

Newport News Public Schools Efficiency and Capacity Proposal



PREPARED FOR

Newport News Public Schools
School Board and Division Leadership

PREPARED BY

GASKIN & ASSOCIATES

Consulting Group, LLC

Consultant profile



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Lead consultant

I lead this proposal for Gaskin and Associates Consulting Group, LLC. My consulting background includes work with Deloitte US. I also founded Audit Newport News, an independent civic review initiative focused on transparency, public records, public spending and accountability.

My work examines policy, financial and operating records and connects those records to the decisions public institutions must make. For this proposed engagement, I would coordinate the work plan, maintain the evidence record, develop the comparison requirements and present the findings and unresolved conditions to NNPS leadership.

About the firm

Gaskin and Associates Consulting Group, LLC submits this proposal to support an evidence-based comparison of school capacity, instructional services, transportation and implementation costs. Our proposed role is advisory. NNPS would retain authority over policy, pupil assignments, personnel, procurement and expenditure.

Professional approach

We distinguish source facts, calculated results, planning assumptions and professional judgments. Recommendations must show their effect on students and services as well as their financial implications. School-finance, transportation, instructional and facilities specialists would be identified and approved before their work begins; this proposal does not imply that NNPS or any external reviewer has endorsed the analysis.

The underlying research originated with Audit Newport News. A consulting engagement would have its own approved scope, data permissions and review arrangements. This proposal is not an NNPS-commissioned report or a claim of Government Auditing Standards compliance.

Contents

Consultant profile.....	2
Executive brief.....	4
Proposed engagement scope.....	5
Work plan and acceptance.....	6
Governance safeguards and review.....	7
Planning budget and commercial terms.....	8
Scope evidence and reading guide.....	9
The forecast difference reconciled arithmetically.....	10
Staffing space and funded cost.....	11
Transportation records and operating meaning.....	12
Family evidence and access comparison.....	13
Readiness and physical work compared.....	14
Instructional services and facility scale.....	15
Southeast campus capacity comparisons.....	16
Illustrative receiving allocations and limits.....	17
Other completed pair screens.....	18
Financial comparison and savings assumptions.....	19
Affected students services and burdens compared.....	20
Published financial baseline and capital commitments.....	21
Complete the comparison before recommendation.....	22
Appendix A Current study school profiles.....	23
Appendix B School and program geography.....	27
Appendix C Cost assumptions and calculation rules.....	29
Appendix D Evidence gaps and validation record.....	32
Appendix E Research and transfer to Newport News.....	33
Appendix F Consolidated source register.....	36
Appendix G Full FY2025 FTE reconciliation.....	47

The executive brief and proposed engagement appear first. The detailed evidence review and appendices retain the calculations, maps, source notes and limitations needed to examine the proposal.

Executive brief

We propose a bounded readiness and validation engagement before NNPS selects or funds a school configuration. The immediate decision is whether to develop and price the work needed to compare feasible alternatives. It is not a decision to close a named school or launch an unpriced instructional program.

The study identifies concrete capacity tests, conflicting forecasts and operating records that can support that comparison. Physical occupancy alone cannot establish usable grade-level places, qualified staffing, reliable transportation or financial savings. The retained three-campus baseline must be compared with each alternative on the same student, service and cost definitions.

What the existing capacity tests show

Alternative using study enrollment	Calculated result	Decision status
Retain all three southeast campuses	1,627 pupils across 2,812 published places	Baseline; no reassignment assumed
Release Discovery; retain Newsome Park and An Achievable Dream	1,627 / 1,984 places; 158 places below the combined 90% ceiling	Aggregate fit; illustrative receiver allocations completed
Release Newsome Park; retain Discovery and An Achievable Dream	1,627 / 1,846 places; 34 places below the combined 90% ceiling	Aggregate fit with little headroom; readiness unresolved
Release An Achievable Dream; retain Newsome Park and Discovery	13 pupils above the combined 90% ceiling	Fails this fixed-capacity screen

These are illustrative tests of the 2025–26 study counts and published capacity, not proposed assignments or closure recommendations. Grade placements, required services, actual routes, receiving-school effects and property costs remain unresolved. [S01, S03; calculations]

Decision requested

Approve development of a final statement of work for readiness and validation; reconcile it with the executed WXY and routing-system scopes before authorizing incremental work. Require a named sponsor, approved data access, an agreed fee and resource plan, and written acceptance criteria.

The FY2027 readiness model is \$220,800, including a 15 percent reserve. Four subsequent years of shared verification bring that modeled package to \$450,800. These are resource planning allowances, not our professional fee quote or an appropriation. Optional pilots and facility implementation require separate decisions and funding. [Appendix C]

Proposed engagement scope

The engagement would reconcile the operating baseline and produce comparable, reviewable records for the alternatives NNPS retains. We would work with authorized NNPS staff and the existing consultants rather than assume responsibility for functions already under contract.

Scope of work

Reconcile the school and grade enrollment baseline, usable rooms, required program spaces, qualified staffing and competing forecasts. Link privately held pupil origins to actual transportation duties and assess family burdens. Identify funded costs that can end, costs that continue, receiving-school costs and one-time transition costs. Keep unknown inputs visible and separate from supported zeros.

Deliverable	Evidence required for acceptance
Baseline and source register	Common dates, definitions and school identifiers; conflicts and missing inputs logged; reproducible calculations linked to sources.
Alternative comparison records	Retained baseline and alternatives evaluated on the same grade, room, staffing, service and access measures; no aggregate fit presented as a pupil assignment.
Transportation and family assessment	Multi-day operating baseline, tested duties and observed family burdens distinguished from system labels and qualitative accounts.
Financial comparison	Year-by-year gross and incremental costs, commitments, avoidability, unpriced work and funding requirements; no unverified savings counted as funding.
Review and decision package	Supported specialist revisions, disagreements, remaining conditions and a concise recommendation or explanation of why a decision is not yet supported.

Work outside the base engagement

School closure execution, construction design, modular removal, implementation of new routing, recruitment and operation of pilots are excluded unless separately authorized. The proposed advisory work is not a financial statement audit, legal opinion, accreditation, certification of all district controls or guarantee of savings.

Work plan and acceptance

A proposed 12-week readiness sequence begins only after authorization, agreed client inputs and approved access. Timing is indicative and must be reconciled with NNPS and the existing study contract. Tasks may overlap; missed dependencies must be reported rather than resolved through unsupported assumptions.

Stage	Indicative timing	Milestone and acceptance basis
Mobilization	Weeks 1 and 2	Agree scope and responsibilities; reconcile existing contracts; approve data access, definitions, source register and unresolved-input log.
Baseline validation	Weeks 3 through 5	Reconcile school and grade counts, rooms, staffing, forecasts, transport duties and costs; obtain custodian explanations of material conflicts.
Alternative assessment	Weeks 6 through 9	Populate receiving, service, access and annual-cost records; test retained choices and identify infeasible or unpriced conditions.
Independent review and decision	Weeks 10 through 12	Complete authorized specialist review; document disagreements and limitations; present a decision package and funding conditions.

Client inputs and review

NNPS would designate a sponsor and data custodians, approve the alternatives and service requirements, and provide timely access to room inventories, pupil and program records, qualified staffing, transport duties, financial ledgers and relevant contracts. Existing consultants would confirm their executed scope and available outputs. These are proposed responsibilities, not accepted commitments.

At each milestone, the sponsor would confirm whether the acceptance evidence is complete or record the specific deficiency and agreed corrective action. Material scope, cost or schedule changes would require written authorization. A decision package may conclude that a particular option should not proceed or that additional evidence is required.

Relationship to the public study

The October 3 evidence baseline records draft scenarios planned for December 2026 and final consideration in January 2027 for possible 2027–28 implementation. Those announced dates are planning dependencies, not commitments by this firm. Implementation would require a separate readiness, authority and funding decision. [S75]

Governance safeguards and review

NNPS would retain the decision authority. The lead consultant would coordinate the advisory work and evidence record. Authorized district staff would validate operating facts; appropriately qualified reviewers would test financial avoidability, transportation, instructional readiness and facilities assumptions.

Material risk	Proposed response
Incomplete or conflicting records	Maintain a dated conflict log; seek custodian reconciliation; identify which conclusions change if an input remains unresolved.
Overlap with existing contracts	Match tasks to the executed WXY and routing scopes and amendments before purchasing incremental work; document any verified scope credit.
Aggregate fit mistaken for feasibility	Require grade-level rooms, qualified staff, required service hours, tested duties and receiving-pupil impacts before endorsing an alternative.
Savings treated as available funding	Separate avoided funded costs from redeployment and continuing commitments; obtain prices and funding approval before implementation.
Access loss or transition disruption	Assess affected and receiving pupils, family transportation, program access and continuity; price phase-in and fallback arrangements.
Schedule or resource shortfall	Confirm the resource plan and prerequisites; report delays and revise milestones with written approval.

Student and personnel information

NNPS would approve access, authorized users, handling and retention before providing identifiable records. Analysis would use only the information needed for the agreed task. Public outputs would use aggregated or de-identified results and exclude student identities, family contacts and unnecessary personnel details. NNPS counsel and data custodians would approve disclosure and transfer arrangements.

Quality and independence

The review would retain source locators, units, dates and calculation rules, distinguish facts from assumptions, and record specialist disagreements. Findings would not be conditioned on choosing a closure or producing a particular savings figure. The evidence baseline applies selected GAO principles but is not a GAGAS engagement and provides no assurance, certification or GAO endorsement. [S79]

Planning budget and commercial terms

The existing model prices readiness, ongoing verification and optional instructional pilots. It does not price a named school closure, receiver alterations, modular removal or every transportation change. Amounts below include a 15 percent reserve and are the study author's planning allowances, not verified bids or this firm's fee offer. [Appendix C]

Planning allowance	FY2027	FY2028	Each FY2029 to 2031	Five-year total
Readiness and verification	\$220,800	\$57,500	\$57,500	\$450,800
Shared readiness plus one pilot	\$220,800	\$437,000	\$333,500	\$1,658,300
Shared readiness plus two pilots	\$220,800	\$816,500	\$609,500	\$2,865,800

The \$220,800 readiness allowance comprises \$82,800 route and data work, \$103,500 specialist review and \$34,500 family engagement. It models 1,600 hours at \$45 and 600 specialist hours at \$150 before reserve; those rates are planning inputs, not billable rates agreed with Gaskin and Associates Consulting Group, LLC. Annual shared verification is modeled at \$57,500. [Appendix C]

Optional work and funding

One pilot adds \$103,500 setup and \$276,000 in each of four operating years, totaling \$1,207,500. Pilot staffing, beneficiaries, delivered service, timetables and measurement must be specified before approval. A second pilot adds the same allowance. The model does not establish that either pilot resolves unused facility capacity.

Even a stress case assuming a 10 percent reduction in the entire proposed overtime and fuel pool for four years leaves a \$1,336,940 funding requirement for the two-pilot package before unpriced implementation work. Eligibility and achievable reductions are unproven. No savings are assumed to fund contractual commitments. [S04; Appendix C]

Engagement terms

Before mobilization, the parties would execute an agreement defining the final scope, professional fees, resource plan, payment milestones, reimbursable expenses, client inputs, data permissions, deliverable ownership and reuse, confidentiality, applicable insurance requirements and termination arrangements. Fees and payment terms remain subject to that agreement; this proposal does not authorize work or expenditure.

Any engagement must follow the applicable NNPS procurement and funding approvals. Additional implementation work, pilots or ongoing verification would require separate written authorization. No institutional endorsement, contract award or commitment to adopt a recommendation is implied.

Scope evidence and reading guide

Evidence coverage	Available result	Practical limit
Study campuses	40 location and identifier records; 22 detailed capacity records	Missing campus detail can change the alternatives
Same-level pair screen	97 pairs from 20 eligible detailed records	Aggregate capacity arithmetic; incomplete division search
Current transport staffing	289 PCNs, 216 active employees, 73 vacancies on August 24 2026	Positions and people; no licensed-operator duty coverage rate
Opening-day arrival exports	42 AM rows and 69 PM rows inspected	School-arrival aggregates; no rider trip census or home arrival
Family evidence	Five coded accounts retained with source limitations	Qualitative leads; no representative prevalence estimate

Unresolved source comparisons

Unresolved comparison	Required reconciliation
7 in-band schools in presentation vs 8 in Explorer [S01–S03]	Common-date 40-school counts and capacity definitions.
24,370 K–12 pupils vs 24,504 aggregate pupils [S01, S03]	Grade/program scope; preschool and alternative-placement coverage unconfirmed.
Newsome Park capacity 611 historical vs 966 current [S03, S37]	Dates, rooms and program definitions. Current tests retain 966.

Read the comparisons at the right level

[Forecast bridge](#) accounts for the published totals. [Receiving allocations](#) demonstrate the capacity screen. [Financial comparison](#) separates priced allowances from unknown implementation costs.

Supporting records: [school profiles](#) [geography](#) [cost formulas](#) [evidence gaps](#) [research transfer source register](#) [full FTE reconciliation](#)

The October 3 2026 baseline NNPS-2026-10-03-R3 and companion workbook retain the receiving-allocation, forecast-bridge and FTE-reconciliation calculations and earlier research source history. Appendix G corrects prior staffing wording and provides the full reconciliation. Pupil counts are rounded for display; capacity ceilings use whole pupils. A version-aligned workbook is a proposed engagement deliverable.

Standard and scope of review

Selected GAO principles inform evidence relevance, reliability, sufficiency, reproducibility and disclosure of limitations. The review was not conducted under all GAGAS requirements and provides no assurance or certification. It did not independently authenticate every external source, parent original, operating condition or workbook formula. [S79]

The forecast difference reconciled arithmetically

The two forecasts agree closely on their published 2025–26 baselines and diverge in projected change. The completed arithmetic bridge isolates those two contributions. It does not apportion housing, births, migration or grade progression. [S01, S43]

K–12 forecast	2025–26 baseline	2030–31 forecast	Projected change
WXY	24,370	24,023	–347
UVA	24,360	22,285	–2,075
WXY less UVA	10	1,738	1,728

Accounting identity using rounded displayed counts: 1,738 final-year gap = 10 baseline gap + 1,728 difference in projected change. The underlying UVA 2030–31 value is 22,285.0535; the calculation retains that unrounded value. The forecasts are competing models, not upper and lower confidence bounds.

UVA annual series for a dated comparison

School year	K–5	Grades 6–8	Grades 9–12	K–12 total
2025-2026 actual	11,408	5,601	7,351	24,360
2026-2027 projected	11,249	5,520	7,182	23,951
2027-2028 projected	10,951	5,454	7,128	23,533
2028-2029 projected	10,674	5,343	7,054	23,071
2029-2030 projected	10,379	5,344	6,912	22,634
2030-2031 projected	10,187	5,186	6,912	22,285

Totals are calculated from unrounded grade cells; rounded components may differ by one from a rounded total.

Source: UVA February 2026 projection vintage. [S43]

What the arithmetic cannot resolve

WXY's student-level baseline, housing timing and grade-progression inputs must be compared with UVA's fall membership, births and progression assumptions on the same dates and grades. WXY's reported 429 housing-related pupils are an input to examine, not an additional 429 to add to the forecast or an established share of the gap.

A citywide decline does not establish spare places at each receiver. The next calculation must place pupils by school and grade under both models. The 158-place and 34-place headroom results later in this report are capacity breakpoints, not substitute school enrollment forecasts.

Staffing space and funded cost

A receiving school needs suitable rooms and qualified staff in the same grades and periods as the incoming pupils. Published physical capacity does not establish instructional or staffed capacity. Required special education, language, counseling and intervention services must remain deliverable.

Illustrative same-grade cohorts	Sections before combination	Sections after combination	Possible section change
44 and 44 pupils	$2 + 2 = 4$	$\text{ceil}(88 / 22) = 4$	0
55 and 33 pupils	$3 + 2 = 5$	$\text{ceil}(88 / 22) = 4$	1 fewer

Twenty-two pupils per section is an illustrative planning assumption, not an NNPS class-size rule. Each grade must be calculated separately with the applicable service and class-size requirements. A section released by combination may fill a vacancy elsewhere without reducing payroll. A financial saving requires an otherwise funded cost to end, after transition and receiver costs. [S13; author illustration]

The historical staffing sum corrected

FY2025 ACFR reconciliation	FTE	Scope
Nine categories displayed in the earlier narrative	2,609	Selected teachers, counselors and support roles
Other 16 source-table categories	1,594	Remaining supervisory, instructional and support roles
All 25 source-table category values	4,203	Recalculated sum, printed page 122
Published All employees total	4,202	Retained source total
Category sum less published total	1	Source reconciliation still required

The source table is an unaudited annual FTE schedule, not the August 2026 employee/PCN snapshot. The one-FTE difference is in the full source table; rounding or coding could be relevant but has not been established as the cause. Appendix G lists every category and identifies the selected nine. [S06, printed p 122]

What changes a cost comparison

For each receiver, reconcile pupil grade counts to rooms, sections, teacher qualifications, service caseloads and funded positions. Record whether a position ends, moves into a vacancy or remains at the sending site during a phase-in. Use salary plus benefits and transition costs; an average campus salary is not an avoidable payroll amount.

Transportation records and operating meaning

The August 24 2026 records establish staffing counts and export arithmetic. They do not yet establish trip reliability, the cause of each classification or savings from a changed duty. The school-arrival exports are not student-origin or home-arrival records. [S70–S73]

PCN category	Positions	Active employees	Vacancies
Area key driver	11	11	0
Bus driver	209	156	53
Master bus driver	15	7	8
Master I	3	3	0
Master II	41	32	9
Non-CDL	10	7	3
Total	289	216	73

These counts come from the HR snapshot, not a count of qualified drivers available for a particular AM/PM duty. License, training, leave, assignment and coverage data must be linked before calculating a duty-coverage rate. Personnel names are omitted.

PM export partition	Recalculated count	What it establishes
Plan = Act + Missed	$585 = 473 + 112$	Row-label arithmetic reconciles
Act = Early + OnTime + Late	$473 = 40 + 286 + 147$	Actual-label categories reconcile
Missed / Plan	$112 / 585 = 19.15\%$	Weighted label ratio; no defined failure rate
Export Missed footer	25.60%	Differs from pooled ratio; aggregation needs explanation

“Missed” is an unconfirmed system classification. The 112 entries must not be described as 112 failed buses or a verified percentage of children unserved. The PM file has 69 data rows and 57 school labels; the AM file has 42 rows and lacks Act, Missed and Pending fields. [S71–S72]

NNPS reported 2025 changes removing more than 4,000 daily miles, 575 stops and 26 routes, with bell changes separately described as 13 fewer routes/buses. These are division-reported results, potentially overlapping, and cannot be summed or converted directly to cash. Match old/new duties, paid hours, actual trips and costs before extending them. [S74]

Family evidence and access comparison

The five retained accounts help identify issues to test: reliable service, communication, supervision and access to valued programs. They include favorable and unfavorable experiences. None supplies a verified timed trip with an authenticated incident date, and they cannot estimate the share of parents affected.

Coded account and source	Reported experience	Evidence limit
P01 Riverside Elementary [S62]	Self-described parent praises drivers and aide care for a child who relies on the bus.	Syndicated Google review; original and incident date absent.
P02 School unspecified [S62]	Parent reports a worried call from their child about a bus interruption and contact with Transportation.	Truncated indexed review; location and supervision partly child-relayed.
P03 School unspecified [S62]	Reviewer reports repeated service problems and no supervisor callbacks.	Caregiver role not established; no dated trip or verified general allegation.
P04 Magnet parent and driver [S63–S64]	September 15 public comment opposes reducing transportation because families differ in ability to drive.	Parent/employee perspectives overlap; unreviewed transcript needs original audio check.
P05 Magnet parent [S65]	May 7 interview describes a beneficial educational fit and concern about maintaining access.	Journalist-reported interview; no original interview or measured route time.

P04 recording pointer: 29:51–32:06, parent role at 29:56–29:59. Review display ages are not incident dates. The Facebook page returned an access block, so no posts or comments were verified. Regional Reddit material was either outside NNPS or lacked authenticated incidents and remains excluded from measured trip evidence. [S62–S69]

Attach primary observations to each alternative

Use the same family record for baseline and proposed service: school/grade, date, planned and actual pickup, school arrival, dismissal and home arrival, communication, missed instruction, required accommodations and activity access. Record parent or child observation separately from routing-system labels; verify times with the operating record where available.

For the two southeast allocation tests, the affected sending cohorts are 497 or 445 study pupils. Current receiver pupils also experience the change: 1,130 at Newsome Park/An Achievable Dream or 1,182 at Discovery/An Achievable Dream. These are baseline cohort counts, not an estimate of respondent numbers or current individual assignments.

Readiness and physical work compared

Retaining campuses, changing route duties, removing modular rooms and withdrawing a campus have different costs and affected pupils. The shared allowance funds investigation and verification. Physical work and ongoing changed service must be separately priced.

Work alternative	Populated baseline and scope	Cost classification
Retain existing campuses	No reassignment assumed. Maintain current funded services and planned asset obligations.	Incremental cost unknown pending adopted baseline; no saving assumed
Route and data readiness	1,600 hours at \$45, plus 15% reserve = \$82,800	Planning allowance
Specialist review and engagement	600 review hours and \$30,000 engagement, plus reserve = \$138,000	Planning allowance
Ongoing verification	Four years at \$57,500 = \$230,000	Planning allowance
Greenwood modular removal	477 pupils / 922 published places; no verified count of removable staffed rooms	Unpriced work; receiver rooms, site works and usable capacity unresolved
Named campus release test	497 or 445 baseline sending pupils in the two fitting southeast tests	Unpriced transition and annual net implementation cost

Removing a room changes the denominator

Greenwood's 51.7% ratio includes the study's published capacity. Removal is feasible only after identifying which capacity is modular, which rooms are actively used, which permanent rooms can deliver each grade/service, and what replacement or site work costs. A lower denominator can raise utilization without adding pupils or releasing any cash. [S03]

For a room or campus alternative, compare annual avoided payroll, utilities and contracts with additional receiver staffing, transport, holding/reuse and lost net outside revenue. List one-time relocation, accessibility, contract exits and temporary dual-service costs. Missing values remain unpriced; a documented zero must be explicitly supported.

Pay only for incremental scope

The WXY award includes capacity, enrollment, boundaries and financial impacts, with performance through January 30 2027. Match readiness tasks to the executed contract and amendments before purchasing overlapping work. The model has not deducted unverified scope credits. This \$450,800 package therefore remains a gross planning allowance. [S08, S32; Appendix C]

Instructional services and facility scale

Comparison field	Core instruction pilot	Satellite section pilot
Defined allowance	1 intervention teacher, 0.5 coach, 15 stipends and support	1 classroom teacher for 20 offered seats, 0.5 coach, 15 stipends and support
Pupil placement assumption	Current host pupils; no additional host enrollment assumed	Illustrative 20 occupied seats transferred into host; no division enrollment gain assumed
Annual cost and setup	Planning allowance \$276,000 + \$103,500 setup	Planning allowance \$276,000 + \$103,500 setup
Instruction still to specify	Grades, eligible pupils, unique roster, group sizes and weekly delivered minutes	Entry grade, applicants/origins, occupied roster, curriculum and weekly delivered minutes
Facility decision	No additional host seats assumed filled	Small utilization change; no facility solution established

Completed host utilization comparison

Illustrative host	Study pupils / capacity	With 20 net additional host pupils	Change	Additional pupils needed from baseline to reach 80% utilization
Newsome Park	445 / 966	465 / 966 = 48.1%	2.1 points	328
Greenwood	477 / 922	497 / 922 = 53.9%	2.2 points	261

The 20-pupil example assumes net additions at the host, not 20 new division pupils. Existing host pupils taking a new program do not raise host enrollment. Newsome Park and Greenwood already have program pathways; this allowance does not price a complete new magnet or a divisionwide reform. [S03, S10, S39]

At 20 offered seats, the annual envelope is \$13,800 per offered seat; at 15 occupied seats, it is \$18,400 per occupied seat. These ratios exclude setup/shared readiness and do not equal cost per unique beneficiary when coaching or intervention reaches others. Count unique pupils and actual minutes before evaluating value.

A teacher cannot simultaneously fill the satellite classroom and a full intervention assignment. A pilot must specify qualification, timetable, coach caseload and outcome measurement. A favorable instructional result would support that service; it would not by itself establish a facility consolidation.

Southeast campus capacity comparisons

The same 1,627 study pupils are tested against three possible two-campus footprints. All campus pairs in this group are within three straight-line miles. Distance between campus points does not establish student travel, safe walks, routes or attendance boundaries. [S03]

Baseline school	Pupils	Published capacity	Current use	Whole-pupil 80 to 90% band
Newsome Park NPES	445	966	46.1%	773 to 869
Discovery STEM DSES	497	828	60.0%	663 to 745
An Achievable Dream Elementary AAES	685	1018	67.3%	815 to 916

Campus tested for release	Retained footprint capacity	Combined use	Headroom at 90%	Screen result
Discovery	1,984	82.0%	158	Aggregate fit
Newsome Park	1,846	88.1%	34	Aggregate fit
An Achievable Dream	1,794	90.7%	-13	Fails 90% ceiling

The combined ceiling sums each receiver's floor ($0.90 \times \text{capacity}$), rather than rounding a combined percentage up. Both fitting cases also admit allocations with each receiver between 80% and 90%; those integer intervals and an example allocation follow. "Release" identifies the tested campus footprint, not an adopted closure or the future use of the property.

What could reverse the apparent fit

The Discovery-release case tolerates at most 158 additional pupils across the two receivers at this fixed ceiling, about 9.7% of the group baseline. The Newsome-release case tolerates 34, about 2.1%. Grade bottlenecks, unusable rooms or required services can remove that apparent headroom even without enrollment growth.

Discovery's directory spans K–5, its Explorer location label says K–2 and its magnet entry description identifies grades 3–5. Reconcile the program and room records before any grade placement. An Achievable Dream and Newsome Park program admissions, services and continuity also require explicit arrangements. [S54–S55, S10, S39]

Historical building years in Appendix A are Discovery 2016, Newsome Park 1967 and An Achievable Dream Elementary 1961. These dates do not establish current condition. Each capacity comparison also needs verified condition, required improvements, remaining useful life and committed spending before an asset decision. Current capacity tests retain the Explorer denominators, including Newsome Park's 966; its historical 611 requires reconciliation rather than substitution. [S36–S37, S03]

Illustrative receiving allocations and limits

These are author-generated integer allocations that prove the aggregate capacity arithmetic, using every pupil in the sending school's study count. They are not observed student placements. No grade, pupil origin, choice acceptance or legally required service is assigned by this calculation.

Discovery release test

Receiver	Existing pupils	Incoming example	Resulting pupils	Use	Headroom at 90%
Newsome Park	445	350	795	82.3%	74
An Achievable Dream	685	147	832	81.7%	84
Combined	1,130	497	1,627	82.0%	158

Every allocation that puts both receivers within the 80–90% band sends 328 to 367 of Discovery's 497 pupils to Newsome Park. An Achievable Dream receives the balance, from 169 down to 130. The example sends 350 and 147. Final enrollment ranges are 773 to 812 at Newsome and 815 to 854 at An Achievable Dream.

Newsome Park release test

Receiver	Existing pupils	Incoming example	Resulting pupils	Use	Headroom at 90%
Discovery	497	225	722	87.2%	23
An Achievable Dream	685	220	905	88.9%	11
Combined	1,182	445	1,627	88.1%	34

Every in-band allocation sends 214 to 248 of Newsome Park's 445 pupils to Discovery. An Achievable Dream receives the balance, from 231 down to 197. The example sends 225 and 220. Final enrollment ranges are 711 to 745 at Discovery and 882 to 916 at An Achievable Dream.

Reproduce the allocation interval

For receivers A and B, sending cohort M, capacities CA and CB, and baseline counts EA and EB: lower bound = $\max(0, \text{ceil}(0.8CA) - EA, M - (\text{floor}(0.9CB) - EB))$. Upper bound = $\min(M, \text{floor}(0.9CA) - EA, M - (\text{ceil}(0.8CB) - EB))$. A whole-pupil allocation exists only when the lower bound is no greater than the upper bound. Apply grade-level constraints separately.

No integer allocation can place all 685 An Achievable Dream pupils into Newsome Park and Discovery while keeping both at or below 90%: their combined limit is 1,614, below the group's 1,627. This rules out that specified screen, not all future configurations.

Other completed pair screens

The available detailed records produce 97 same-level pairs from 20 eligible schools after exclusions. Four meet the aggregate 90% upper ceiling. Most fail the separate three-mile campus-point screen; none is a verified travel or receiving-school solution. [S03; unchanged workbook Capacity screens]

Tested pupils transferred to receiver	Combined pupils	Receiver capacity	Use	Headroom at 90%	Straight-line miles
Yates → Newsome Park	855	966	88.5%	14	7.89
B T Washington → Hines	1,279	1,422	89.9%	0	4.51
Hilton → Newsome Park	822	966	85.1%	47	3.24
B T Washington → Crittenden	1,217	1,552	78.4%	179	2.94

Receiver names identify the larger published capacity used in each screen, not an adopted destination. The Crittenden result fits the upper ceiling but is below the 80% lower band; it requires 25 additional pupils to reach 1,242. Hines has no whole-pupil headroom under the ceiling. Neither result establishes grade, course or staffed capacity.

Nearby pairs that do not fit

Pair	Combined pupils	Larger capacity	Pupils above 90% ceiling	Straight-line miles
Hines and Crittenden	1,632	1,552	236	1.6
Greenwood and Richneck	982	922	153	1.4
Newsome Park and Discovery	942	966	73	1.4

These examples show why proximity and low utilization at one school are insufficient. The larger published building does not hold both cohorts within the planning ceiling. A distributed alternative, such as the southeast two-receiver tests, changes the calculation and the possible burdens.

Coverage can change the option set

Eighteen study schools lack matched current detailed capacity records. Additional receivers, room/program constraints and student origins may change the feasible alternatives. The campus maps in Appendix B show locations and program hosts; they do not show proposed attendance zones, road-connected service areas, crossings or pupil origins.

Financial comparison and savings assumptions

The gross model is complete for its stated readiness, verification and pilot allowances. It remains incomplete for implementation of a named facility or route alternative. Those missing items cannot be counted as zero or assigned an average division cost.

Planning allowance component	Calculation including reserve	Amount
Route/data readiness	$1,600 \times \$45 \times 1.15$	\$82,800
Specialist review	$600 \times \$150 \times 1.15$	\$103,500
Family engagement	$\$30,000 \times 1.15$	\$34,500
Pilot setup per campus	$\$90,000 \times 1.15$	\$103,500
Annual teacher per pilot	$1 \times \$100,000 \times 1.15$	\$115,000
Annual half coach per pilot	$0.5 \times \$120,000 \times 1.15$	\$69,000
Annual stipends per pilot	$15 \times \$2,500 \times 1.15$	\$43,125
Annual transport/support per pilot	$\$30,000 \times 1.15$	\$34,500
Annual materials/evaluation per pilot	$\$12,500 \times 1.15$	\$14,375
Annual shared verification	$\$50,000 \times 1.15$	\$57,500
Five-year package	Gross planning allowance	Conditional net at 10% proposed pool
Readiness and verification	\$450,800	+\$1,078,060
Shared plus one pilot	\$1,658,300	-\$129,440
Shared plus two pilots	\$2,865,800	-\$1,336,940

The proposed reference pool is $\$2,122,150$ driver overtime + $\$1,700,000$ fuel = $\$3,822,150$ per year. Assumed avoided spending is $4 \times 10\% \times \$3,822,150 = \$1,528,860$. The same unverified savings case is applied to all three packages; the model does not establish that any package achieves it. Net means assumed avoided spending less gross allowance. If only half the pool is eligible, the same 10% improvement equals 5% of the whole pool. [S04]

FY2025 historical actual overtime/fuel totals $\$4,496,684$. It is a separate vintage, not a larger verified avoidable pool. Appendix C retains both-pool sensitivities, annual two-pilot cash and break-even calculations. No staffing guarantee, base wages, debt or continuing contract cost is credited as avoided.

Affected students services and burdens compared

The completed capacity and allowance results must be joined to service and family evidence before selection. The table identifies which baseline cohorts change and where implementation evidence is still missing; unknowns are not favorable results.

Alternative	Study pupils moved	Receiver pupils already there	Capacity result	Full annual implementation cost
Retain three campuses	0 assumed	1,627 across three sites	57.9% combined use	Current funded baseline not fully reconciled
Discovery release test	497	1,130 at Newsome/AA	Example 795 + 832; 158 headroom	Unpriced, including grade/service and route effects
Newsome release test	445	1,182 at Discovery/AA	Example 722 + 905; 34 headroom	Unpriced, including grade/service and route effects
Core instruction pilot	0 assumed	Host roster not specified	No host enrollment gain assumed	\$276,000 annual allowance; setup/shared extra
20-seat satellite example	20 net host transfers assumed	445 Newsome or 477 Greenwood baseline	About 2-point utilization gain	\$276,000 annual allowance; setup/shared extra

Compare five outcomes in their own units

Utilization: report grade/room capacity as well as total places. Transportation: report scheduled and delivered trips, ride-time tails, paid duties and safe walks. Impact: count unique pupils moved, sibling splits, staff transitions and feeder changes. Diversity: report privacy-safe composition and segregation measures using actual assignments. Access: report program eligibility, accepted offers, delivered service, required accommodations and activity participation.

The available aggregate counts do not establish any change in diversity, an accessible route, a grade-level receiving plan or a shorter ride. Geography should use student origins and road connections; neighborhood race or income is not an individual pupil characteristic. No-car households require observed or reported access arrangements, not an assumption from a city average. [S01, S16, S51–S53]

Protect continuity through the transition

Immediate reassignment, terminal-grade grandfathering and incoming-cohort phase-in have different numbers of pupils moved and years of duplicate service. Price each with its end date. Preserve required specialty pathways and legally required services, provide translated notices and appeal arrangements, and record effects on the current receiving pupils. Historical litigation alone does not establish present operative orders. [S19]

Published financial baseline and capital commitments

Source-backed division expenses establish scale and accounting context. They do not establish what a named option avoids. Overlapping functions, departments and capital allocations must remain separate.

Verified published FY2025 expense	Amount	Accounting scope
Transportation	\$25,952,956	ACFR General Fund budget basis [S06]
Transportation department	\$25,944,633	Budget-book department actual [S04]
Building services	\$37,233,467	Within ACFR operations/facilities [S06]
Operations and facilities	\$51,730,218	Broader ACFR function [S06]
Operations and Maintenance department	\$42,773,215	Budget-book department [S04]

The two transportation actuals differ by \$8,323; reconcile the ledger scope before using a common baseline. Building services is contained in the broader ACFR function. Do not add these rows or divide them by campus count to price a closure. Final amended FY2027 NNPS appropriations and option funding are not established in this comparison.

Adopted FY2027 to FY2031 school CIP allocation	Five-year amount
General renovations	\$50,000,000
Denbigh renovation	\$58,800,000
Warwick renovation	\$32,000,000
Bus replacement	\$10,000,000
Technology	\$10,000,000
Total	\$160,800,000

Published adopted planning allocations, not implementation quotes, operating funds or avoided spending. Commitments and funded work must be checked before canceling or crediting a project. [S07, printed pp 79–84]

The Huntington replacement is described as 600 places anticipated during 2026–27. Confirm opening/usable capacity and count replacement versus temporary co-location once; those places are not all net additions. The operating model assumes no construction-sales-tax referendum revenue for instructional salaries. Urgent safety work should continue while discretionary capacity projects are aligned with the selected footprint. [S04, S11, S17–S18, S36]

Complete the comparison before recommendation

The next product is a priced school-by-school comparison for the retained alternatives. This report supplies baseline pupils, candidate receivers, capacity intervals and allowance cash flows. NNPS must join them to the local grade, room, duty and ledger evidence below. Proposed responsibilities are not accepted commitments.

Comparison to complete	Proposed responsible offices	Acceptance evidence
DSES → NP/AA and NP → DSES/AA	WXY, academics, principals, Facilities, HR	Each grade/required program placed in usable rooms with qualified staff; effect on current receiver pupils shown
Both forecast paths	Planning, WXY, Finance	Common dated baseline and school/grade projections; housing and progression reconciliation; annual headroom under each model
Actual transportation duties	Transportation, HR, evaluation lead	Student origins linked privately to proposed routes; required service and safe walks; tested ride tails, paid hours and multi-day baseline
Campus and route cash flows	CFO, City Finance, Facilities	Year-by-year avoided funded cost minus receiver/transport/holding cost; transition quotes, commitments and funding identified
Instructional pilot service	Academics, principal, special services	Grades, unique beneficiaries, delivered minutes, timetable, staffing, measurement and access arrangements priced

Decision sequence aligned with the study

October: freeze the common records and contract-scope reconciliation; establish a multi-day transport and parent-observation baseline. November: complete the two receiving comparisons and viable additional alternatives. December: publish the populated grade, service, burden and annual-cost sheets with the draft scenarios. January 2027: present a funded recommendation with unresolved conditions and a contingency plan. [S75; proposed work sequence]

The district priorities survey is open through October 12, with December draft scenarios and January consideration announced for possible 2027–28 implementation. Survey responses need role, duplicate and sampling checks before being treated as parent prevalence. The VDOE annual transportation report due October 31 can reconcile annual miles, pupils and expenditures; it does not replace trip reliability evidence. No NNPS filing has been authenticated here. [S75, S78]

Before any 2027–28 launch, responsible offices should verify receiving rooms and staffing, appropriate legal authority, appropriations, tested routes, individual transition arrangements and a fallback if readiness slips. Evaluate delivered instruction, service reliability and full costs before expansion. Independent school-finance, transportation, instructional and facilities review should use the same populated sheets and record supported disagreements.

Appendix A Current study school profiles

North-to-south map order. Enrollment is the recovered 2025–26 study value; capacity is the Explorer 2026 optimal-capacity field. These are not certified staffed seats. Unavailable values remain blank in the workbook. [S03]

Map and school	ID	Enrollment	Capacity	Use
1 Katherine Johnson Elementary	KJES	Unavailable	Unavailable	Unavailable
2 Greenwood Elementary	GWES	477	922	51.7%
3 Woodside High	WSHS	1,707	1,832	93.2%
4 Ella Fitzgerald Middle	EFMS	Unavailable	Unavailable	Unavailable
5 Denbigh ECC	DEPK	Unavailable	Unavailable	Unavailable
6 General Stanford Elementary	GSES	Unavailable	Unavailable	Unavailable
7 Richneck Elementary	RNES	505	761	66.4%
8 Passage Middle	PSMS	Unavailable	Unavailable	Unavailable
9 McIntosh Elementary	MTES	Unavailable	Unavailable	Unavailable
10 Dutrow Elementary	DUES	Unavailable	Unavailable	Unavailable
11 Stoney Run Elementary	SRES	Unavailable	Unavailable	Unavailable
12 Knollwood Meadows Elementary	KMES	Unavailable	Unavailable	Unavailable
13 Denbigh High	DBHS	Unavailable	Unavailable	Unavailable
14 Kiln Creek Elementary	KCES	550	644	85.4%
15 Sanford Elementary	SFES	Unavailable	Unavailable	Unavailable
16 Jenkins Elementary	JIES	469	616	76.1%
17 Palmer Elementary	PAES	449	651	69.0%
18 Menchville High	MEHS	Unavailable	Unavailable	Unavailable
19 Charles Elementary	CHES	Unavailable	Unavailable	Unavailable
20 Yates Elementary	YAES	410	507	80.9%

40 mapped study schools; 22 recovered current campus records. No district capacity total or closure shortlist is inferred from this partial subset. Grade spans, program rooms, temporary locations and modulars require reconciliation.

Current study school profiles continued

North-to-south map order. Enrollment is the recovered 2025–26 study value; capacity is the Explorer 2026 optimal-capacity field. These are not certified staffed seats. Unavailable values remain blank in the workbook. [S03]

Map and school	ID	Enrollment	Capacity	Use
21 Saunders Elementary	SDES	672	754	89.1%
22 Watkins ECC	WEPK	Unavailable	Unavailable	Unavailable
23 Deer Park Elementary	DPES	433	507	85.4%
24 Gildersleeve Middle	GSMS	Unavailable	Unavailable	Unavailable
25 Hidenwood Elementary	HDES	Unavailable	Unavailable	Unavailable
26 Riverside Elementary	RSES	Unavailable	Unavailable	Unavailable
27 Warwick High	WWHS	1,531	1,769	86.5%
28 Hines Middle	HIMS	847	1,422	59.6%
29 Sedgefield Elementary	SGES	453	568	79.8%
30 Hilton Elementary	HIES	377	438	86.1%
31 Carver Elementary	CEES	669	794	84.3%
32 Crittenden Middle	CTMS	785	1,552	50.6%
33 Heritage High	HTHS	1,092	1,678	65.1%
34 Huntington Middle	HTMS	317	540	58.7%
35 An Achievable Dream Academy (Middle and High)	AAMH	471	670	70.3%
36 Newsome Park Elementary	NPES	445	966	46.1%
37 Booker T. Washington Middle	BTMS	432	450	96.0%
38 Discovery STEM Academy	DSES	497	828	60.0%
39 Marshall ECC	MEPK	Unavailable	Unavailable	Unavailable
40 An Achievable Dream Academy (Elementary)	AAES	685	1,018	67.3%

40 mapped study schools; 22 recovered current campus records. No district capacity total or closure shortlist is inferred from this partial subset. Grade spans, program rooms, temporary locations and modularity require reconciliation.

Historical building and salary references

Building year and gross area are from the June 2022 table [S36, slide 15]. Teacher salary is the FY2024–25 school average [S29, pp 51–52], excluding benefits. These fields do not establish current building condition, available seats, staffing need or teaching quality.

School	Year built	Gross sq ft	Average salary
Katherine Johnson Elementary	1956	71,397	\$66,561.61
Greenwood Elementary	1986	74,406	\$66,785.15
Woodside High	1996	255,746	\$71,299.86
Ella Fitzgerald Middle	1974	132,709	\$69,203.12
Denbigh ECC	1960	76,221	\$73,638.18
General Stanford Elementary	2003	67,766	\$73,248.32
Richneck Elementary	1967	68,739	\$70,819.09
Passage Middle	2001	131,880	\$67,343.90
McIntosh Elementary	1976	62,898	\$70,093.52
Dutrow Elementary	1974	30,167	\$70,370.43
Stoney Run Elementary	1968	65,136	\$65,054.30
Knollwood Meadows Elementary	1965	65,111	\$66,739.32
Denbigh High	1965	226,751	\$72,329.09
Kiln Creek Elementary	1991	96,438	\$66,661.88
Sanford Elementary	1964	61,063	\$69,046.55
Jenkins Elementary	1966	53,961	\$68,384.24
Palmer Elementary	1971	56,772	\$67,250.76
Menchville High	1970	245,653	\$70,343.42
Charles Elementary	1970	60,388	\$69,306.00
Yates Elementary	1962	43,608	\$69,719.13

Matched by school identity, including Lee Hall/Katherine Johnson, Epes/Stoney Run, Nelson/Knollwood Meadows and Dozier/Ella Fitzgerald. Huntington has no matched building row and is left unavailable. Former Gatewood and the adult-learning center are outside the 40-school register. Warwick salary is rounded to cents from the published numeric extract. Do not average school averages into a district salary.

Historical references continued

Building year and gross area are from the June 2022 table [S36, slide 15]. Teacher salary is the FY2024–25 school average [S29, pp 51–52], excluding benefits. These fields do not establish current building condition, available seats, staffing need or teaching quality.

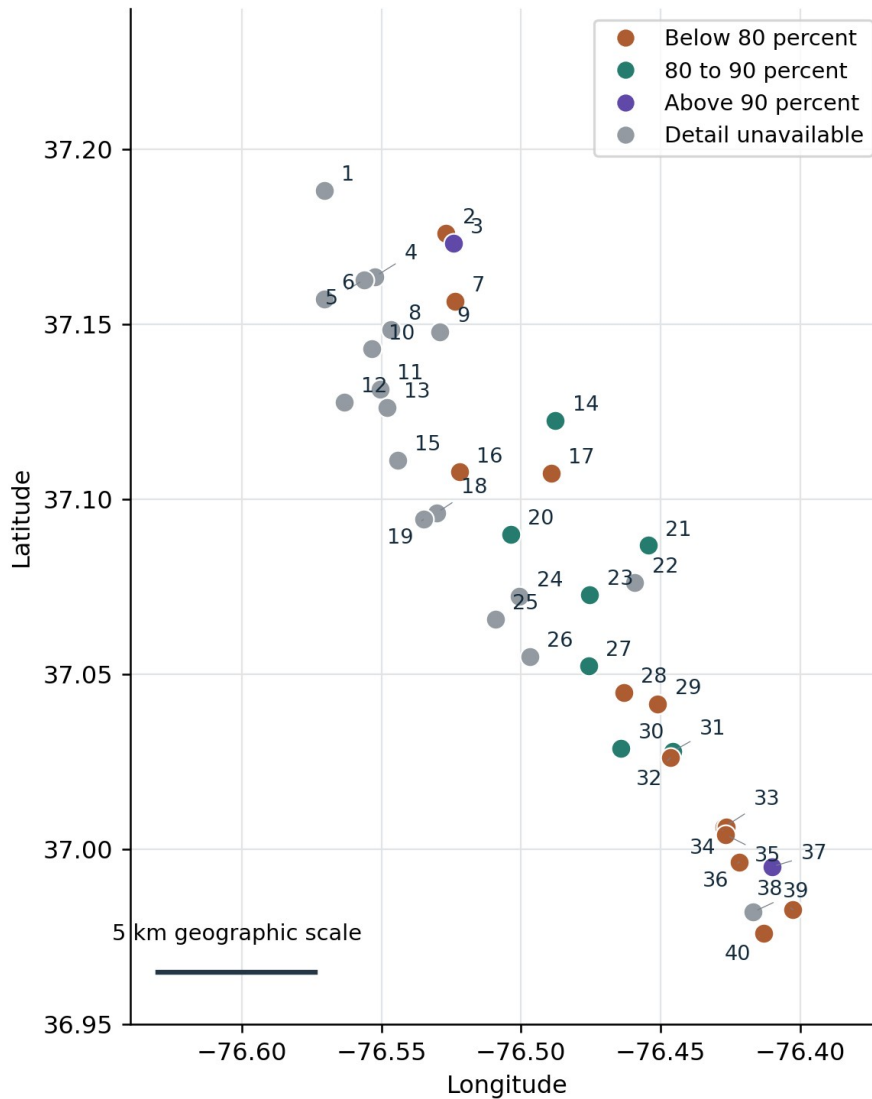
School	Year built	Gross sq ft	Average salary
Saunders Elementary	1965	64,300	\$68,550.65
Watkins ECC	1975	75,203	\$75,537.95
Deer Park Elementary	1953	49,612	\$74,010.48
Gildersleeve Middle	1989	135,246	\$72,700.33
Hiddenwood Elementary	1957	59,792	\$65,698.31
Riverside Elementary	1952	52,918	\$70,365.60
Warwick High	1968	237,258	\$69,913.20
Hines Middle	1990	135,246	\$66,091.22
Sedgefield Elementary	1956	57,761	\$61,882.68
Hilton Elementary	1919	47,800	\$72,049.39
Carver Elementary	1953	70,366	\$72,778.09
Crittenden Middle	1949	174,112	\$70,206.49
Heritage High	1996	255,746	\$72,484.05
Huntington Middle	Unavailable	Unavailable	\$76,598.17
An Achievable Dream Academy (Middle and High)	1951	98,315	\$71,794.04
Newsome Park Elementary	1967	93,554	\$67,870.32
Booker T. Washington Middle	1929	72,400	\$72,484.64
Discovery STEM Academy	2016	97,612	\$66,845.08
Marshall ECC	1961	43,327	\$78,238.50
An Achievable Dream Academy (Elementary)	1961	118,807	\$66,255.41

Matched by school identity, including Lee Hall/Katherine Johnson, Epes/Stoney Run, Nelson/Knollwood Meadows and Dozier/Ella Fitzgerald. Huntington has no matched building row and is left unavailable. Former Gatewood and the adult-learning center are outside the 40-school register. Warwick salary is rounded to cents from the published numeric extract. Do not average school averages into a district salary.

Appendix B School and program geography

Public school points show where campuses are located and where recovered utilization details exist. They do not show student origins, walking routes, journey times or a proposed attendance boundary. Gray points indicate unavailable detail, not zero enrollment.

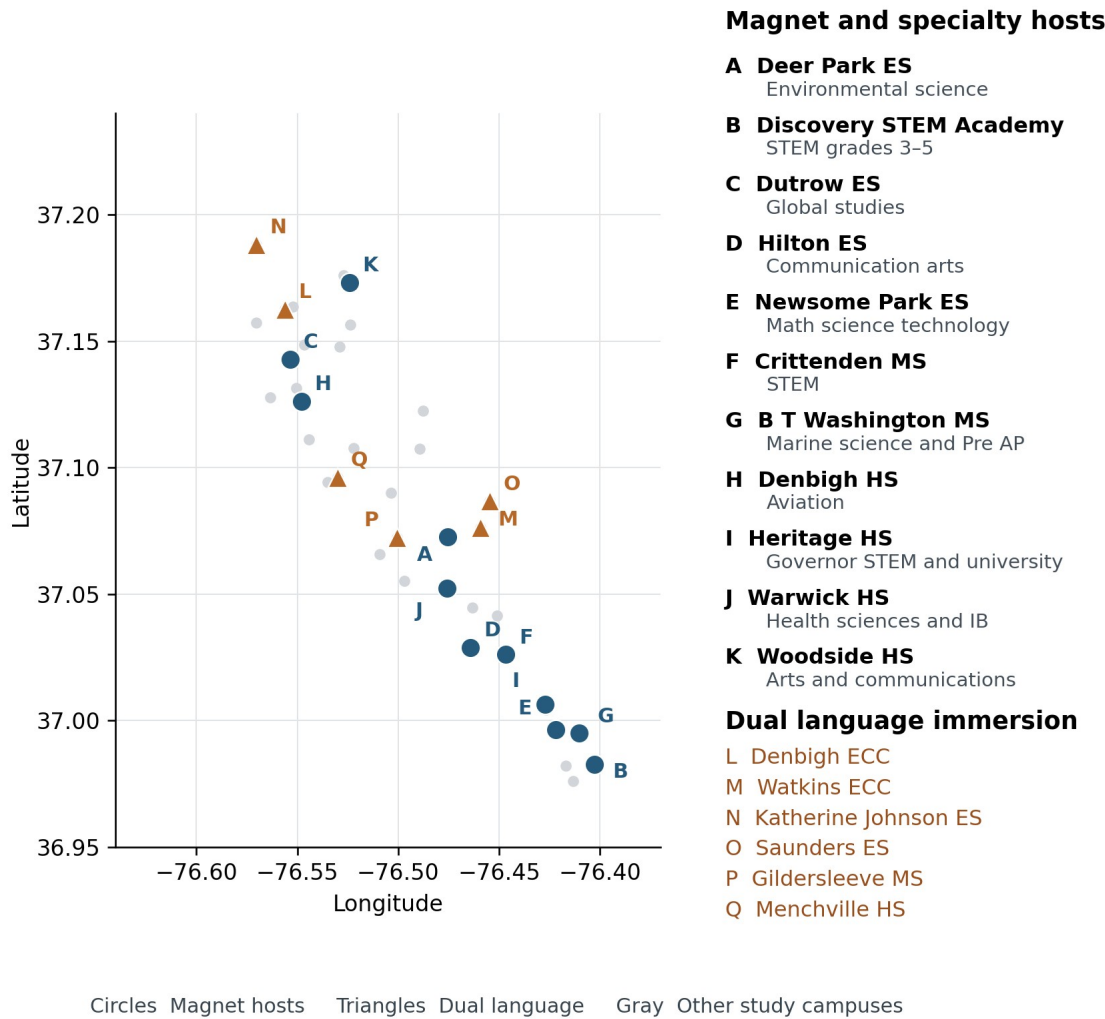
Forty study school locations and reviewed utilization



Source [S03]. Map numbers match Appendix A. Co-located points are offset for legibility. Huntington and Heritage were mapped at their temporary shared location; verify current occupancy before scenario analysis.

Program geography and demand tests

Published program locations



The map now includes the six DLI hosts alongside the existing magnet network. Published gifted listings and DLI transport eligibility are in the Program access worksheet. Coordinates come from the study point register; inconsistent addresses on the DLI page are not used. [S03, S10, S56–S57]

A listed program does not establish an open seat, qualified staffing or eligibility for every grade. Other specialized services require a complete inventory. Gray points mean other mapped study campuses, not an absence of programs. No student origins, roads, safe crossings or proposed attendance zones are drawn.

Appendix C Cost assumptions and calculation rules

Cost item	Quantity	Unit rate	Including 15% reserve
Route and data readiness	1600	\$45	\$82,800
Specialist review	600	\$150	\$103,500
Family engagement	1	\$30,000	\$34,500
Program setup per campus	1	\$90,000	\$103,500
Teachers per pilot	1	\$100,000	\$115,000
Coach share per pilot	0.5	\$120,000	\$69,000
Implementation stipends per pilot	15	\$2,500	\$43,125
Tutoring and activity transport per pilot	1	\$30,000	\$34,500
Materials and evaluation per pilot	1	\$12,500	\$14,375
Service verification	1	\$50,000	\$57,500

All figures are author planning allowances. Readiness costs are route/data work, specialist review and family engagement. Each pilot has one setup allowance and annual staffing/support. Shared verification is charged once per year. Existing funded scope may reduce incremental cash only when documented; no credit has been assumed.

For 2026–27, published 192-day teacher base pay is \$57,000/\$60,990 at entry and \$65,170/\$69,732 at ten years for bachelor/master schedules. At master/ten-year rates, two salaries total \$139,464, leaving \$60,536 within the \$200,000 two-teacher allowance for benefits and other included cost. This check does not validate a loaded quote. [S26]

FY2027 has readiness only; FY2028 has program setup plus the first annual operating year; FY2029–31 repeat annual costs. Readiness and verification gross cost = $220,800 + 4 \times 57,500$. One pilot adds $103,500 + 4 \times 276,000$. A second adds the same amount. The constant-dollar model excludes divisionwide instructional reform, major construction and a full new magnet.

Sensitivity and cash requirements

Assumed pool reduction	Proposed pool annual saving	Two-pilot five-year net	Actual pool annual saving	Two-pilot five-year net
0%	\$0	-\$2,865,800	\$0	-\$2,865,800
5%	\$191,108	-\$2,101,370	\$224,834	-\$1,966,463
10%	\$382,215	-\$1,336,940	\$449,668	-\$1,067,126
15%	\$573,323	-\$572,510	\$674,503	-\$167,790
20%	\$764,430	\$191,920	\$899,337	\$731,547

The proposed pool is driver overtime \$2,122,150 plus vehicle fuel \$1,700,000; FY2025 actual equivalents are \$2,607,406 plus \$1,889,278. Neither is a verified avoidable pool. If only half is eligible, a 10% reduction equals 5% of the full pool. Calculations use unrounded values; displayed dollars are rounded. Guaranteed hours, base wages, benefits, debt and contract extensions are excluded from the claimed saving pool.

Two-pilot annual cash	Gross cost	Assumed saving at 10% proposed	Additional funding
FY2027	\$220,800	\$0	\$220,800
FY2028	\$816,500	\$382,215	\$434,285
Each FY2029–31	\$609,500	\$382,215	\$227,285
Five-year total	\$2,865,800	\$1,528,860	\$1,336,940

Cumulative two-pilot break-even requires 18.74% of the proposed pool or 15.93% of the historical pool for four years. Annual recurring break-even on the proposed pool is 15.95%. Eligibility and attainability remain unproven. Seek appropriations for commitments without relying on unverified savings.

For an escalation downside, grow FY2028 setup and all future annual costs by 3% from FY2027 while holding assumed savings fixed. Gross cost becomes approximately \$3,060,428 and five-year net (\$1,531,568). This is a stress test, not a forecast. Fuel, labor and eligible duty assumptions should ultimately be varied separately.

Route and closure worksheets

Route calculation

Annual net operating saving = service days × removed paid overtime hours/day × avoidable hourly cost + service days × removed miles/day × avoidable fuel/maintenance cost per mile – added annual service costs. Four-year net after change = four × annual net saving – one-time change cost. Use the current duty guarantee and matched trip mix. Do not use fleet averages where a specific duty differs.

Campus calculation

Annual net operating saving = avoided payroll + utilities + contracts – receiving-school costs – extra transport – holding/reuse cost – lost net outside revenue. Present value equals discounted annual net cash less transition cash. The baseline workbook initially uses flat annual flows; any facility implementation proposal requires dated year-by-year flows and a separate capital-cancellation schedule.

Illustrative \$1m transition	2% real rate	4% real rate	6% real rate
Required annual net over five years	\$212,158	\$224,627	\$237,396
Required annual net over ten years	\$111,327	\$123,291	\$135,868

Break-even arithmetic only, not a campus saving estimate. The workbook keeps required inputs blank until evidence is available and returns “n.a.”. Verified zero inputs are distinct from missing values.

Capacity screening arithmetic

Recovered school example	Study pupils and capacity	Pupils above 90%
B T Washington Middle	432 / 450	27
Woodside High	1,707 / 1,832	59

These counts are arithmetic thresholds on the study’s planning band, not reassignment proposals or evidence of unlawful crowding. For example, removing 59 pupils from Woodside would put its ratio at or below 90%, but no destination, route, grade section or student benefit has been established. Equivalent usable capacity could also change the ratio. Do not choose moves from these counts alone. [S03]

Appendix D Evidence gaps and validation record

Evidence field	Coverage in this revision	Consequence
School locations and identifiers	40 / 40	Complete study-point register; not all division programs.
Current campus study detail	22 / 40	No total-capacity or optimal assignment claim.
Historical building year and area	39 / 40 matched	2022 vintage; no current condition claim.
School teacher average salaries	40 / 40 matched	2024–25 salaries only, not benefits or vacancies.
Current filled staff and rider-level service	August 24 2026 PCN and school-arrival exports inspected; rider-level and multi-day records unavailable	No current duty-coverage rate, home-arrival measure or verified service-failure rate.
Campus avoidable cost	Not verified	No closure priced or recommended by name.

Final amended FY2027 NNPS appropriations, complete rider-level service records and campus avoidable costs remain unverified. The inspected FOIA staffing and arrival exports narrow the records gap but do not establish multi-day reliability or savings. Some public endpoints returned access errors; the historical master-plan PDF exceeded retrieval limits.

Checks retained projected enrollment labels and reconciled grade-span counts to published totals. Printed and recalculated forecast rates remain distinct. Live school-quality pages and bulk exports were unavailable; two historical attendance examples came from indexed official tables. A complete academic dataset, school ranking and program-demand record remain unavailable.

Consequential financial and capacity claims were recomputed against available workbook inputs; results are in the review record. PCN totals and AM/PM export schemas were also checked. These arithmetic and document checks do not test district controls, route feasibility, realized savings or global optimality. Source completeness, current operating conditions and legal authority remain implementation conditions.

Baseline NNPS-2026-10-03-R3 includes the receiving-allocation, forecast-bridge and FTE-reconciliation calculations. Recorded recalculation and interval checks passed; missing inputs remain distinct from zero. Grade placements, routes, diversity effects and full implementation prices remain unresolved.

Independent review brief

An external school-finance reviewer should test accounting and avoidability; a transportation practitioner should test duties and service measures; instructional and special-services reviewers should test receiver and pilot readiness; and a facilities professional should update condition and lifecycle cost. Use the same scenario records and unresolved inputs, and record supported disagreements. No reviewer endorsement is implied.

Appendix E Research and transfer to Newport News

Evidence	What it supports	Local limit
Wake County magnet lottery study, 2025 [S20]	Attendance, progression and stability benefits in the studied applicant population.	Third-grade test effects not robust; no guarantee that a new theme fills an NNPS school.
Boston implemented routing, 2019 [S21]	Reported removal of 50 buses and about \$5m annual saving while maintaining mean rides.	Separate implemented routing from an unimplemented bell proposal. Local guarantees and geography differ.
Dallas ACE staffing bundle, 2023 [S22]	Qualified staff, leadership and sustained support can improve outcomes.	Bundle effect, not an isolated stipend effect; incentives ending affected retention and results.
Closure receiving effectiveness, 2012 [S23]	Receiving-school quality shapes displaced-student outcomes.	Author institutional abstract reviewed, not the full paper.
Chicago closures, 2018 [S24, S28]	Persistent mathematics losses and transition burdens are a warning.	Large closure episode differs from NNPS; receiver resources and transition support matter.

External results identify approaches worth testing locally; they do not supply an NNPS effect size or saving. Record staffing stability, actual participation, transport service and outcomes in the pilot. Evaluate the sequence from intervention to service change to educational result, including alternative explanations such as composition, wage changes or housing.

For the Wake County study, lottery-based estimates reported about 4.074 fewer cumulative absences over 2016–19 and a 7.907 percentage-point higher probability of graduating the magnet elementary school; these are not annual districtwide forecasts. Boston's \$5m is never inserted into this model. Dallas ACE and Chicago findings are interpreted with their populations and comparison designs, not as universal promises.

Evidence for instruction and phased expansion

Instructional practices and coaching

The IES foundational-reading guide rates sound–letter awareness and decoding instruction as supported by strong evidence, and daily connected-text reading by moderate evidence. Its recommendations concern classroom practice in kindergarten through grade three. Use them to check the proposed service and implementation, not to promise a local test-score increase. [S41]

Kraft, Blazar and Hogan’s 2018 synthesis of 60 causal-design studies reports pooled effects of 0.49 standard deviations on instruction and 0.18 on achievement. Much of the evidence concerns early-years and elementary literacy coaching. Larger effectiveness trials produced smaller effects than small efficacy studies. This supports a measured coaching investment with protected time and fidelity checks; the pooled effect is not an NNPS forecast. The author-hosted abstract was reviewed. [S42]

A regional example with mixed outcomes

Virginia Beach’s historical Seatack An Achievable Dream evaluation describes a K–2 start followed by one grade per year. In 2015–16, 79% of tested program pupils were at or above the spring reading benchmark, compared with 65% and 75% in two comparison groups. Discipline measures were better that year, but attendance was lower in both years examined. [S40, pp 1–4]

The analysis used matched comparisons, not random assignment; pupils had to attend at least half the year, and the matching data differed between years. The March 2017 evaluation concerns a bundled program and an earlier assessment system. It illustrates phased implementation and the need to report unfavorable outcomes alongside gains, not a proven effect for a new NNPS satellite. [S40]

Translate the evidence into delivery

Before launch	During operation	Before expansion
Confirm adopted materials, teacher preparation and a viable schedule.	Record services delivered, coach contact, staff continuity and attendance.	Compare learning and access with the stated comparator and report uncertainty.
Publish the targeted need and eligible roster or offer rules.	Track participation, declined offers and unequal barriers.	Update costs and staff loads for the next scale; do not multiply a small-study effect.

Evidence for optimizing several goals together

Guan and colleagues' 2025 Winston-Salem/Forsyth County study jointly modeled school boundaries with travel, socioeconomic integration, feeders and compactness. In its middle-school comparison, the uniform-weight multi-objective case reduced average modeled driving distance from 3.35 to 3.07 miles, dissimilarity from 0.57 to 0.53 and feeder splits from 38 to about 32; approximately 22.23% of students were rezoned. [S50, Table 3b]

Tradeoffs remained. Its elementary multi-objective case increased feeder splits from 59 to about 63. These were computational draft scenarios, not measured post-implementation benefits or NNPS forecasts. Most tested cases did not prove global optimality within the ten-hour limit; nonoptimal results summarize 30 runs. Driving distance is not a measured bus journey. [S50, Table 3 and experimental settings]

How to transfer the method responsibly

Lesson for Newport News	Implementation requirement
Search combined choices	Vary program placement, boundaries, staffing and routes together. A fixed school-host decision can exclude a better joint option.
Expose gains and sacrifices	Show all five NNPS considerations and full cost for each draft. Keep raw values visible even if a composite score is used.
Represent the full community	Recruit renters, families without cars, language groups and nonapplicants. Report response coverage; an open meeting vote is not a representative city survey.
Distinguish mathematical status	State feasible versus proved optimal, objective, constraints and gap. Validate every proposed route, section and service outside the optimizer.
Evaluate after implementation	Retain baseline and transition cohorts; compare actual paid cost, travel, placements, diversity and disruption with the published prediction.

The positive implication is that several goals can sometimes improve together when the search is broad enough. The feasible NNPS task is to identify those combinations and test the remaining compromises. Existing public data support the local screens in this report; a final school-specific solution requires the complete operational inputs and the Board's explicit policy choices.

Appendix F Consolidated source register

Official records, primary research and attributed external material available through October 3 2026. This revision contains 79 stable source entries. The latest review adds FOIA record analysis and current official updates; each entry records period, locator, access depth and limits. Presence in this register does not certify every underlying assertion.

S01 NNPS WXY Round 1 meeting presentation

[Open source](#)

Location: Slides 16, 18, 23–56 and appendix. Evidence reviewed: Primary PDF downloaded; quantitative slides read. Use: Study scope, capacity definitions, utilization, enrollment, housing and transportation.

Specific locators also include slide 35 student demographics, slide 41 modular/permanent capacity, slides 42–43 elementary bus times, slide 44 feeder counts, slide 51 housing, slide 61 worksheet questions and slides 75–78 feeder diagrams. Underlying student, route and housing records were not independently verified.

S02 NNPS districtwide efficiency study page

[Open source](#)

Location: Scope, timeline and goals. Evidence reviewed: Primary page reviewed. Use: Public process and projected 2027–28 implementation.

S03 NNPS Boundary Explorer

[Open source](#)

Location: Aggregate table and public school feature responses. Evidence reviewed: Primary application; 22/40 school detail records accessible. Use: Partial campus baseline; denominator and target-count conflicts.

S04 NNPS FY2027 School Board proposed operating budget

[Open source](#)

Primary School Board proposed FY2027 budget PDF. Printed page 72 transportation; pages 88–89 enrollment history and projections. FY2026–30 enrollment rows are explicitly projected. Some printed percentage changes do not equal changes in adjacent totals; the workbook preserves counts and calculates rates separately. This proposal is not final spending authority.

S05 City FY2027 adopted operating budget

[Open source](#)

Location: Printed pages 301–302; appended proposed school budget. Evidence reviewed: Primary PDF downloaded; adopted City table. Use: City contribution and separate debt service; appropriation reconciliation.

S06 NNPS FY2025 Annual Comprehensive Financial Report

[Open source](#)

Location: General Fund budget-basis schedules, printed pages 88–89; capital-asset fleet/capacity schedule, printed page 120; employee FTE schedule, printed page 122. Primary PDF reviewed. These supplemental schedules are marked unaudited. Historical actual spending and operating measures retain their distinct definitions and dates.

S07 City adopted FY2027 FY2031 Capital Improvement Plan[Open source](#)

Location: Printed pages 79–84; FY2027–31 table, not earlier FY2026–30 table. Evidence reviewed: User-provided primary PDF and matching official web PDF. Use: School capital pipeline and capital/operating separation.

S08 NNPS WXY efficiency study procurement award RFP[Open source](#)

Location: Award notice; scope pages 5–6. Evidence reviewed: Primary procurement PDF reviewed. Use: Existing consultant scope includes staffing and transport financial impacts.

S09 NNPS Education Logistics routing system procurement award RFP[Open source](#)

Location: Award notice, technical scope and addendum. Evidence reviewed: Primary procurement PDF reviewed. Use: Existing Edulog optimization and GPS capabilities; avoid duplicative software purchase.

S10 NNPS magnet and specialty programs[Open source](#)

Location: Current program roster and application/transport information. Evidence reviewed: Primary page reviewed. Use: Programs already exist at multiple locations; test demand rather than assume an absence.

S11 NNPS Huntington construction information[Open source](#)

Location: Project overview and temporary-school context. Evidence reviewed: Primary page reviewed; opening status needs operational confirmation. Use: Replacement capacity and co-location must not be double-counted.

S12 NNPS transportation FAQ[Open source](#)

Location: Questions 2, 4 and 5. Evidence reviewed: Primary page reviewed; confirm governing policy version. Use: Published walk distances differ from meeting participant recollections.

S13 Virginia Standards of Quality staffing statute[Open source](#)

Location: Current statute; instructional and support staffing provisions. Evidence reviewed: Current primary legal text reviewed. Use: Staffing floors, class-size constraints and grade-configuration implications.

S14 NNPS 2025 26 SOL results announcement[Open source](#)

Location: Published August 25, 2026; subject/grade comparison tables. Evidence reviewed: Primary district release reviewed; not independently reconciled to VDOE bulk file. Use: Positive recent progress and mixed grade-level results to protect during changes.

S15 VDOE higher proficiency standards cut scores[Open source](#)

Location: 2026–27 assessment changes. Evidence reviewed: Official search-indexed text reviewed; full page unavailable. Use: Do not interpret pass-rate changes without test and cut-score version.

S16 U S Census QuickFacts Newport News city[Open source](#)

Location: V2025 population estimates and 2020–24 ACS characteristics. Evidence reviewed: Primary table reviewed. Use: City context, not a direct NNPS enrollment forecast or student-need denominator.

S17 City school construction sales tax referendum[Open source](#)

Location: November 3, 2026 ballot and revenue-use explanation. Evidence reviewed: Primary HTML downloaded and reviewed. Use: Contingent capital revenue; exclude from base operating funding.

S18 Virginia school construction sales tax statute[Open source](#)

Location: Subsection A. Evidence reviewed: Current primary legal text reviewed. Use: Referendum plus ordinance; capital-only purposes and implementation timing.

S19 School Board of Newport News v Scott 465 F 2d 83[Open source](#)

Location: Judicial opinion body; historical litigation only. Evidence reviewed: Historical primary opinion reproduced by Justia. Use: Historical desegregation context; not proof of current operative orders or unitary status.

S20 Dur et al The Attraction of Magnet Schools Evidence from Embedded Lotteries in School Assignment 2025[Open source](#)

Location: PEPG 25–15; lottery-based study, results and limitations. Evidence reviewed: Primary research PDF reviewed. Use: Attendance/progression/mobility benefits; does not establish universal test gains or NNPS enrollment gains.

S21 Bertsimas Delarue and Martin Optimizing Schools Start Time and Bus Routes 2019[Open source](#)

Location: PNAS; implemented 2017 Boston routing result versus proposed bell times. Evidence reviewed: Primary research retrieved through indexed article text. Use: 50 fewer buses and about \$5m annual savings reported in Boston; not a local savings estimate.

S22 Morgan et al Attracting and Retaining Highly Effective Educators in Hard to Staff Schools 2023[Open source](#)

Location: EdWorkingPaper 23–772, Dallas ACE analysis. Evidence reviewed: Primary research PDF reviewed. Use: Sustained staffing quality and incentives; intervention bundle and withdrawal risks.

S23 Engberg et al Closing Schools in a Shrinking District 2012[Open source](#)

Location: Journal of Urban Economics 71(2), 189–203; author institutional abstract. Evidence reviewed: Primary author institutional abstract reviewed, not full paper. Use: Closure outcomes depend on receiving-school instructional effectiveness.

S24 University of Chicago Consortium School Closings in Chicago 2018[Open source](#)

Location: Research summary, data 2008–2017. Evidence reviewed: Primary research-institution summary reviewed. Use: Persistent math losses and transition stresses warn against automatic closures.

S25 Virginia Education Update December 18 2025[Open source](#)

Location: Assessment changes and 2026–27 implementation notice. Evidence reviewed: Official search-indexed bulletin text reviewed. Use: Corroborates assessment-comparability caution.

S26 NNPS Teacher Salary Schedules 2026 through 2027[Open source](#)

Published four-page salary schedule; grades 35A/37A, 192-day columns, selected 0-/10-/20-year entries. Reviewed October 2, 2026. Base salaries only; no employee benefit quote.

S27 NNPS Literacy Plan[Open source](#)

Official literacy-plan page text reviewed October 2, 2026. Used to align pilots with existing division curriculum/intervention work; current legal implementation details require certification.

S28 Gordon and colleagues School Closings in Chicago 2018 full research report[Open source](#)

Primary 88-page report. Executive findings, outcome discussion and Appendix B method/results excerpts reviewed October 2, 2026. Extends S24's primary institutional summary; not a claim that every page was reviewed.

S29 Virginia Department of Education 2024 2025 Teacher Salary Survey Results[Open source](#)

Virginia Department of Education 2024–2025 Teacher Salary Survey Results January 14 2026; school-level table, printed pages 51–52. Official reported salaries; no benefit costs.

S30 NNPS per pupil expenditure notification[Open source](#)

NNPS per pupil expenditure notification One-page table; FY2023–25 actual and FY2026 budget. Scope follows the notification notes.

S31 NNPS 2025 26 transportation frequently asked questions[Open source](#)

NNPS 2025–26 transportation frequently asked questions Walking distances, safety exceptions and five school-time changes. Intended benefits are not outcome measurements.

S32 NNPS divisionwide school capacity utilization study solicitation[Open source](#)

NNPS divisionwide school capacity utilization study solicitation Original solicitation, printed pages 4–6. Executed contract and amendments not verified.

S33 Propane Education and Research Council NNPS fleet release[Open source](#)

Propane Education and Research Council NNPS fleet release July 2026. Industry-sponsored savings account; not independently audited and not incremental to this plan.

S34 NNPS FY2026 School Board approved budget[Open source](#)

NNPS FY2026 School Board approved budget Printed page 132 transportation profile and accomplishments; narrative observation dates require confirmation.

S35 NNPS public facilities data portal[Open source](#)

NNPS public facilities-data portal. Public facility-data entry point; embedded data freshness is not uniformly established. Not used to calculate closure savings. Historical building fields in this revision use the dated S36 table instead.

S36 NNPS Facilities Master Plan Board presentation June 21 2022[Open source](#)

Historical table on printed slide 15: year built and gross square footage. Match former names to current school IDs. Huntington has no matched row. Older area and year are not a current condition assessment or usable capacity.

S37 NNPS Futures Master Plan historical South elementary table[Open source](#)

Search-indexed official table for the South elementary planning area. Source includes 2021–22 enrollment and historical capacity/condition. Full PDF exceeded web retrieval size and local download was unavailable. Limited use for definition comparisons; no current cost estimate.

S38 NNPS elementary literacy instruction and adopted materials[Open source](#)

Official K–5 curriculum and instruction page reviewed October 2 2026. Identifies Benchmark Advance core instruction, UFLI Foundations supplemental K–2 instruction and differentiated small groups. Describes existing provision, not implementation fidelity or a causal outcome estimate.

S39 Newsome Park mathematics science and technology magnet[Open source](#)

Official program page reviewed October 2 2026. Describes Technology Learning Center schedules, STEM staff and tutoring partnerships. No verified current staffing allocation, application counts or spare program seats is inferred from the description.

S40 Virginia Beach An Achievable Dream evaluation brief March 27 2017[Open source](#)

Historical primary district evaluation, especially printed pages 1–4. Covers 2014–15 and 2015–16 at Seatack; propensity-matched comparison schools, not random assignment. Academic and behavioral findings are mixed. Publication date is March 27 2017, not the recent search-index date.

S41 IES foundational reading practice guide kindergarten through grade three[Open source](#)

Official recommendation and evidence-rating page reviewed October 2 2026. Guide released July 2016, revised December 2019. Strong evidence for sound–letter awareness and decoding; moderate for daily connected-text reading. This is a synthesis of practices, not an evaluation of the proposed NNPS pilot.

S42 Kraft Blazar and Hogan teacher coaching meta analysis 2018[Open source](#)

Primary author-hosted abstract reviewed October 2 2026; full PDF retrieval timed out. Review of Educational Research 88(4), 547–588, DOI 10.3102/0034654318759268. Sixty causal-design studies; pooled instruction and achievement effects, with smaller effects in larger-scale effectiveness trials. No NNPS effect is assumed.

S43 UVA Cooper Center school enrollment projections 2026 through 2030[Open source](#)

Primary Excel file downloaded and read; Newport News City, division 117, in all six school-year tabs. Actual 2025–26 and projections through 2030–31. Published February 25 2026 in the file, linked February 26 on the school-data page; methodology at <https://www.coopercenter.org/virginia-school-data>. Grades aggregated from unrounded cells; no NNPS-specific scenario validation implied. Reviewed October 2–3 2026.

S44 UVA Cooper Center population projections July 2025 vintage[Open source](#)

Primary total-population and age-sex Excel downloads retrieved; Newport News FIPS 51700. Report uses rounded totals from the Total_2030,2040,2050 tab, not an enrollment forecast. Files dated July 1 2025. Long-range projections have different assumptions and purpose from a local school forecast. Reviewed October 2–3 2026.

S45 City of Newport News adopted 2045 comprehensive plan page[Open source](#)

Primary City page reviewed, including stated July 15 2026 adoption and public future-land-use map link. The full 69.8 MB plan PDF was not retrieved. No unreviewed plan chapter or draft policy is treated as adopted evidence. Reviewed October 2–3 2026.

S46 VDOT HR 25 02 Bland and Jefferson corridor study[Open source](#)

Primary corridor scope, purpose, schedule and alternative descriptions reviewed. Includes Bland between Warwick and Jefferson and Jefferson between Bland and Denbigh. Proposed interventions and anticipated interchange demand are not existing road capacity or measured school-bus performance. Reviewed October 2–3 2026.

S47 Hampton Roads Transit planned network changes August 2026[Open source](#)

Primary agency announcement reviewed: staged system changes beginning May 2027 through May 2029. Family-access planning context only; route-specific future schedules and school transport substitution are not assumed. Reviewed October 2–3 2026.

S48 Hampton Roads Transit Newport News routes[Open source](#)

Primary current route listing reviewed, especially routes 106 and 112. A route line is not a door-to-door journey, safe school walk or evening service guarantee. Recheck actual schedules for each proposed school event or activity. Reviewed October 2–3 2026.

S49 Pennrose and NNRHA Choice Neighborhood V Downtown groundbreaking[Open source](#)

Primary developer release June 16 2026 about June 11 groundbreaking; 73 apartments at 2815 Washington Avenue, expected August 2027 completion. Attributed delivery expectation, not observed occupancy or a pupil yield; replacement and returning households require reconciliation. Reviewed October 2–3 2026.

S50 Guan and colleagues community driven school boundary optimization 2025[Open source](#)

Primary author preprint dated September 21 2025; full PDF downloaded. Sections 4–5 and Table 3 reviewed. Winston-Salem/Forsyth County computational scenarios, not implemented outcome evidence. Multi-objective cases generally did not prove optimality within ten hours; nonoptimal table results summarize 30 seeds. Reviewed October 2–3 2026.

S51 Census Reporter ACS tract 304 Newport News profile[Open source](#)

Republication of Census ACS 2024 five-year data. Poverty 37.6% with ± 6.4 percentage-point margin of error; people for whom poverty status is determined. Used as a selected neighborhood illustration, not a full-city ranking or pupil classification. Reviewed October 2–3 2026.

S52 Census Reporter ACS tract 314 Newport News profile[Open source](#)

Republication of Census ACS 2024 five-year data. Poverty 4.6% with ± 2.2 percentage-point margin of error; same period and poverty universe as S51. Neither selected tract establishes the geography of all NNPS student needs. Reviewed October 2–3 2026.

S53 Census Bureau guidance on ACS estimates and margins of error[Open source](#)

Primary March 11 2026 training transcript reviewed for survey-estimate and margin-of-error conventions, including the 90% confidence level. Supports preserving uncertainty and comparable periods/geographies in neighborhood analysis. Reviewed October 2–3 2026.

S54 NNPS current school directory[Open source](#)

Primary directory reviewed for school grade spans and locations. Discovery STEM Academy is listed K–5; this differs from the Explorer location-type label K–2. Directory grade span does not establish magnet admission grades or current staffed capacity. Reviewed October 2–3 2026.

S55 Discovery STEM Academy magnet program description[Open source](#)

Primary school page reviewed. Applications described for grades 3–5. Distinguish the program entry range from the K–5 school span in S54; reconcile older application forms and public geographic metadata before a grade-level assignment model. Reviewed October 2–3 2026.

S56 NNPS dual language immersion sites and transportation rules[Open source](#)

Primary district page reviewed October 2–3 2026. Six sites; specified sending zones receive busing. Other zones need accepted transfer/program applications and family transportation. Published eligibility, not available seats or actual ridership. Campus locations use S03 coordinates rather than inconsistent address entries on this page.

S57 NNPS gifted cluster sites and grade coverage[Open source](#)

Primary district page reviewed October 2–3 2026. Elementary clusters grades 3–5 and K–2 pull-out; middle clusters with three sites limited to grades 6–7; high-school honors/AP context. Absence from this list does not prove absence of a service; staffing and delivery are unverified.

S58 VDOE Newsome Park school quality profile[Open source](#)

Indexed official table reviewed October 2–3 2026. Division 117 school 1120. All-student 2024–25 chronic absence: 281 below 10 percent; 97 at or above; rate calculated as 97 divided by 378. Live opening failed and bulk export was not recovered. Historical illustration; recheck export before operational use.

S59 VDOE Oliver C Greenwood school quality profile[Open source](#)

Indexed official table reviewed October 2–3 2026. Division 117 school 150. All-student 2024–25 chronic absence: 468 below 10 percent; 70 at or above; rate 70 divided by 538. Live opening failed and bulk export was not recovered. Different from the Henrico Greenwood profile.

S60 General Stanford Elementary school location and military context

[Open source](#)

Primary school page reviewed October 2–3 2026. School is at Joint Base Langley-Eustis. Gate access, transfer eligibility, current seats and military-related pupil projections were not established.

S61 NIST statistical handbook sample size and two sample mean formulas

[Open source](#)

Primary NIST sample-size reference and two-sample variance formula at <https://www.itl.nist.gov/div898/handbook/eda/section3/eda353.htm> reviewed October 2–3 2026. Author calculation uses a normal approximation with two-sided alpha 0.05, power 0.80 and two equal independent groups. It is a design illustration, not a locally validated school trial design.

S62 NNPS Transportation parent reviews syndicated by Birdeye

[Open source](#)

Reviewed October 3 2026. P01 and P03 appear on the opened page; P02 appears in the indexed page extract. The site labels these Google reviews. Originals and absolute review dates were not recovered. P02 is truncated and partly child-relayed. Relative ages are not incident dates. Indexed total 75 and opened total 78 differ; no rating or review count is used as a parent denominator.

S63 September 15 2026 school board source transcript

[Open source](#)

Red Tape Recordings source-transcript mirror reviewed October 3 2026. P04 locator 29:51–32:06; parent role stated at 29:56–29:59. The page says its source transcript has not been reviewed for accuracy. Paraphrase only; original audio wording still needs verification. Employee testimony is not an independent parent sample or a verified operational cause.

S64 NNPS original recording of September 15 2026 school board meeting

[Open source](#)

Original source linked from S63; title and meeting identity reviewed October 3 2026. Recording playback was not verified. P04 transcript locator 29:51–32:06 is a follow-up pointer, not certification of the audio or transcript. No adopted transport cut or trip duration is inferred from the comment.

S65 WHRO parent interview on NNPS magnet and transportation access

[Open source](#)

Lauren Adam, published May 7 2026 at 11:22 a.m. EDT; reviewed October 3 2026. P05 parent testimony reported in a news article; original interview was not supplied. The parent's educational-fit account is qualitative. District statements and journalist analysis in the same story are separate evidence, not additional parent reports.

S66 NNPS public Facebook page access result

[Open source](#)

Reviewed October 3 2026. Public retrieval displayed a temporary access block and sign-in fields rather than posts or comments. No parent comment, reaction total, incident or current Facebook content was verified. The retrieved page showed older copyright text; this is an access record, not a current-content census.

S67 Regional Reddit school discussion excluded for district mismatch[Open source](#)

Reviewed October 3 2026. Opened thread lines 331–338 places the reported recurrent 45-minute bus delay in Chesapeake. Excluded from NNPS transportation evidence. A regional thread or search result mentioning Newport News does not establish that every comment concerns NNPS.

S68 Reddit NNPS consultant and transportation discussion[Open source](#)

Thread dated February 22 2026 in indexed extract; reviewed October 3 2026. Mentions late Schedule C buses and magnet rumors. Direct thread retrieval failed; indexed text does not establish parent role, an individual incident date or observed times. Retained as a search lead and excluded from measured trip evidence.

S69 Reddit NNPS magnet and transportation access discussion[Open source](#)

Thread dated May 8 2026 in indexed extract; reviewed October 3 2026. A parent comment concerns unsuccessful magnet selection and neighborhood-school attention, not a documented bus trip. Direct thread retrieval failed. A shared article and its repost are not independent corroboration. Excluded from incident and ride-time counts.

S70 NNPS HR PCN snapshot supplied through FOIA[Open source](#)

HR Information.pdf, first PDF page (printed page 2). August 27 2026 email, data pulled August 24 2026. Visual table checked October 3. Six categories sum to 289 PCNs, 216 active employees and 73 vacancies. Count of positions and employees, not FTE, license status or daily duty coverage. Produced-record access may require permission; staff/contact names omitted from the report.

S71 NNPS AM legacy school arrival export supplied through FOIA[Open source](#)

Arrival Summary by School Legacy.xls, Data 1. File extension says XLS but bytes are Office Open XML. From August 24 2026, 42 AM data rows, footer excluded. No Act, Pending, Missed or To fields. Schema and row values inspected October 3. School/bell aggregates are not pupil trips. Status dictionary and on-time thresholds unverified.

S72 NNPS PM legacy school arrival export supplied through FOIA[Open source](#)

Arrival Summary by School Legacy.xlsx, Data 1. From/To August 24 2026. 69 PM data rows and 57 school labels, with additional footer rows excluded. Plan 585, Act 473, Early 40, OnTime 286, Late 147, Pending 0, Missed 112; row partitions checked October 3. Labels are system classifications, not authenticated service incidents. Unweighted footer rates cannot substitute for a defined pooled service measure.

S73 NNPS first day driver coverage sheet supplied through FOIA[Open source](#)

First Day Absence.pdf, one-page personnel assignment/coverage sheet, reviewed October 3 2026. AM/PM, midday and activity assignments and substitutions appear; names not reproduced. Date/version, markers, blanks and n/a need custodian confirmation. Assignment sheet alone cannot establish operator absence or completed-trip totals.

S74 NNPS update on transportation changes implemented in 2025[Open source](#)

Published October 24 2025 about the October 23 meeting; reviewed October 3 2026. Transportation overview reports more than 4,000 daily miles, 575 stops and 26 routes removed; bell changes separately described as 13 fewer routes/buses, average additional stop walk .013 miles. Underlying calculations not supplied. Do not sum overlapping route effects or convert miles into cash savings. Suggested future strategies are not adoption records.

S75 NNPS October 2026 efficiency study input and timeline[Open source](#)

Published October 2 2026; reviewed October 3. Three first-round meetings September 29 to October 1, priorities survey through October 12, draft scenarios planned December and final consideration January 2027 for possible 2027–28 implementation. Raw respondent data and roles not retrieved. Survey participation is not a probability parent sample.

S76 NNPS transportation apprenticeship program[Open source](#)

Official HR program page reviewed October 3 2026, eligibility and program-description sections. Voluntary development for contracted employees in good standing with high-school diploma/GED, drivers and assistants. Published coursework/advancement design is not evidence of a pre-employment CDL pipeline, current completions or causal retention gains.

S77 Kyrene school district driver attendance incentive results[Open source](#)

Official district report published May 21 2026, reviewed October 3. \$750 quarterly incentive up to \$3,000/year; district reports more than eight daily absences in 2024–25 versus 2.4 in 2025–26. No controlled comparison, eligibility denominator or independent cost-effectiveness evaluation supplied. Final-quarter 93% is on-track, not an earned result; not used as an achieved figure.

S78 VDOE September 17 2026 annual pupil transportation reporting instructions[Open source](#)

Article 2026-36-416, reviewed October 3 2026. Entry opens September 30, submission due October 31; ASRFIN must precede completion. Describes regulatory reporting and Basic Aid calculation. No authenticated SSWS or NNPS filing was accessed. Obtain the latest completed and subsequent approved report for reconciliation, not a service-reliability substitute.

S79 GAO Government Auditing Standards 2024 Revision[Open source](#)

GAO-24-106786, February 2024. Selected evidence principles paragraphs 8.90–8.94 (printed pp 207–208), report objectives/scope/methods 9.10–9.14 (pp 223–225), compliance statements 2.16–2.19 (pp 22–23), reviewed October 3 2026. Used as methodological reference only. No assertion of GAGAS compliance, assurance, professional accreditation or GAO endorsement.

Appendix G Full FY2025 FTE reconciliation

Source: NNPS FY2025 ACFR, printed page 122 (PDF page 144), unaudited Full Time Equivalent District Employees by Type schedule, FY2025 column. "Selected" identifies the nine job categories displayed in the earlier main narrative. The All employees row is the published total, not a category to add to the sum. [S06]

Supervisory and instructional categories	FY2025 FTE	Selected nine
Principals	37	No
Assistant principals	72	No
Instructional administrative	67	No
Other administrative and professional	120	No
Elementary classroom teachers	1,118	Yes
Secondary classroom teachers	686	Yes
Guidance counselors	101	Yes
Librarians	34	No
Technology	23	No
Other instructional	27	No
Social workers	14	No
Teacher assistants	382	No
Source group subtotal	Recalculated FTE	
Supervisory	296	
Instructional	2385	
Combined supervisory and instructional	2681	

Selected instructional rows: elementary teachers 1,118 + secondary teachers 686 + guidance counselors 101 = 1,905. No supervisory row was included in the earlier nine-category selection. Support categories and the complete reconciliation follow.

Full FY2025 FTE reconciliation continued

Support services category	FY2025 FTE	Selected nine
Psychologists	21	Yes
Instructional technical	58	No
Instructional clerical	177	No
Noninstructional technical	92	No
Noninstructional clerical	41	No
Nurses	52	Yes
Bus drivers	225	Yes
Bus assistants	87	Yes
Custodians	229	Yes
Child nutrition services	334	No
Security officers	110	No
Skilled trades	90	Yes
Other	6	No
Reconciliation		FTE
Support services subtotal		1522
Selected nine categories		2609
Remaining 16 categories		1594
All 25 source categories		4203
Published All employees total		4202
Category sum less published total		1

Selected support rows sum to 704; selected instructional rows sum to 1,905. Therefore the nine displayed categories sum to 2,609. The full source-table categories sum to 4,203, one above the published 4,202. Finance reconciliation is required; the cause is not established. Neither annual FTE figure is substituted for current employee or PCN counts.