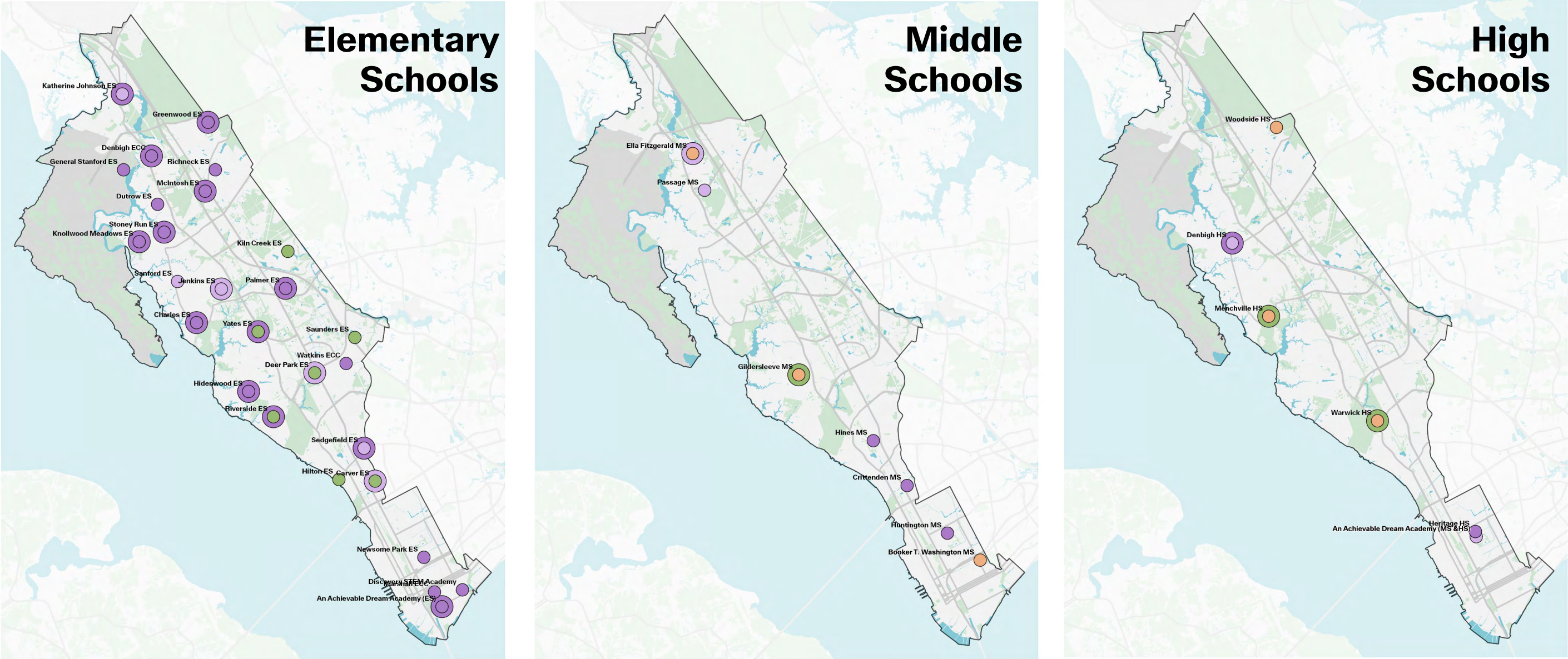
Counts in each bar are the number of schools in each utilization range

School Utilization



Present: Utilization + Modular Classrooms

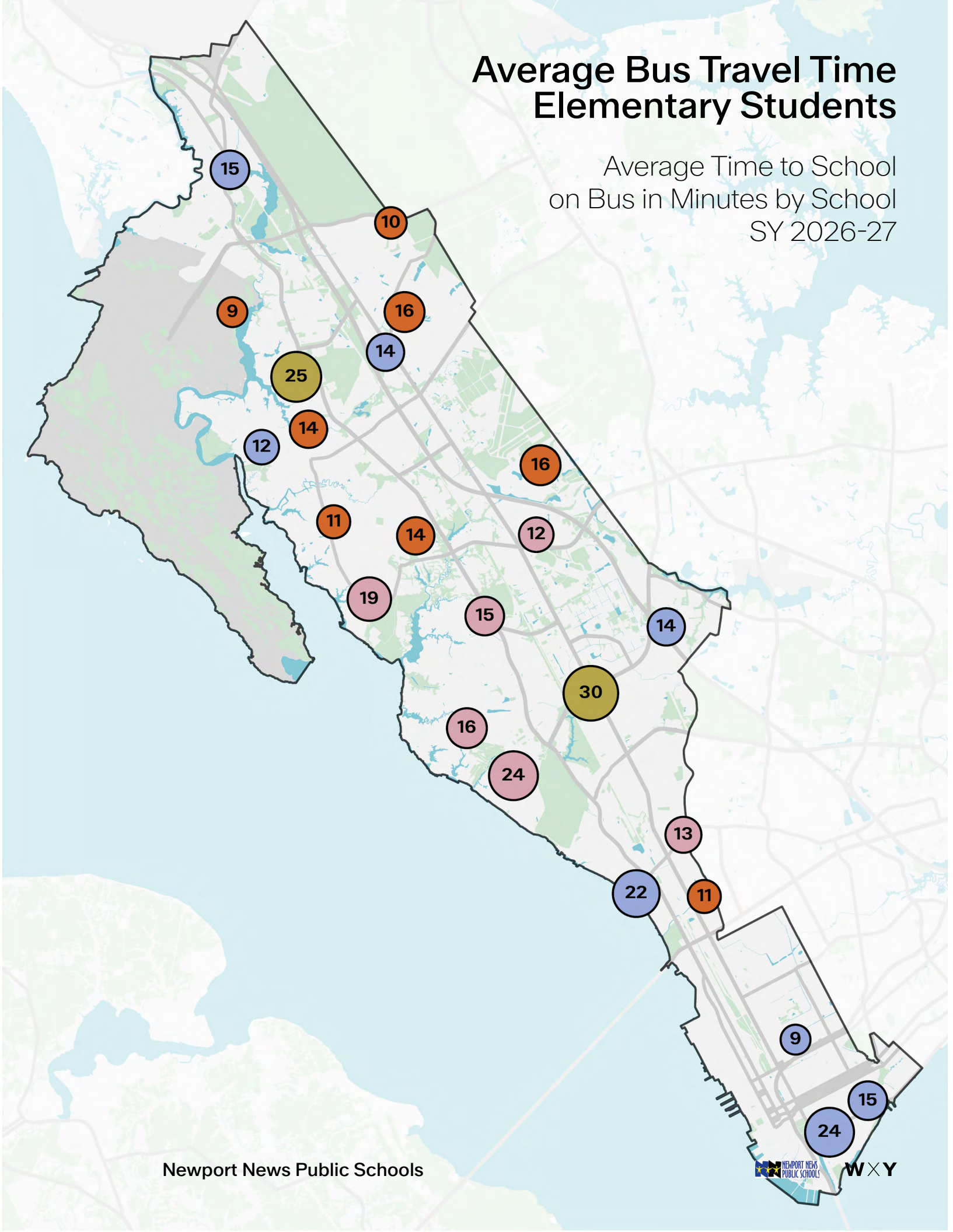
Over half of NNPS schools currently use modular classrooms — yet nearly all of these schools (17 out of 21) have sufficient permanent capacity to potentially eliminate modulars and remain at or under target utilization.



Present: Time Spent on Bus

Schools with magnet and specialty programs and magnet schools without a zone tend to have the highest average time spent on the bus.

- School Type**
- Regular Zone School
 - Zone School with Crosstown Busing
 - Zone School with Magnet & Specialty Programs
 - Magnet School Without a Zone

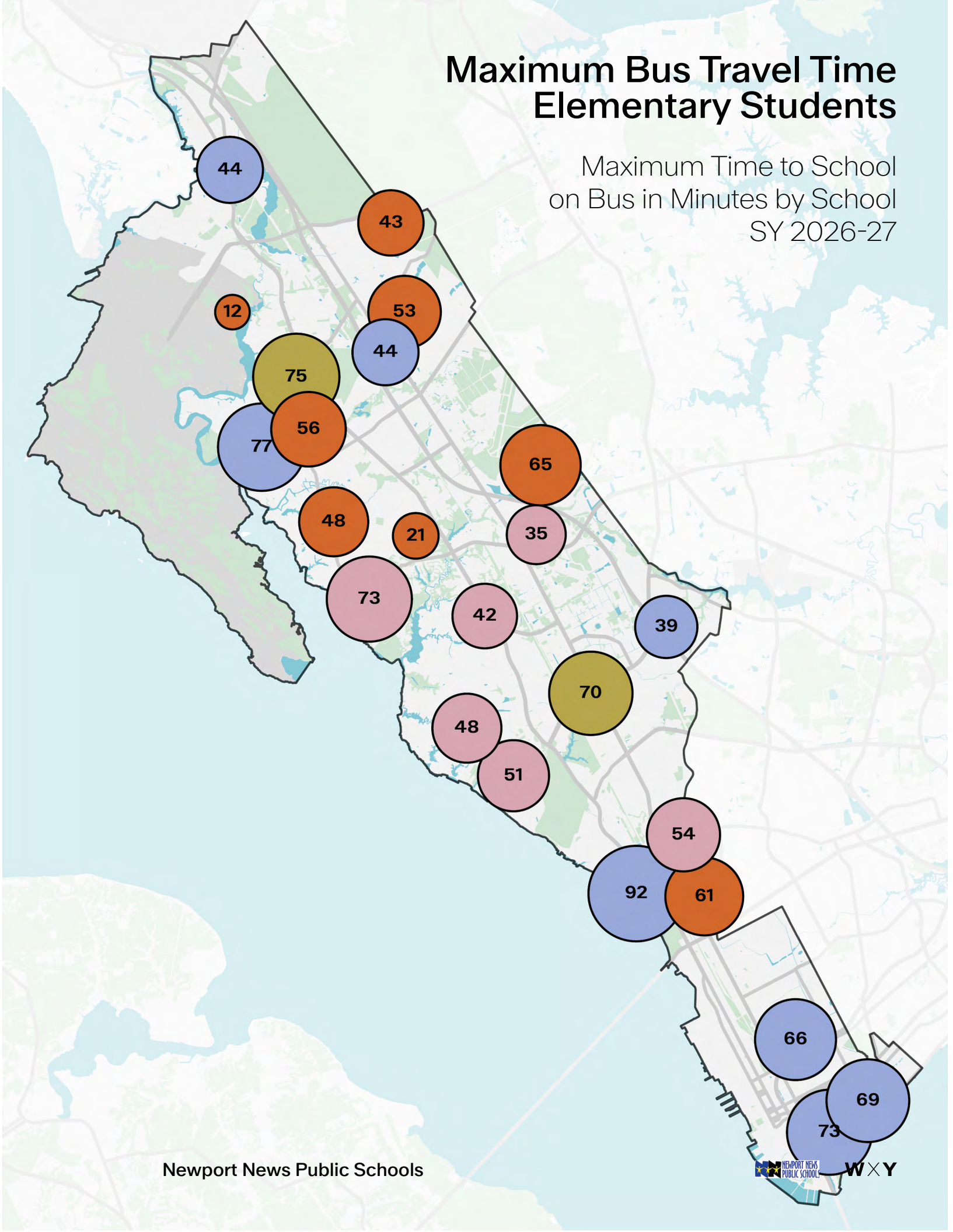


Present: Time Spent on Bus

There are several schools throughout the Division where students who travel the farthest to school are spending over an hour on the bus each way.

School Type

- Regular Zone School
- Zone School with Crosstown Busing
- Zone School with Magnet & Specialty Programs
- Magnet School Without a Zone

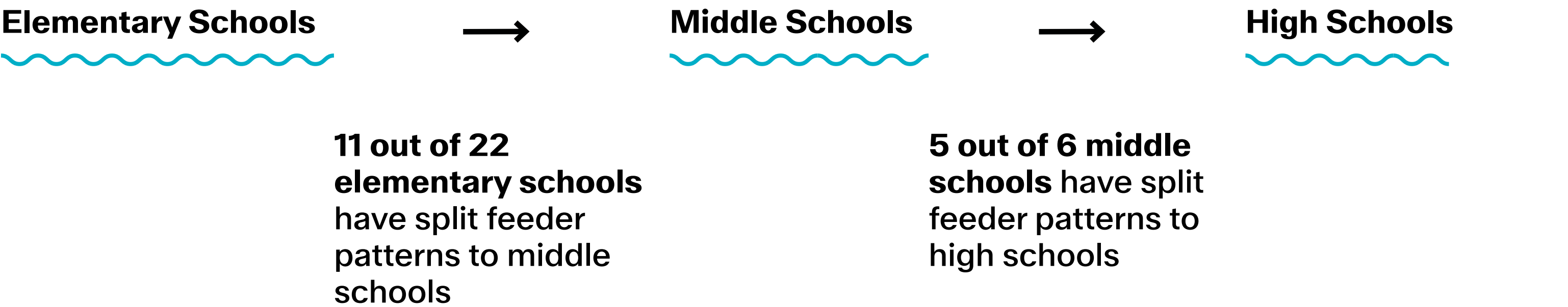


Present: Feeder Patterns

A feeder pattern is the sequence of schools students are zoned for as they move between school levels.

Split feeder patterns describe when students from the same elementary school zone are zoned to multiple middle schools, or students from the same middle school are zoned to multiple high schools.

Split feeder patterns split up student cohorts as they progress through the system. This can reduce continuity for students and families, and separate peers. Clean feeder patterns allow students to progress through school with a more consistent cohort and can support continuity and cohesion.



Summary

- **Past:** Enrollment has been steadily declining in NNPS, aligned with nationwide and regional trends, leading to an increase in the share of underutilized schools across the Division.
- **Present:** Few schools in NNPS today are in the ideal utilization range. There is more underutilization at the elementary school level than for middle and high schools.
- **Present:** A significant amount of school choice exists within NNPS with one in four students attending a school other than their zoned neighborhood school.
- **Present:** Average travel times to school are highest for magnet schools without a zone, schools with magnet programs, and schools with crosstown busing, while some zoned schools also have high maximum travel times.

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NNPS: Future

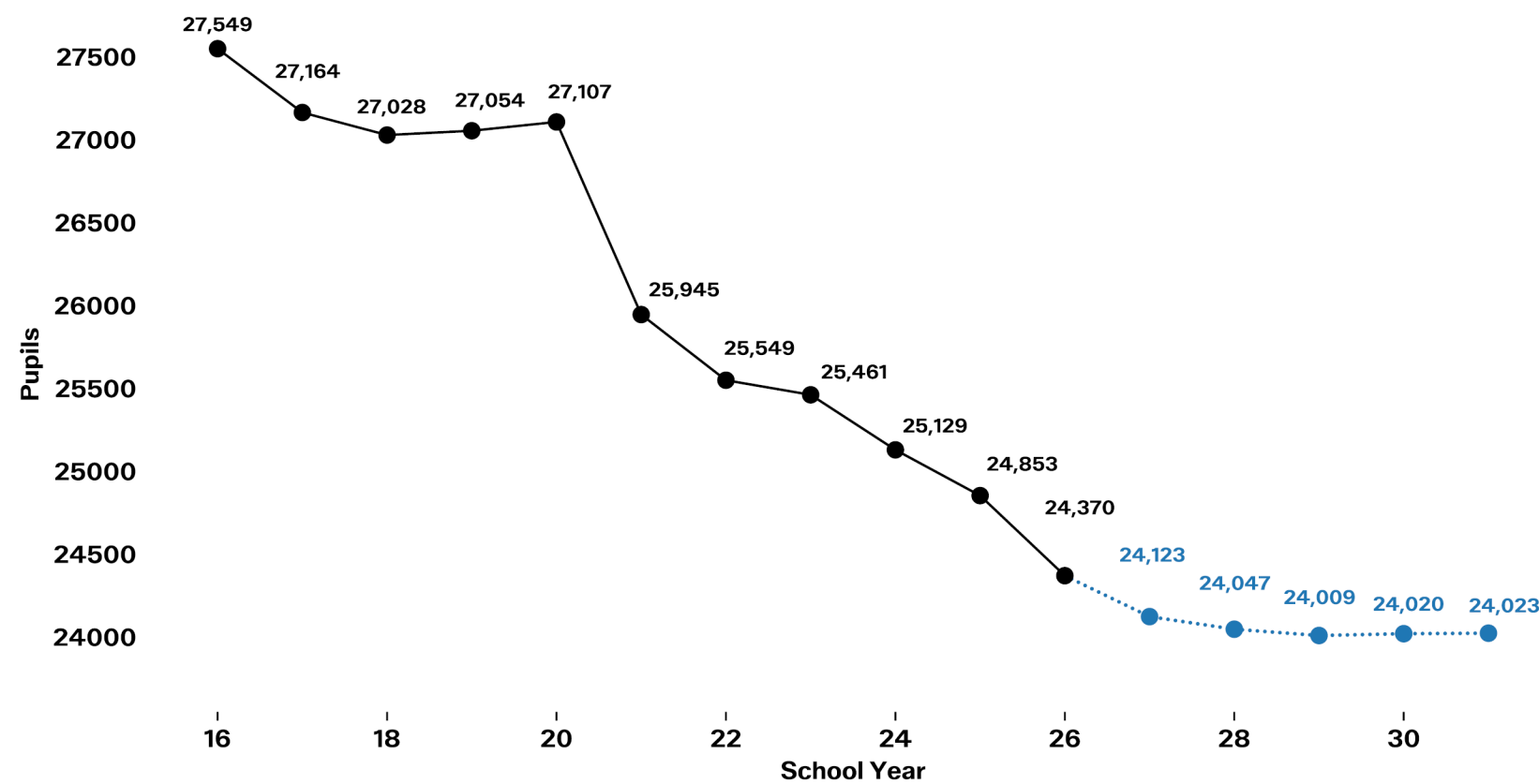
Future: Enrollment

The NNPS student body has declined steadily in the past decade. Enrollment in grades K-12 has declined from 27,549 in SY 2016/17 to 24,370 in SY2025/26.

This decline is projected to continue but level off, with grades K-12 enrollment estimated to be 24,023 in 2031.

Enrollment History and Projected Enrollment

SY 2016/17 - 2030/31



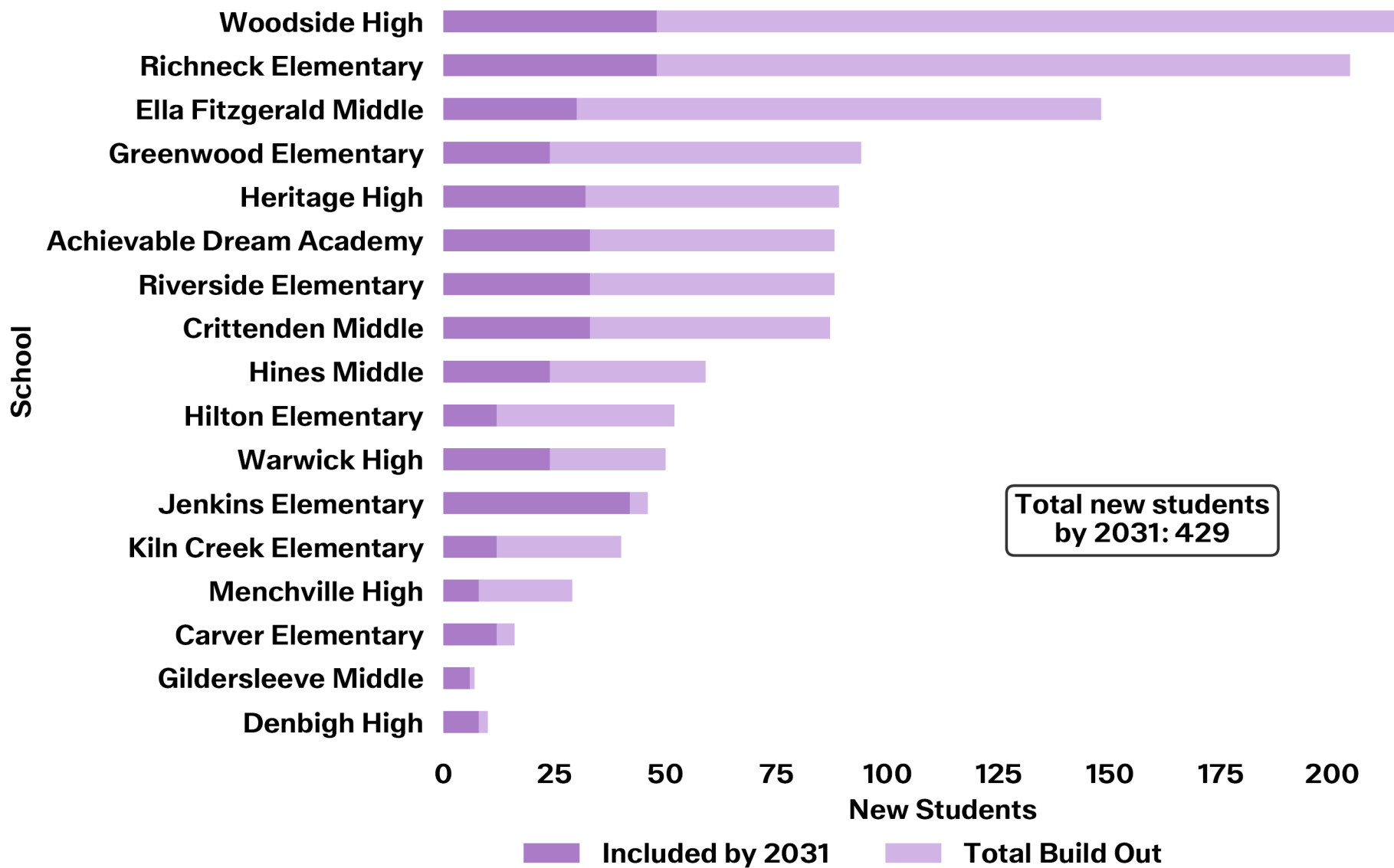
Five-Year Enrollment Projections
Based on an even weighting of the rates from the last five years (first year included is SY 2021-2022, so this excludes Covid-19). Please see the Capacity, Utilization, and Enrollment projections report for all grade progression ratio scenarios calculated.

Future: Residential Development

Planned housing developments are expected to add a total of 429 new students to the Division by 2031.

The schools expected to be most highly impacted are Woodside HS, Richneck ES, and Ella Fitzgerald MS.

Anticipated New Students from Housing Developments



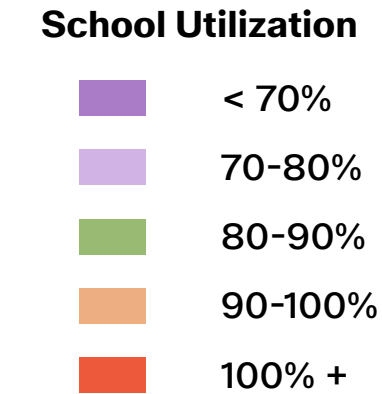
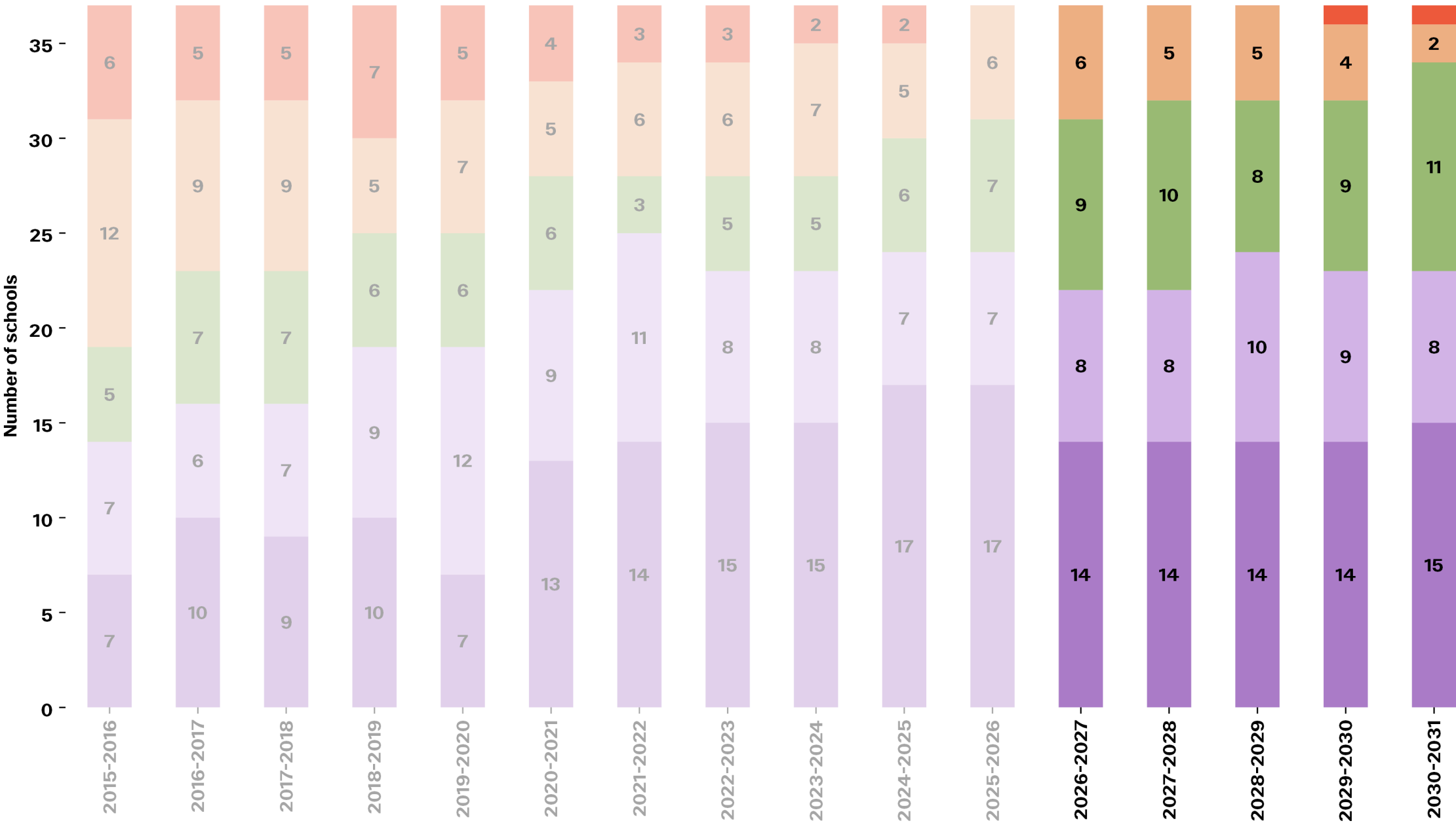
Future: Utilization

Based on estimated enrollments for the next five years there will be an increase in the number of underutilized schools.

At the same time several schools that are overutilized will remain over capacity.

Projected Utilization Distribution

K-12 Schools, 2026 Optimal Capacity



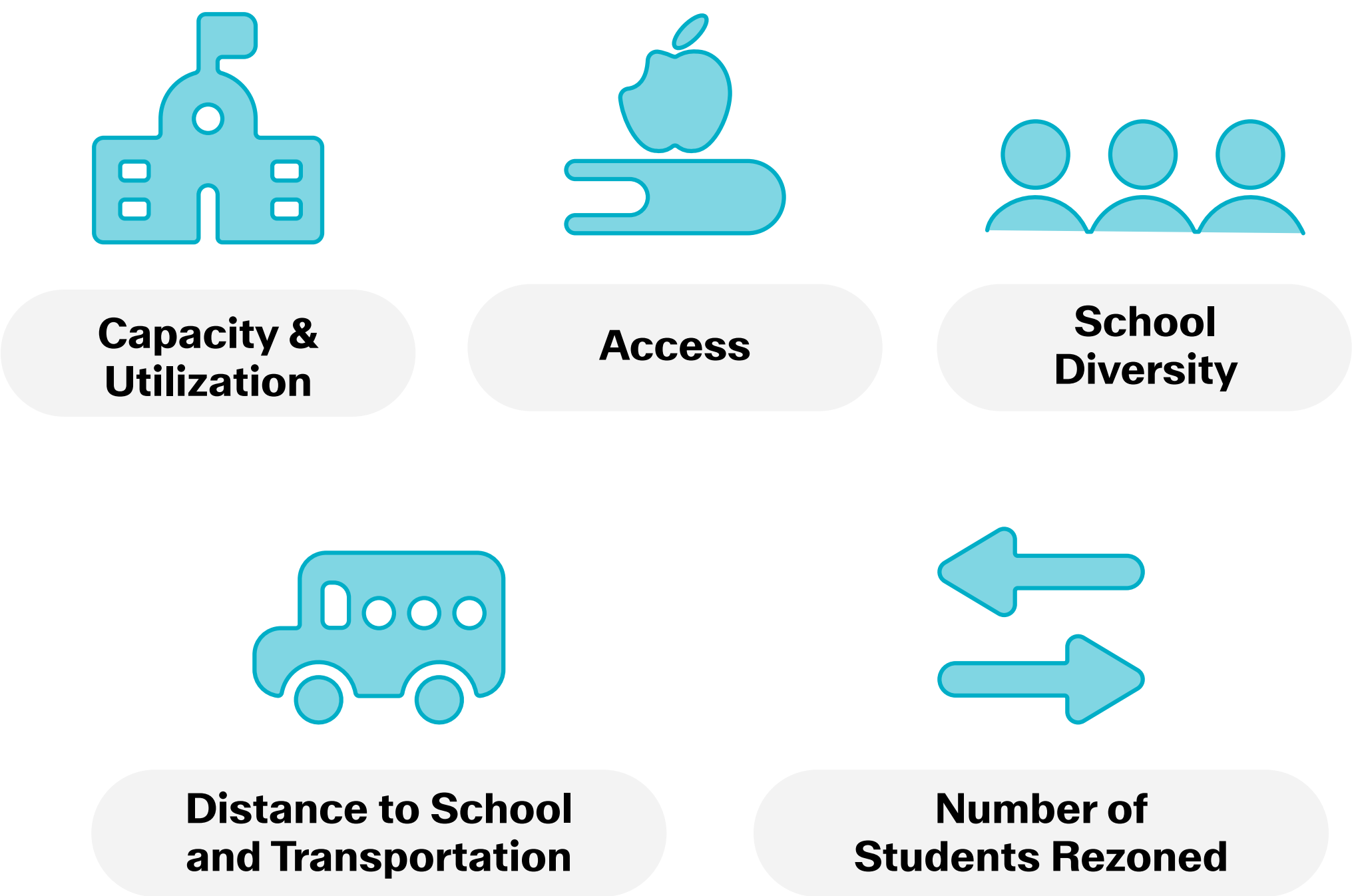
Future: Summary

- Enrollment in NNPS is expected to continue declining in the coming years, with pockets of enrollment growth from new housing development.
- School zone adjustments today can help to balance future enrollments for schools facing growth.

Boundary Analysis

Considerations

NNPS will weigh several considerations when creating and adjusting school boundaries in this process. These factors are interrelated. Each one presents trade-offs for the others.



Potential Strategies

This process will consider a range of strategies. Draft boundary scenarios will be used to understand the impacts of and trade-offs between them.

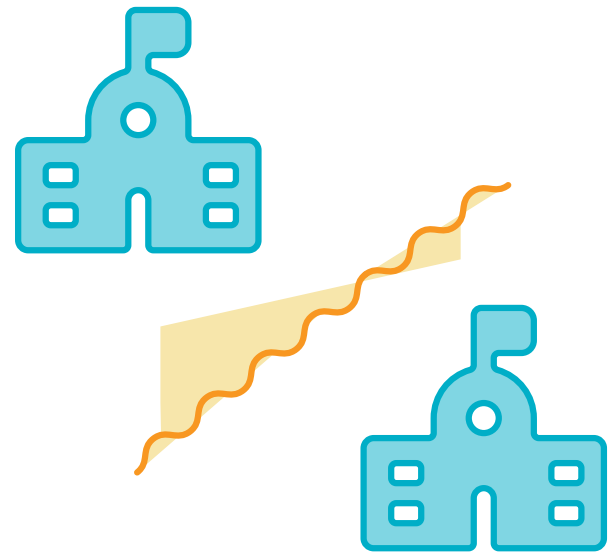
Modular Classroom Removal



Creation of New Zone Schools



Rezoning

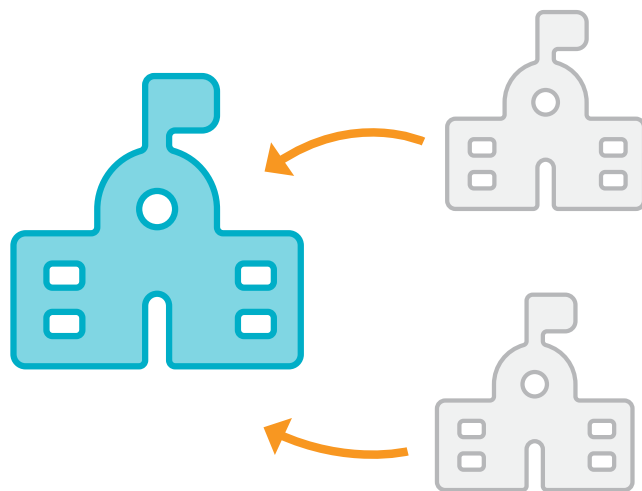


Adjust Grade Configurations*



**This involves changing the grade levels served at a facility; for instance, from a K-5 to a Pre-K-5, or from K-5 to a K-8.*

School Consolidations



Change or Remove Crosstown Busing Zones**



***Formally removing crosstown busing requires approval from a court.*

Q&A

Breakout Groups

Ground rules for productive dialogue:

- Listen for understanding and with respect, even if you disagree**
- Share the air time**
- Be ready to move from topic to topic quickly**
- Speak from the “I”, but keep the Division perspective in mind**
- Stay on topic (facilitator will “park” off-topic comments)**
- Embrace a lack of closure!**

What to expect

- 6-8 participants at each table or zoom room with a trained facilitator
- Introductions: Who's in the room?
- Discussion: Community priorities related to key considerations (utilization, distance and transportation, number of students rezoned, diversity, and access to programs).

Which of the following are most important to you? What else is missing from this list, as it relates to school boundaries and facilities?

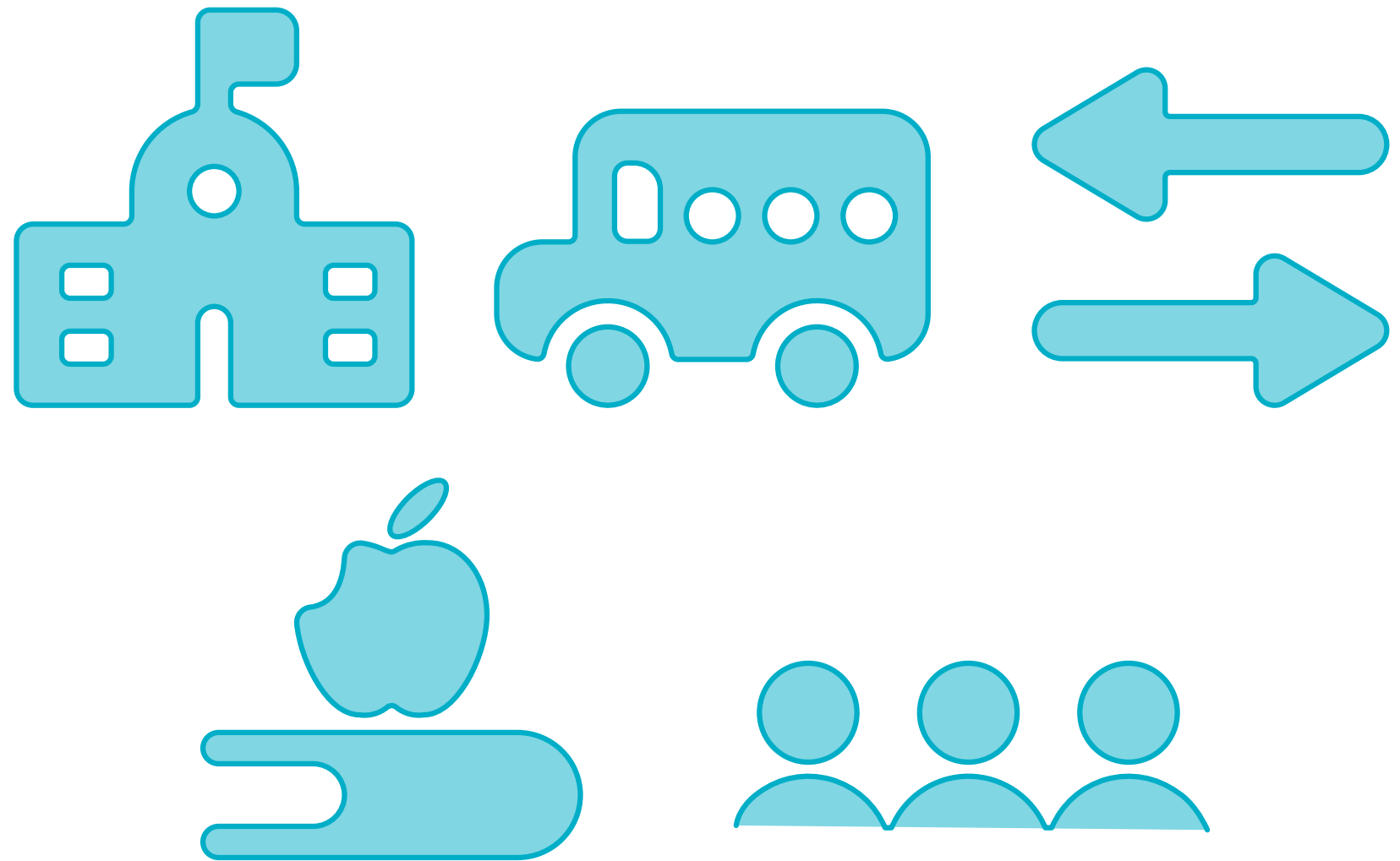
- **Utilization:** ensure schools are well utilized (reducing both overcrowding and underutilized facilities)
- **Distance and Transportation:** keep distances to school as short as possible and ensuring efficient transportation
- **Impact:** rezone as few students as possible
- **Diversity:** maintain student diversity in schools
- **Access:** ensure or expand access to high-quality educational opportunities and services for all students

Discussion Share-out

Closing Polling

When thinking about the considerations, which two feel most important to prioritize? (Select 2)

- Utilization
- Distance to school and transportation
- Rezoning the fewest students
- Promoting student diversity in schools
- Ensuring access to high-quality educational opportunities and services



Next Steps

Phase 1 Meetings:

- **Tuesday, September 29, 6-8pm.,
Warwick High School**
- **Wednesday, September 30, 6-8pm.,
Woodside High School**
- **Thursday, October 1, 6-8pm.,
Heritage High School**

Timeline

June - Aug 2026

**School Capacity,
Five-Year
Enrollment
Projection, and
Utilization Study
Report**

- Comprehensive report synthesizing study findings
- School-level capacity, utilization, and enrollment analysis
- Strategies and best practices for future planning

Aug - Oct 2026

**Pre-Scenario
Engagement**

- Interactive boundary mapping tool
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Dec 2026-Jan 2027

**Post-Scenario
Engagement
& Boundary
Recommendation**

- Interactive boundary mapping tool
- Three public community meetings
- Final boundary recommendation

NNPS Boundary Explorer



Email:

efficiency.study@nn.k12.va.us

Website:

boundaries.nn.k12.va.us

NNPS Boundary Explorer

Newport News Boundary Explorer
English ▼

Welcome to the Newport News Public Schools Boundary Explorer!

Find your school assignments

View different school boundaries by clicking on the school level you would like to see. Enter your address into the search bar to see your school assignments. Learn more about the Capacity and Utilization Study at NNPS's project website (<https://sbo.nn.k12.va.us/schoolboundaries/>)

Get school information

Click on a school to learn more about that school. A table with the school's information will be displayed below.

Division-Wide Metric

Select a zone on the map to see school level details

	ECC	ES	MS	HS*
Total enrollment	877	11,552	5,342	7,610
System Utilization	54%	70%	74%	83%
# of School in Target Utilization Range	0	7	0	1
Avg. Distance to School (mi)	2.9	2.5	3.7	4.13

*Note: HS level summary metrics include An Achievable Dream Academy Middle and High.

Map Layers

SY 2025-2026

- ☒ Elementary School K-2
- ☐ Elementary School 3-5
- ☐ Middle School
- ☐ High School

The map displays various colored regions representing school boundaries. Labels on the map include Seaford, Dare, Poquoson, Hampton, Rushmere, Smithfield, Lee Hall, and City Center. Major roads are shown as grey lines with route numbers. A legend box in the bottom left corner identifies the symbols used on the map:

- SY2526 ES K-2 (Orange circle)
- SY 25-26 Boundaries (Colorful squares)
- Standalone Magnet School (Black dot)
- Boundary School (Blue dot)

- Search for assigned school by home address
- Get school information

- Search for assigned school by home address
- Get school information
- Complete survey

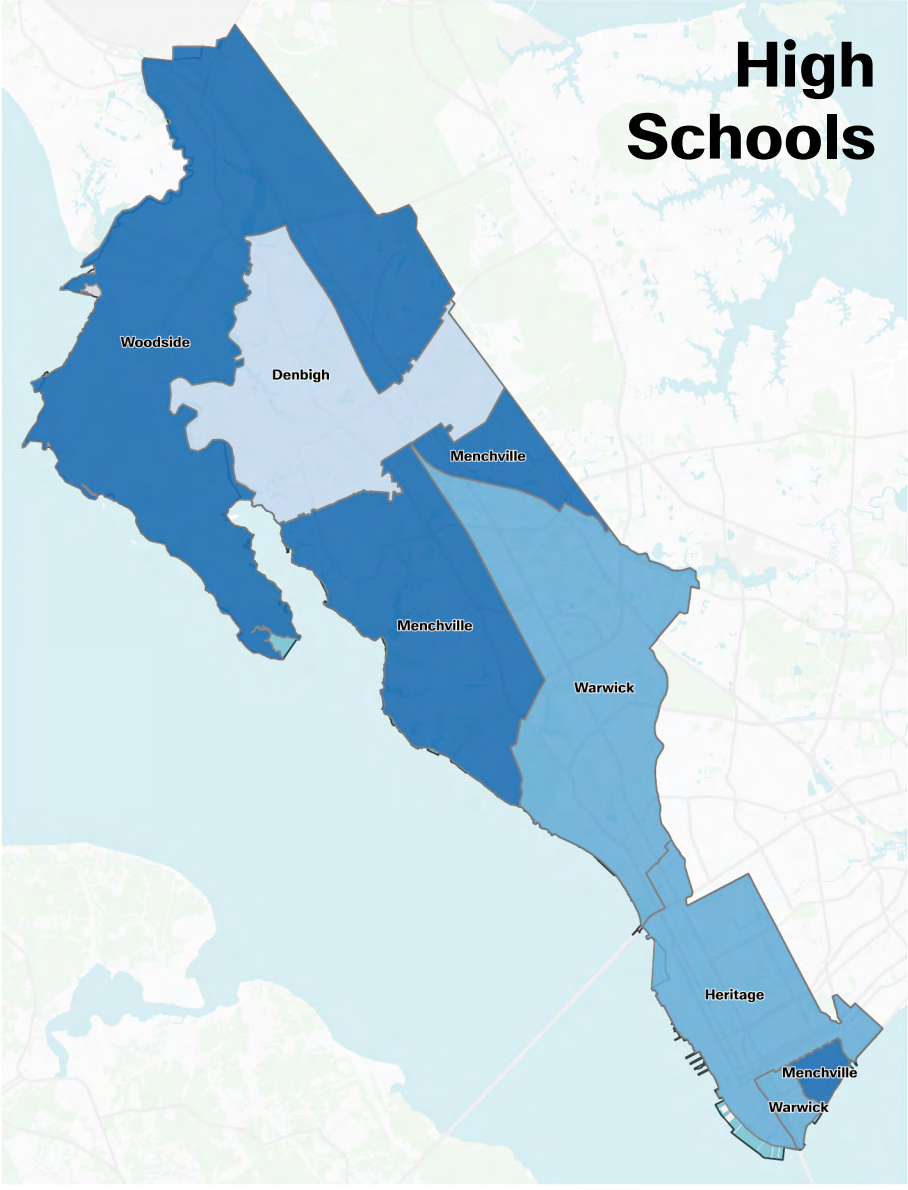
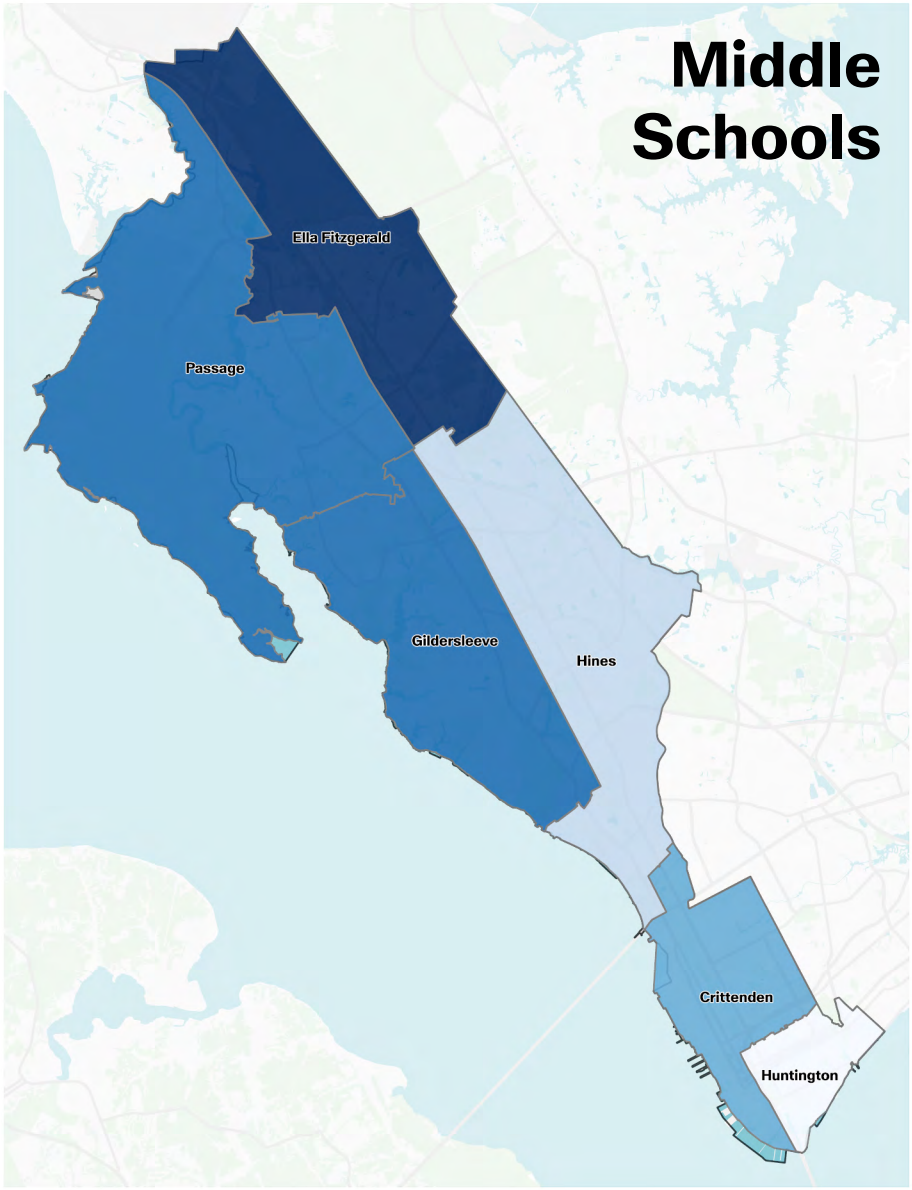
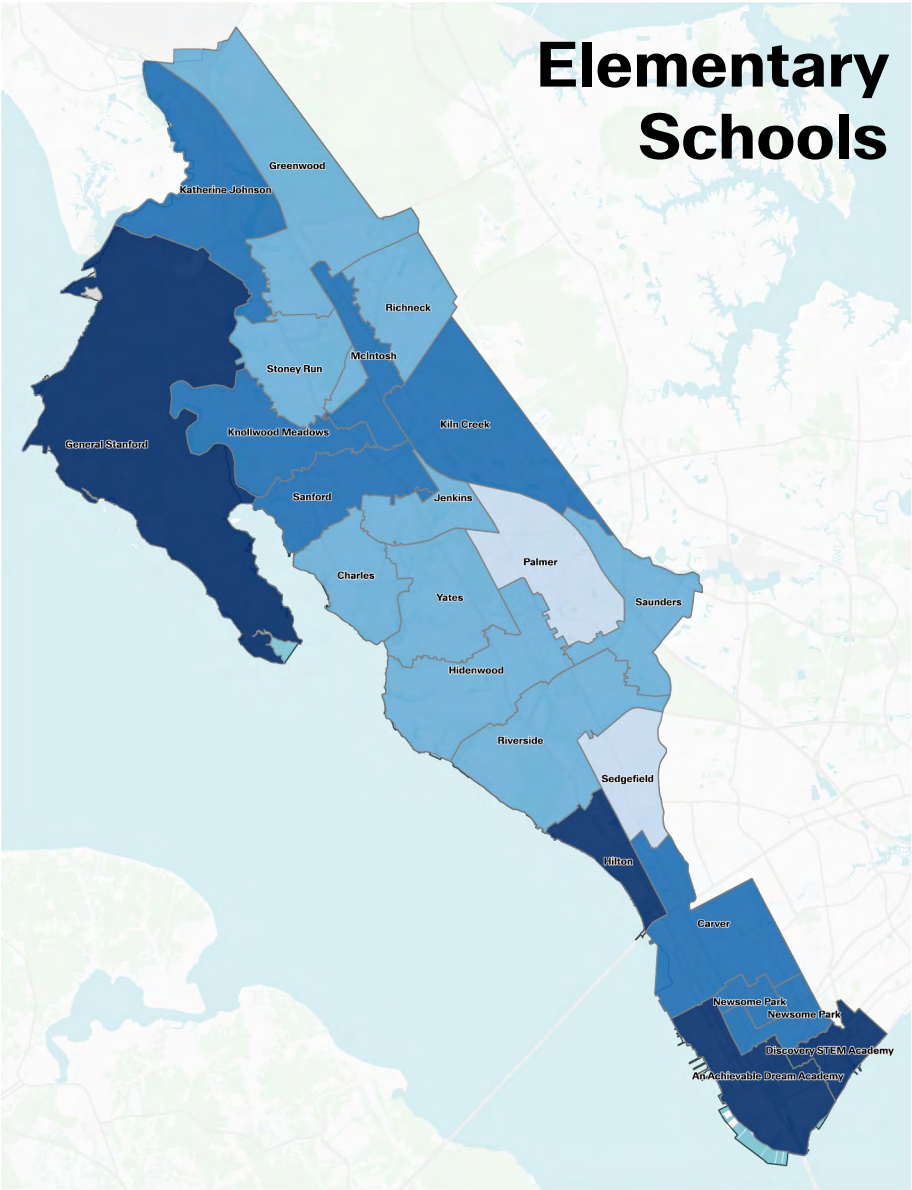
Thank you!

Appendix

Additional Data Summaries

Present: Attendance Policies + School Choice

Capture rate refers to the percent of the students within an attendance zone who attend their zoned school. Five schools in the division have a capture rate below 70%.



School Zoned Capture Rate

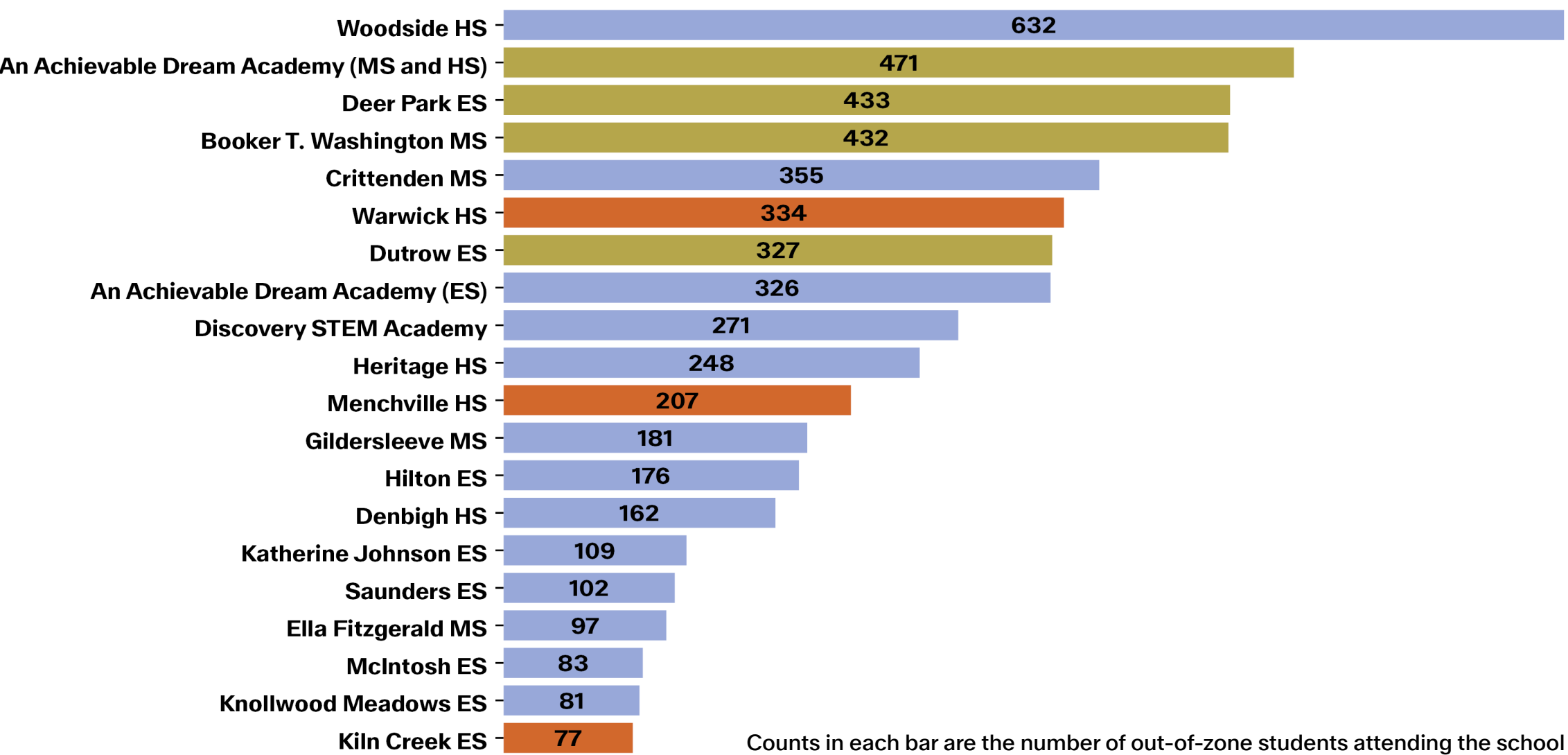


Present: Attendance Policies + School Choice

Nearly 1 in 4 NNPS students (23%) attend a school other than their zoned neighborhood school — with Woodside HS, An Achievable Dream Academy (MS & HS), Deer Park ES, B.T. Washington MS, and Crittenden MS drawing the largest total out-of-zone students.

Attendance by Out-of-Zone Students, by School

SY2025-2026



School Types



Zoned School



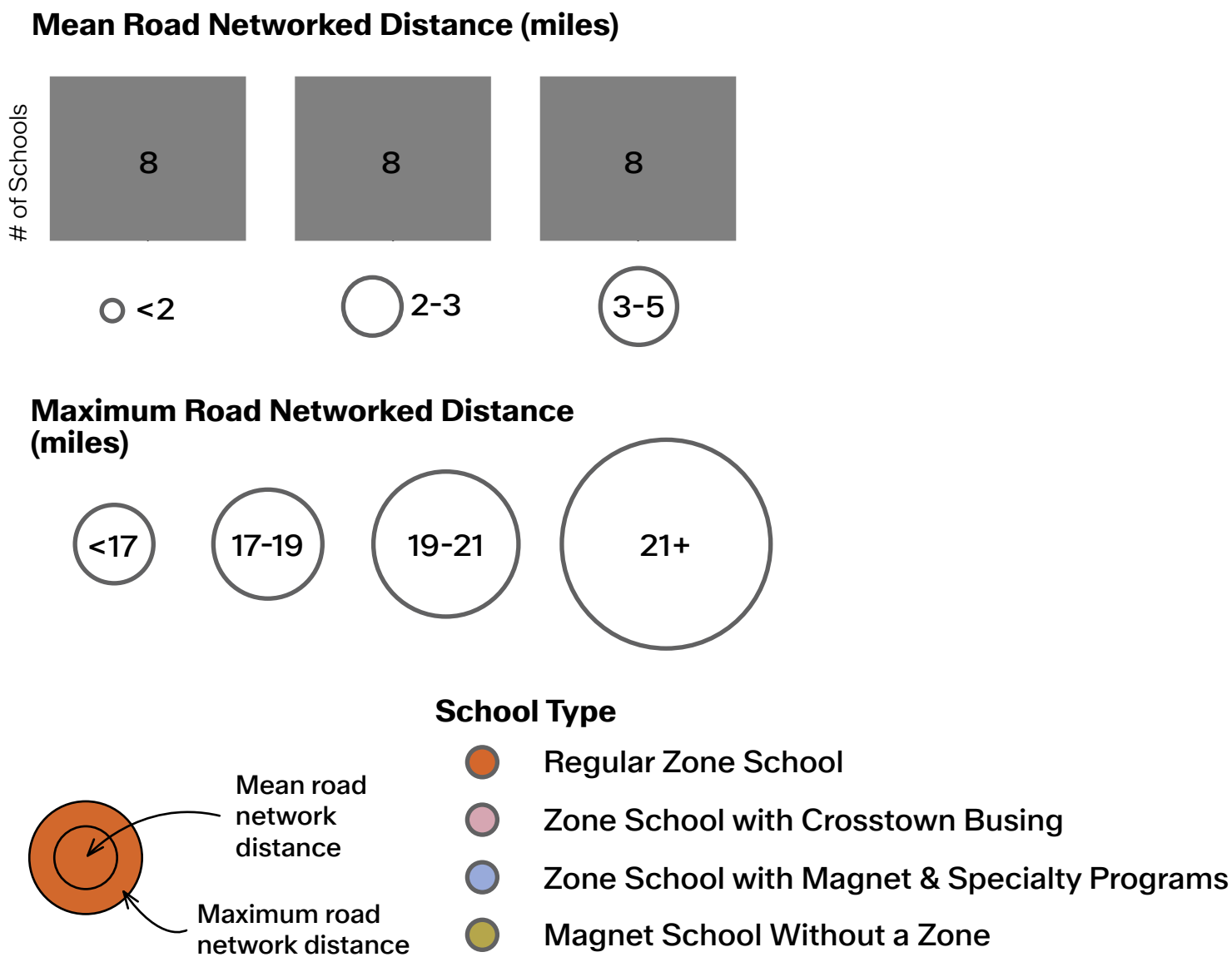
Zoned School with
Magnet Programs



Magnet School without a
Zone

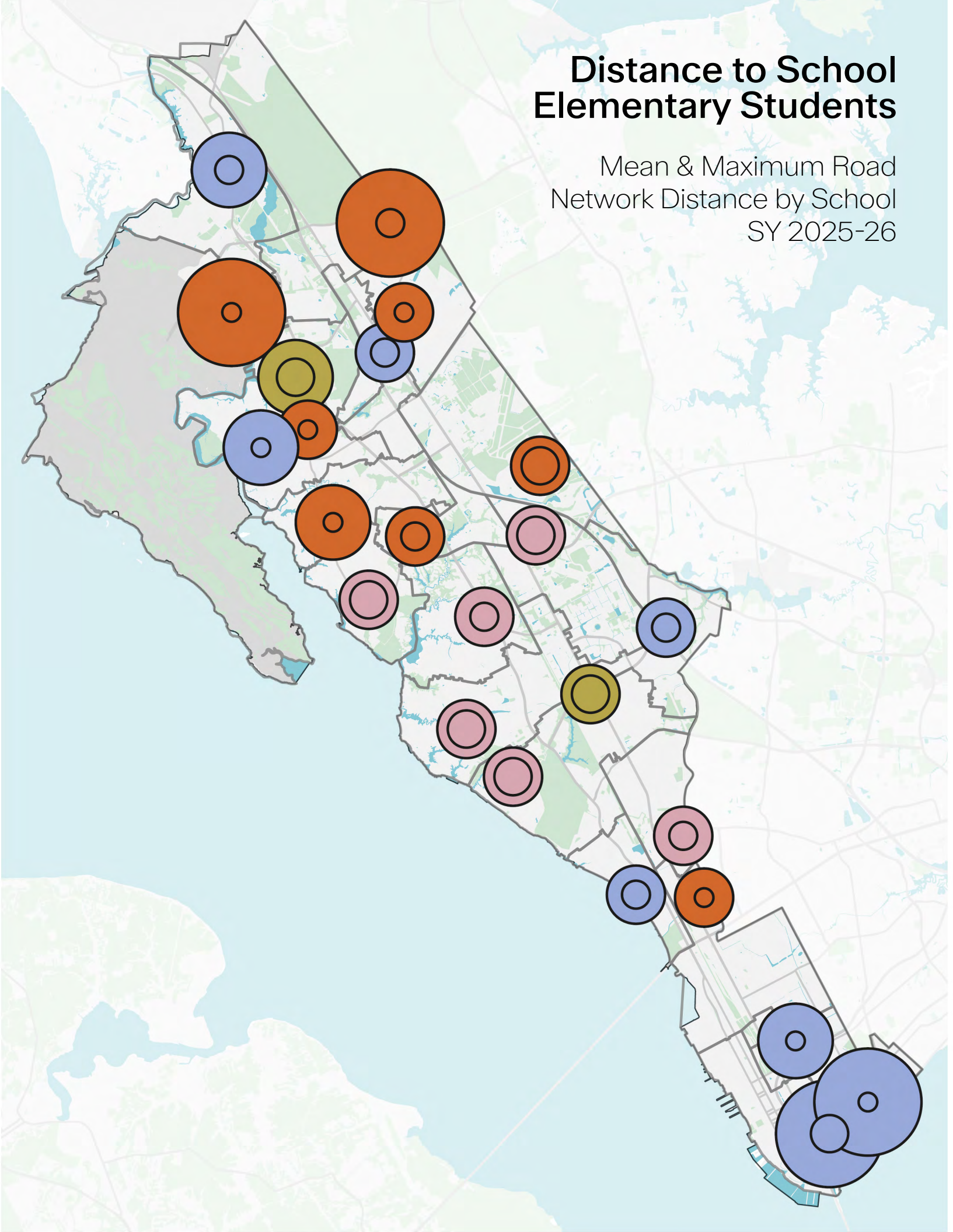
Present: Distance to School

Schools with crosstown busing zones and magnet schools without a zone have the highest average distance traveled to school.



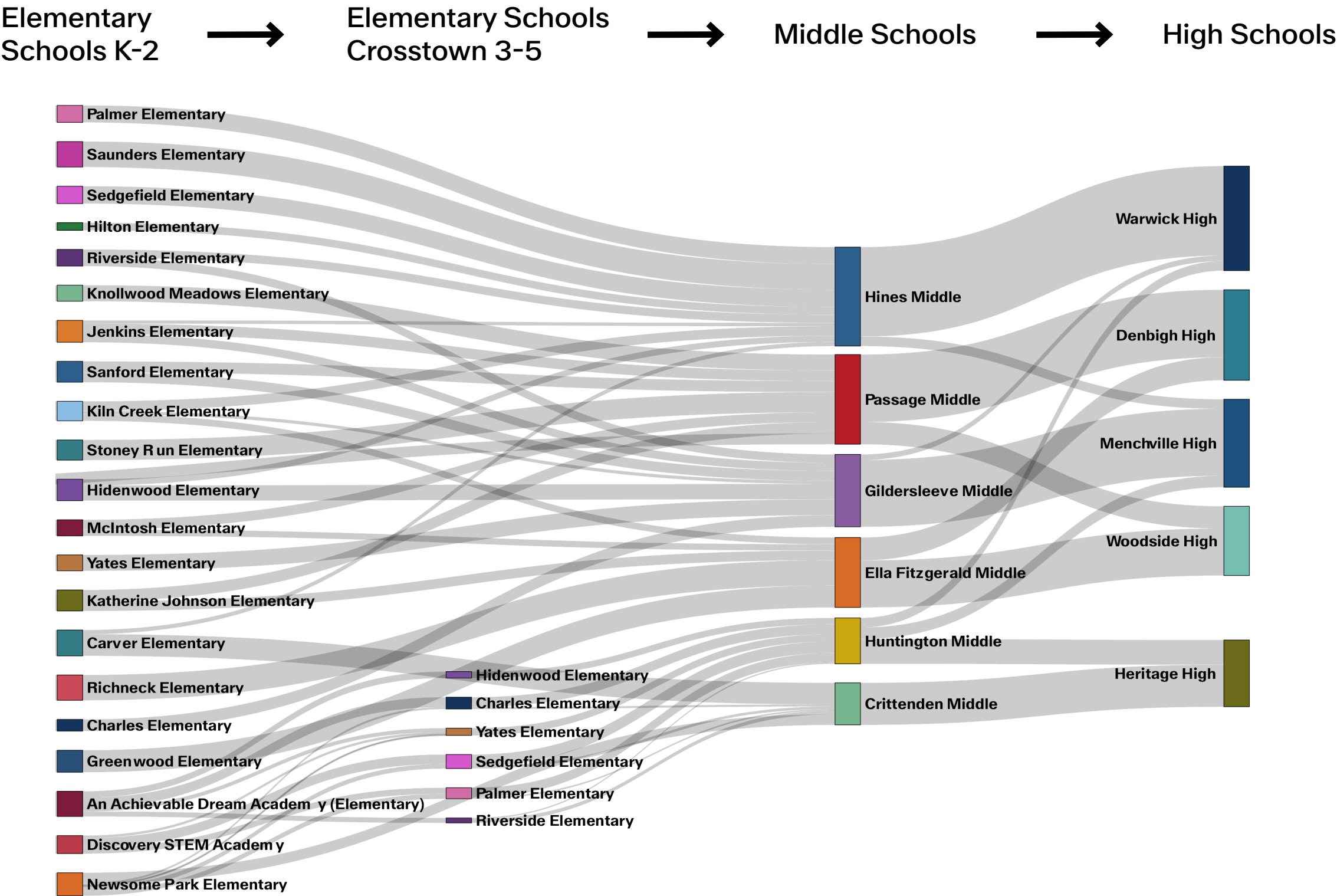
Distance to School
Elementary Students

Mean & Maximum Road
Network Distance by School
SY 2025-26



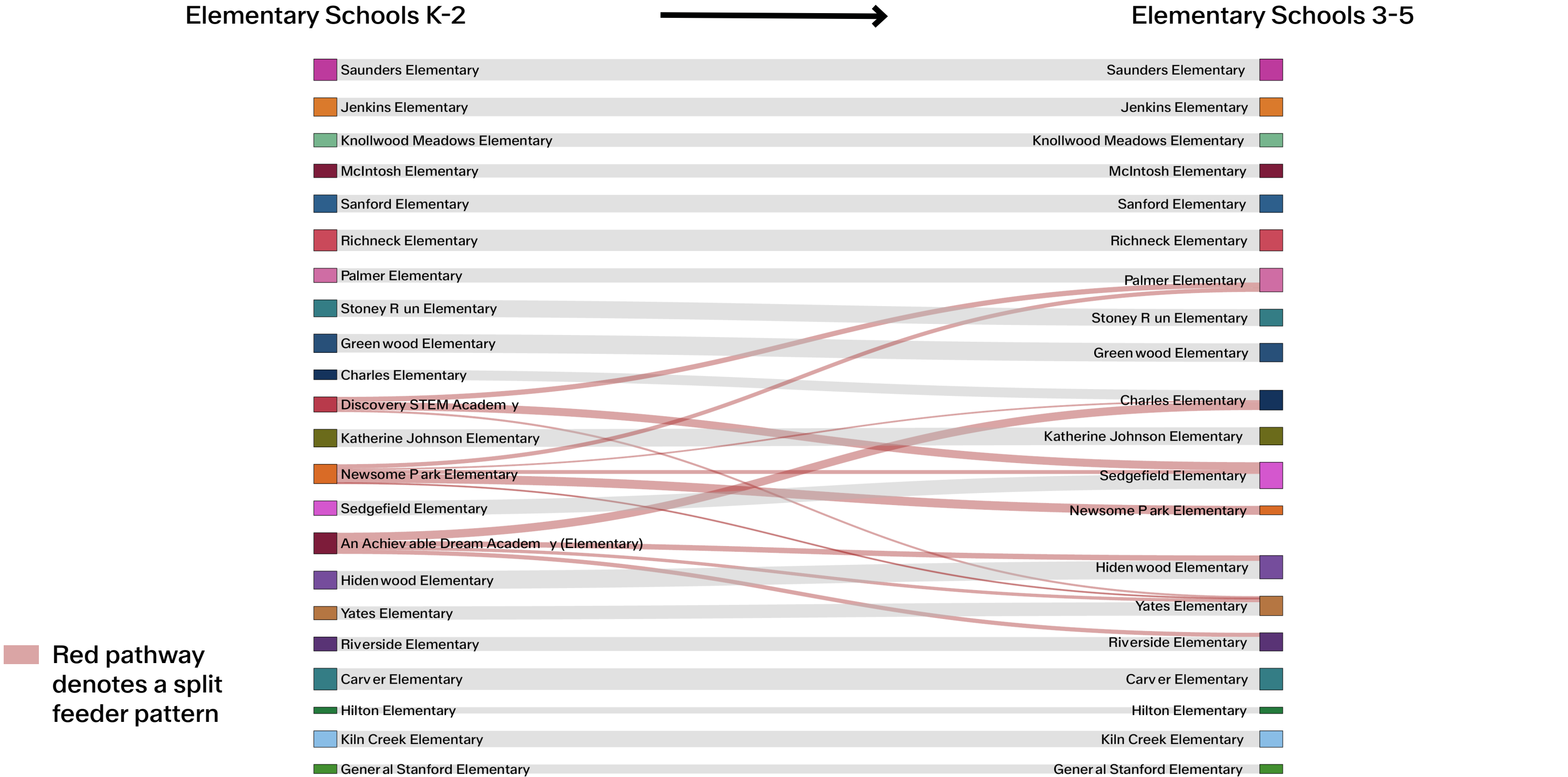
Present: Feeder Patterns

A feeder pattern is the sequence of schools students are zoned for as they move between school levels.



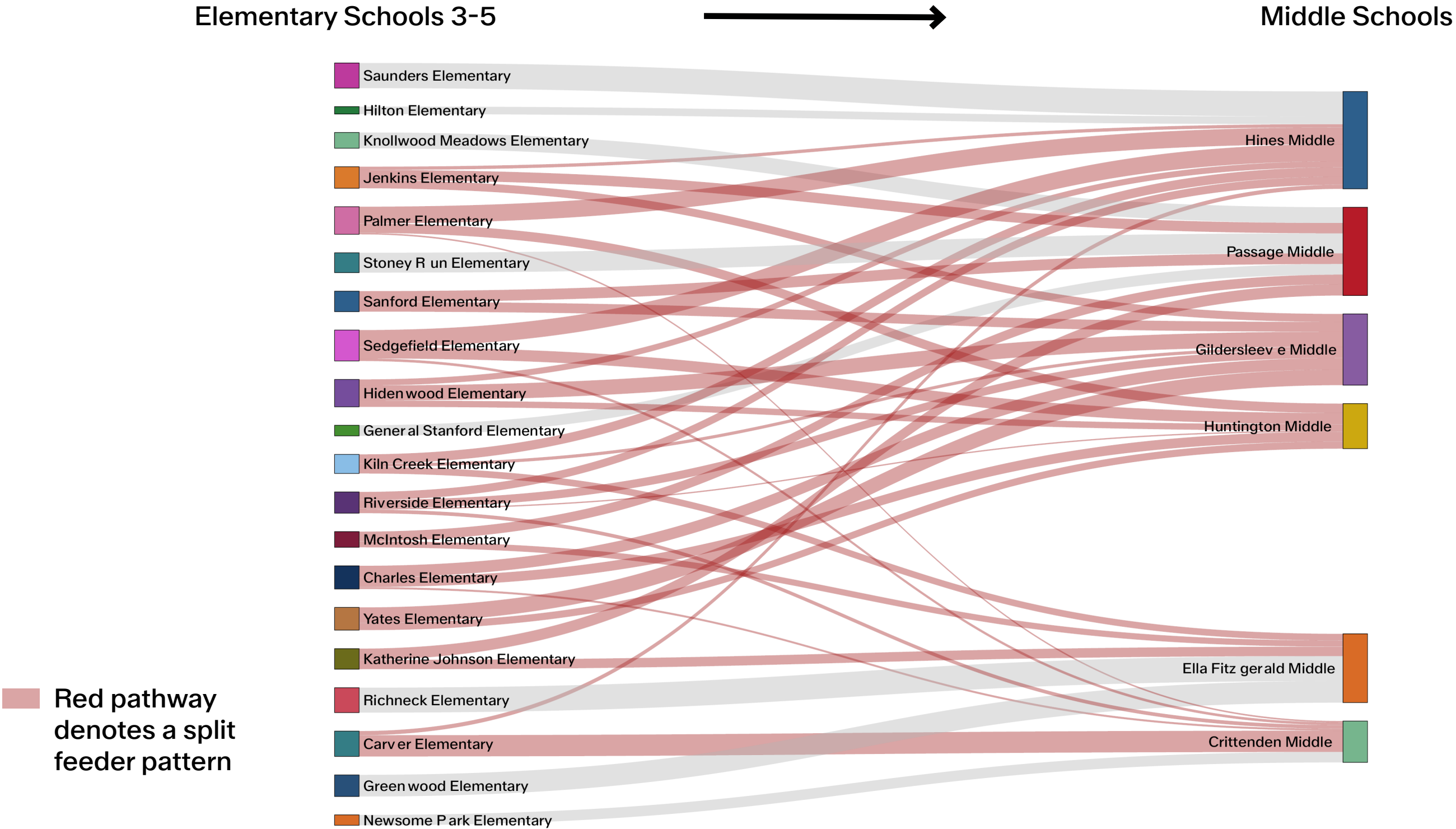
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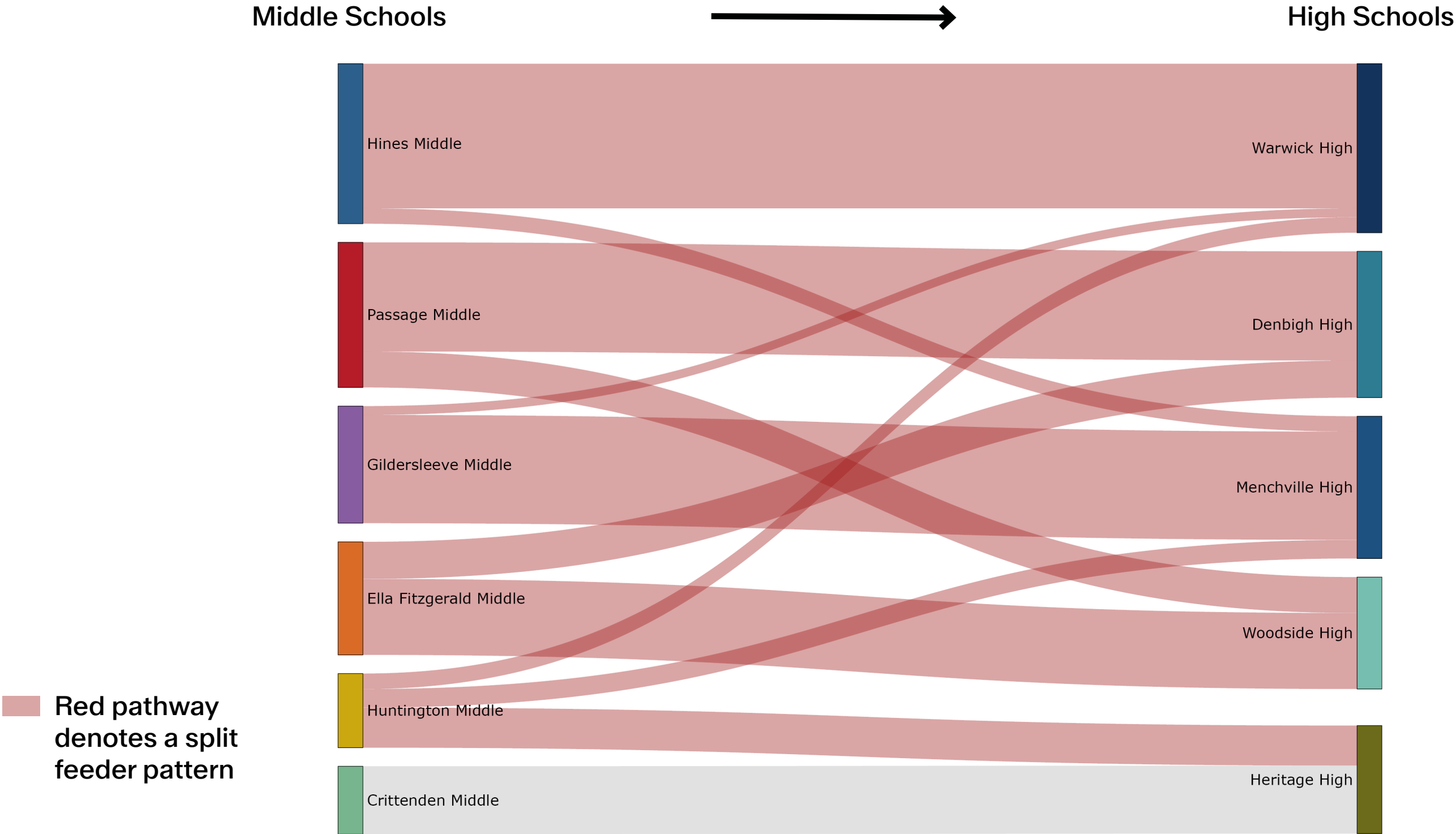
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A feeder pattern is the sequence of schools students are zoned for as they move between school levels.



Future: Residential Development

Planned residential development is expected to add over 5,100 new units of housing to the Division.

This includes a large planned development near Woodside HS, and a cluster of development activity Downtown.

New Developments by Status and Number of Units

