Norfolk Public Schools
"Refresh NPS-
Connecting Communities to Education"

Community Dialogue #2
Scenario Input

February 11th & 12th, 2014

Tonight's Meeting Agenda

1. ## Welcome & Introductions

   Mr. Scott Carter, Steering Committee Co-Chair
   Ms. Stephanie Hamberry, Steering Committee Co-Chair

2. ## Presentation

   Dr. Samuel King, Superintendent
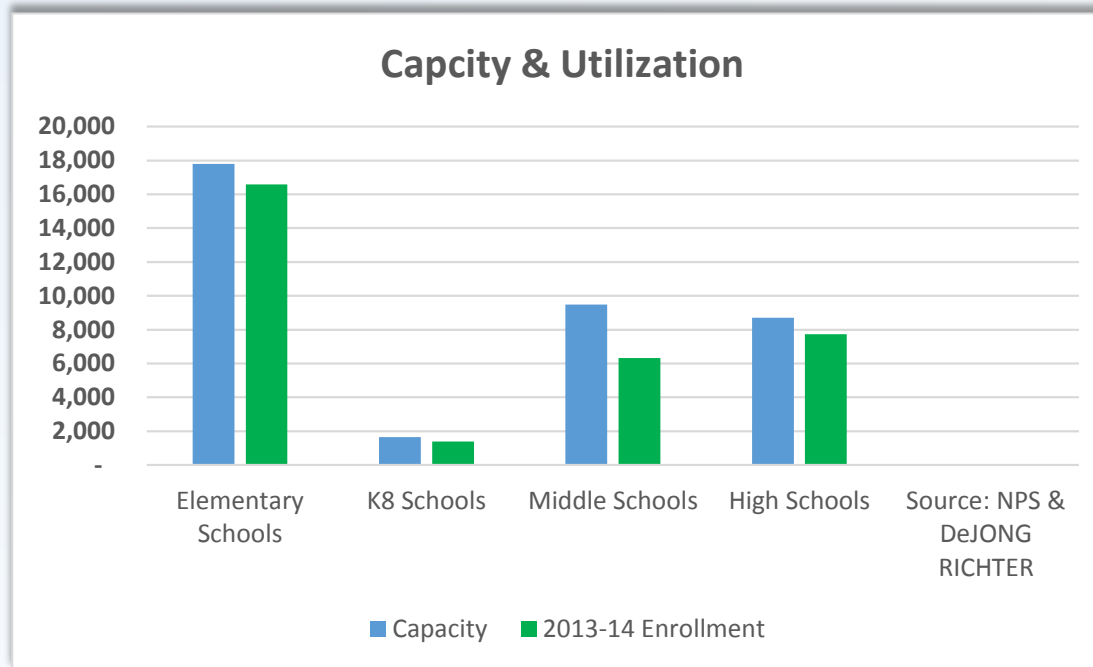   *Mr. Tracy Richter, DeJONG RICHTER*

3. ## Individual Questionnaires

4. ## Small Group Work
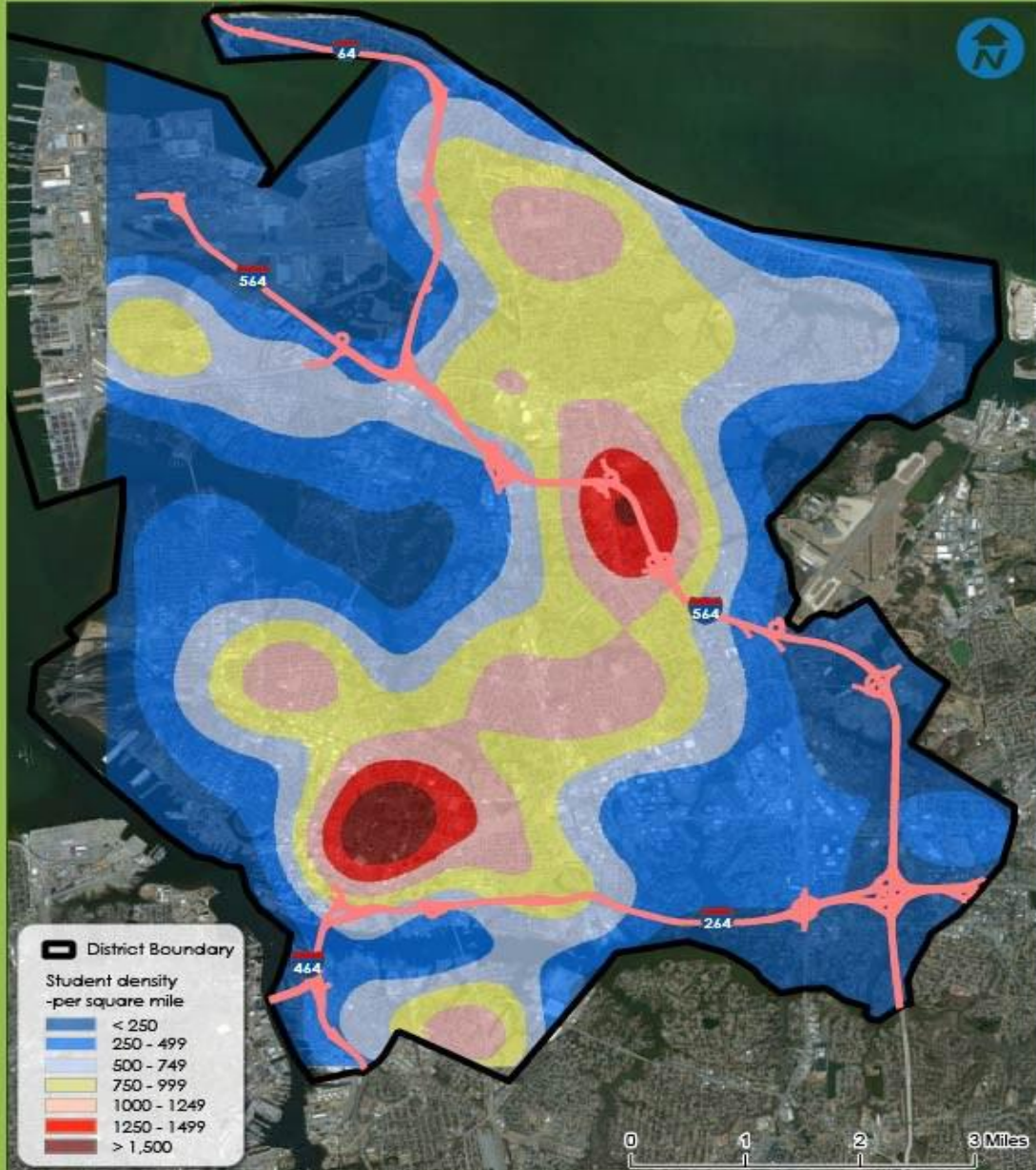
5. ## Next Steps & Adjourn

Capacity & Utilization

Norfolk City Schools Division Capacity and Utilization	Capacity	2013-14 Enrollment	% Utilization	Seat Delta
Elementary Schools	17,798	16,577	**93.14%**	1,221
K8 Schools	1,643	1,389	**84.54%**	254
Middle Schools	9,487	6,329	**66.71%**	3,158
High Schools	8,706	7,729	**88.78%**	977

Source: NPS & DeJONG RICHTER

Norfolk Public Schools
Student Density

Capacity & Utilization

District Boundary

Student density
-per square mile
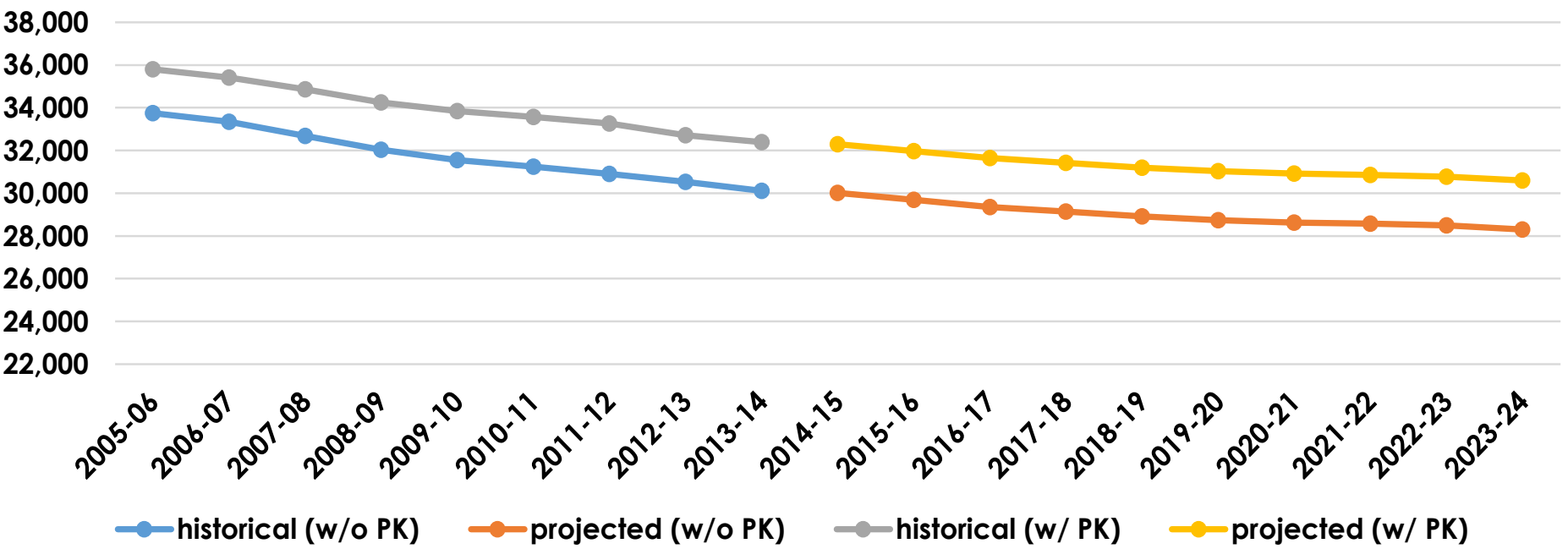- < 250
- 250 – 499
- 500 – 749
- 750 – 999
- 1000 – 1249
- 1250 – 1499
- > 1,500

0   1   2   3 Miles

Norfolk Public Schools
Historical / Projected Enrollment

Community Dialogue #1
Planning Framework

Results

DEJONG
RICHTER

Q1. What do you believe is the maximum amount of time a student should spend traveling by bus to school one way?

	< 20 min	21-30 min	31-40 min	41-50 min	51-60 min	> 60 min
Elementary	66.7%	30.0%	3.3%	0.0%	0.0%	0.0%
Middle	20.9%	53.8%	25.3%	0.0%	0.0%	0.0%
High	22.2%	48.9%	21.1%	7.8%	0.0%	0.0%

Q2. What do you believe is the maximum amount of time a student should spend walking to school one way?

	< 20 min	21-30 min	31-40 min	41-50 min	51-60 min	> 60 min
Elementary	89.0%	11.0%	0.0%	0.0%	0.0%	0.0%
Middle	65.9%	31.9%	2.2%	0.0%	0.0%	0.0%
High	61.5%	35.2%	3.3%	0.0%	0.0%	0.0%

CD #1 Results
Boundary & Transportation

Q3. When considering boundary changes, what criteria should the Division take into account? (check all that apply)

Geographic features	66.3%
Travel time	84.8%
Neighborhood schools	69.6%
Diversity	68.5%
Over/under crowding	75.0%
Other	15.2%

Q4. Under what conditions would you support altering school attendance boundaries and/or student school assignment? (check all that apply)

To meet the needs of fluctuating student enrollment	52.3%
To achieve diversity: income, ethnicity, etc.	61.4%
To reduce overcrowding (over utilization)	86.4%
To meet the needs of under utilization	61.4%

Q5. What do you believe the division should consider when determining a transportation policy? (check all that apply)

Proposed Transformation Initiative students	40.2%
Special Needs students	77.2%
Distance	92.4%
Programs	62.0%
School performance	23.9%
Walk-ability/Safety	85.9%
Available funding	40.2%
Other	5.4%

Q6. If the funding is available and Pre-K is an instructional program similar to Kindergarten and not simple day care, the Division should make Pre-K available for all students

Strongly Agree	84.8%
Agree	10.8%
No Opinion	1.1%
Disagree	3.3%
Strongly Disagree	0.0%

Q7. What do you believe is the preferable grade configuration for Norfolk Public Schools?

PK-5, 6-8, 9-12	37.3%
PK-3, 4-6, 7-9, 10-12	24.1%
PK-3, 4-5, 6-8, 9-12	13.3%
PK-8, 9-12	13.3%
PK-5, PK-8, 6-8, 9-12 (current grade configuration)	8.4%
Other	3.6%

Q8. When do you believe it is acceptable for portables to be used on a school site knowing that the ultimate goal is to move all students into permanent facilities?

When a particular grade's enrollment is higher than usual	**42.2%**
When a facility is over capacity	**62.2%**
To balance utilization	**18.9%**
So school boundaries do not get adjusted	**6.7%**
It is never acceptable to use portables	**21.1%**
No Opinion	**5.6%**

Q9. What do you believe is the best way to balance capacity and enrollment in schools? (check all that apply)

Consolidate schools and redraw boundaries	**38.2%**
Redraw boundaries	**39.3%**
Transport students	**24.7%**
Change grade configuration	**33.7%**
Build additions or new facilities	**50.6%**
Locate schools where students are or are going to be	**21.3%**
Alternative scheduling	**22.5%**
Open enrollment	**18.0%**

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Q10. In your opinion, what is a reasonable percentage of seats that could be set aside for other NPS students not currently enrolled and/or residing in the attendance zone within one of these schools

0%	2.3%
1% - 10%	26.4%
11% - 20%	39.1%
21% - 30%	23.0%
No opinion	9.2%

Q11. The following innovative curricular programs have been recommended for the ten transformation schools. How likely is it that you would enroll a child within one of these program choices?

	Very Likely	Likely	Not at all	No opinion
STEM - Science. Technology, Engineering and Math	59.1%	18.2%	4.5%	18.2%
International Baccalaureate - global focus and instruction in a second language	38.1%	32.1%	10.7%	19.0%
AVID - advancement via individual determination - college and career ready focus	42.0%	25.9%	6.2%	25.9%
Montessori Concept - focus whole child and hands-on learning	36.6%	25.6%	14.6%	23.2%
Expanded Young Scholars - focus on autonomous learning for talented children	41.2%	32.9%	5.9%	20.0%

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Scenario Development
Respond to Community Dialogue #1 Input

A. **Student proximity to school is important**

B. **Boundary Changes can occur for positive outcomes regarding:**
    - **Over and Underutilized Facilities**
    - **Balance of Socio-Economic Levels and Race/Ethnic Background**
    - **Boundaries that make sense i.e. Geography, Safe School Routes, etc...**

C. **Pre-Kindergarten Opportunities when made Available**

D. **Consider Grade Configuration Changes**

E. **Keep Choice a Consideration for all Students**

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Capital Projects Moving Forward

1. **Campostella STEM/SWIM Academy- New Construction**
2. **PPEA Elementary School Projects- New Construction**
    *   **Ocean View**
    *   **Richard Bowling**
    *   **Larchmont**
3. **Comprehensive Career & Technical High School at Lake Taylor (not yet funded)**
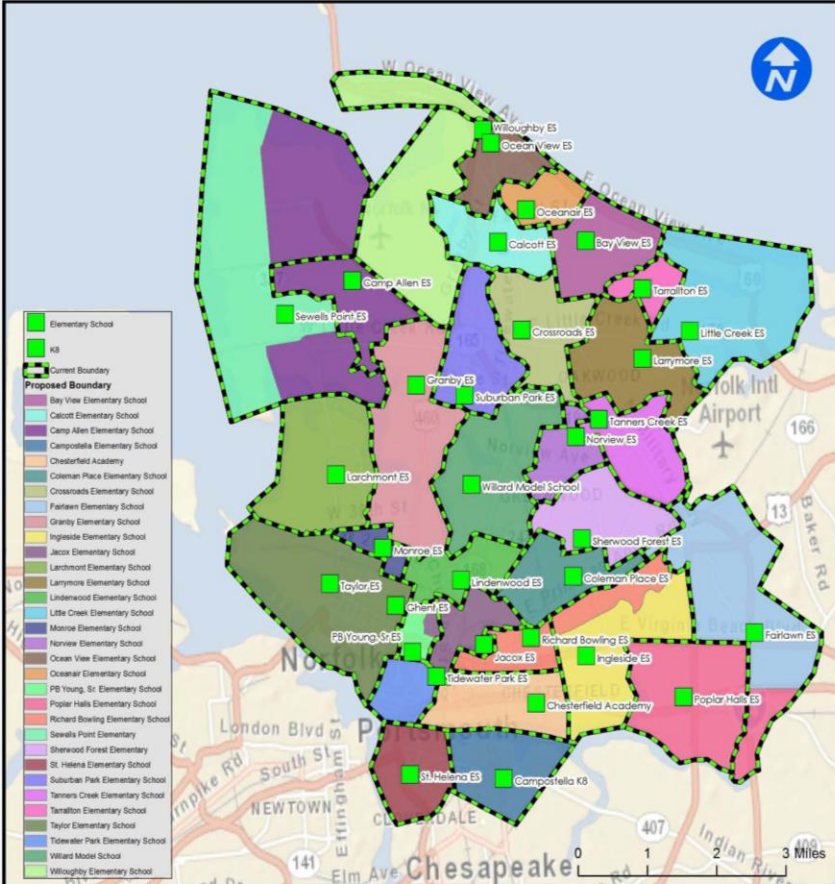4. **Timing of Implementation**

Scenarios
For Consideration

NOT RECOMMENDATIONS

Scenario 1: Elementary boundary changes to balance utilization and/or SES

Scenario 1 Strengths:

- Balances utilization
- Intended to align neighborhoods to schools
- Students may live closer to schools
- May lead to cleaner feeder patterns in time

Scenario 1 Challenges:

- Changing boundaries
- Uncertainty to where students may attend
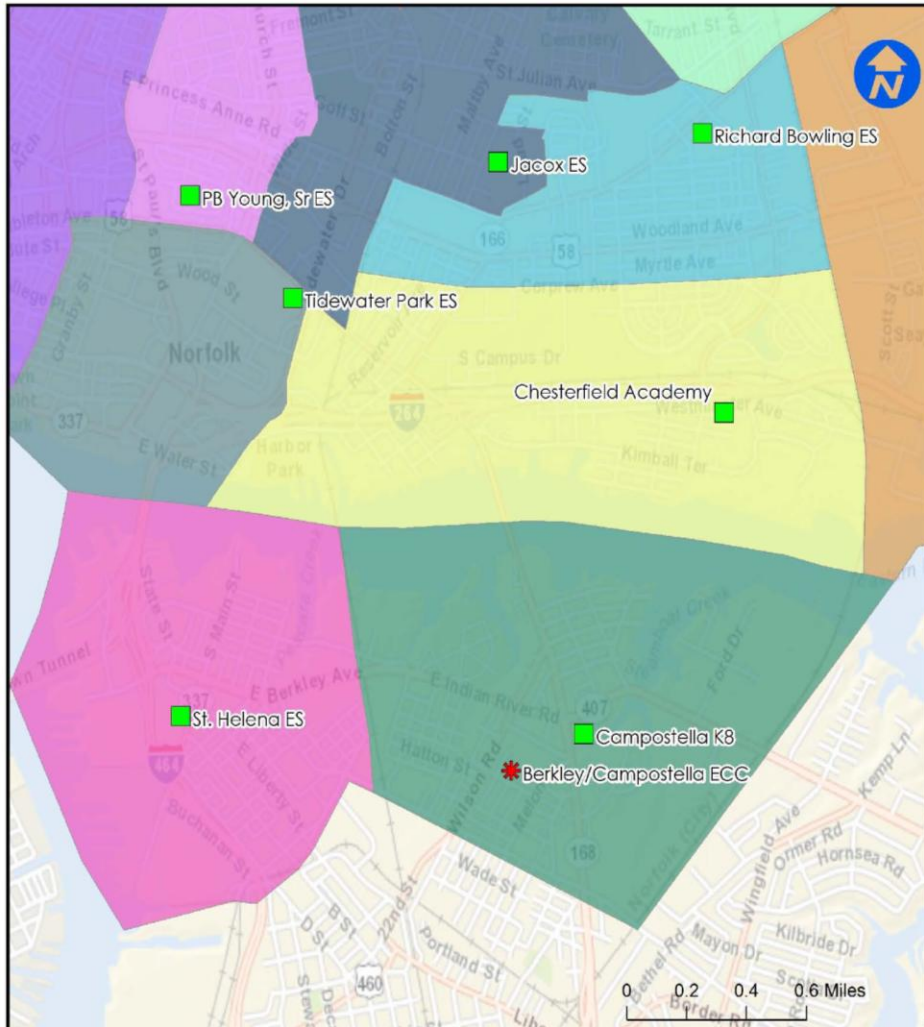- Doesn't have a significant impact on balancing socioeconomic status

Scenario 1:

Changes Elementary boundaries, primarily in the Southern portion of the Division, to improve utilization.

Elementary	Capacity	2013-14 Enrollment	Current Utilization	New Boundary Enrollment	New Utilization	Current Free and Reduced	Current Paid	New Free and Reduced	New Paid
Bay View Elementary	788	721	92%	661	84%	59%	41%	58%	42%
Calcott Elementary	540	499	92%	508	94%	50%	50%	48%	52%
Camp Allen Elementary	743	457	62%	632	85%	61%	39%	56%	44%
Campostella K-8	428	661	154%	937	85%*	96%	4%	95%	5%
Chesterfield Elementary	540	542	100%	463	86%	86%	14%	87%	13%
Coleman Place Elementary	855	742	87%	775	91%	80%	20%	78%	22%
Crossroads PK-8	1,125	871	77%	1,089	97%	63%	37%	72%	28%
Fairlawn Elementary	360	398	111%	376	104%	70%	30%	68%	32%
Granby Elementary	653	634	97%	728	112%	68%	32%	62%	38%
Ingleside Elementary	540	516	96%	388	72%	80%	20%	77%	23%
Jacox Elementary	810	700	86%	862	106%	93%	7%	91%	9%
Larchmont Elementary	563	597	106%	485	86%	22%	78%	25%	75%
Larrymore Elementary	653	576	88%	559	86%	67%	33%	63%	37%
Lindenwood Elementary	428	419	98%	513	120%	91%	9%	86%	14%
Little Creek Elementary	900	846	94%	907	101%	76%	24%	73%	27%
Monroe Elementary	563	463	82%	466	83%	90%	10%	88%	12%
Norview Elementary	383	499	130%	474	124%	83%	17%	79%	21%
Ocean View Elementary	608	569	94%	413	68%	62%	38%	63%	37%
Oceanair Elementary	495	518	105%	511	103%	81%	19%	78%	22%
P. B. Young Elementary	450	479	106%	411	91%	96%	4%	99%	1%
Poplar Halls Elementary	405	302	75%	385	95%	69%	31%	68%	32%
R. Bowling Elementary	765	504	66%	581	76%	83%	17%	81%	19%
Sewells Point Elementary	563	637	113%	482	86%	64%	36%	68%	32%
Sherwood Forest Elementary	630	625	99%	673	107%	71%	29%	68%	32%
St. Helena Elementary	293	362	124%	380	130%	87%	13%	87%	13%
Suburban Park Elementary	540	534	99%	425	79%	78%	22%	71%	29%
Tanners Creek Elementary	833	739	89%	800	96%	77%	23%	75%	25%
Tarralton Elementary	405	420	104%	357	88%	51%	49%	53%	47%
Taylor Elementary	495	418	84%	454	92%	35%	65%	42%	58%
Tidewater Park Elementary	315	361	115%	391	124%	98%	2%	98%	2%
Willard Elementary	833	617	74%	614	74%	70%	30%	66%	34%
Willoughby Elementary	428	222	52%	291	68%	63%	37%	67%	33%

*85% based on new capacity of 1,100

Utilization Key: < 70%   70% - 79%   80% - 89%   90% - 100%   > 100%

Scenario 2a: Campostella as a PK-8 Neighborhood School

Scenario 2a: Campostella K-8 as a neighborhood STEM/SWIM School

Scenario 2a:

There are currently 937 K-8 students living in the current Campostella boundary. With a new capacity of 1,100 seats, Campostella would open at 85% utilization as a neighborhood school.

Scenario 2a Strengths:

- New school with a state of the art STEM program serving the Campostella neighborhood
- Improves utilization at Campostella

Scenario 2a Challenges:

- Because of limited seats, Division-wide choice is no longer an option
- Continued over-utilization at St. Helena
- 6-8 students in St. Helena boundary would continue to attend Lake Taylor

School	Capacity	2013-14 Enrollment	Utilization	New Capacity	New Live-In Enrollment	New Utilization	Remaining Seats
Campostella K-8	428	661	154%	1,100	937	85%	163
St Helena K-5	293	362	124%	293	333	114%	
Total	721	1,023	142%	1,393	1,270	91%	163
Utilization Key:			< 70%	70% - 79%	80% - 89%	90% - 100%	> 100%

Scenario 2b: Combine St. Helena and Campostella Boundary, St. Helena K-1 School and Campostella 2-8 STEM

Scenario 2b: Campostella as a 2-8 STEM/SWIM School, and St. Helena as a K-1 School
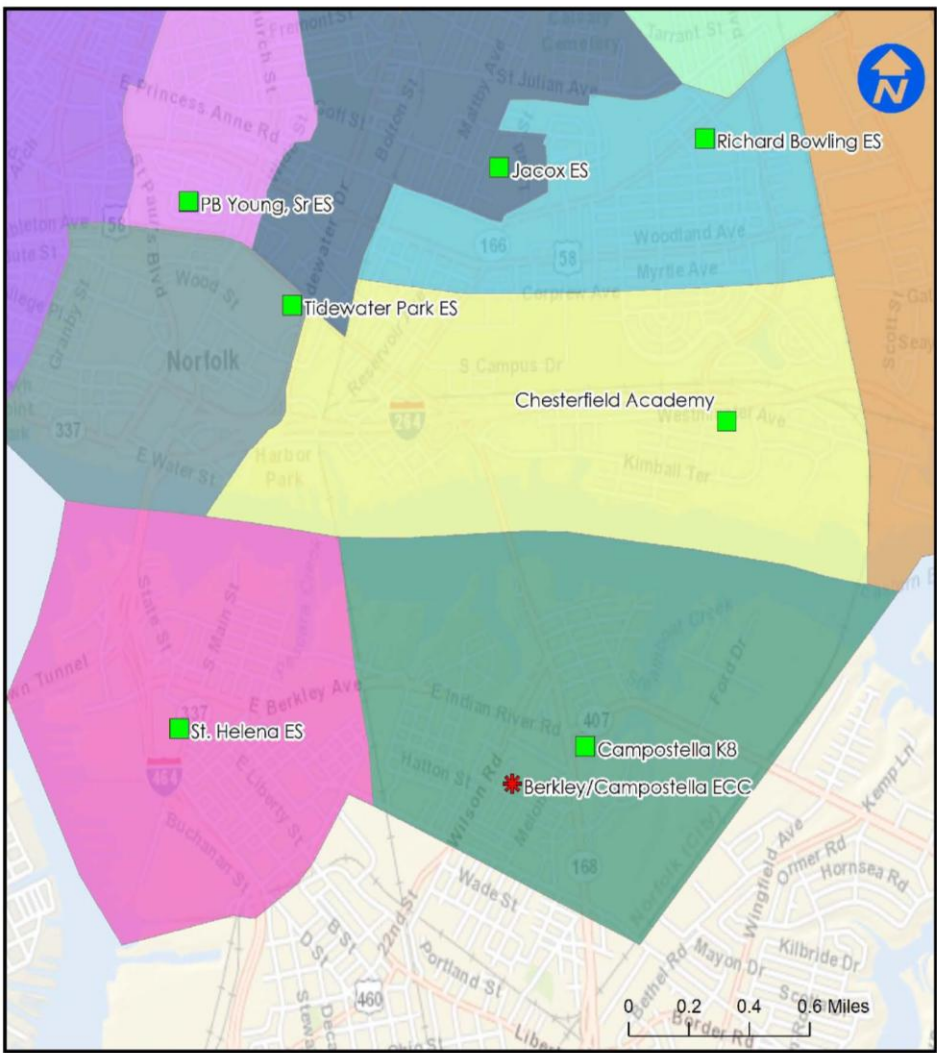
Scenario 2b:

This scenario sends all K-1 students in the current Campostella and St. Helena boundaries to St. Helena, and all 2-8 students to the new Campostella. Combined utilization is still at 100%, but 6-8 students residing in the St. Helena boundary would now be eligible to attend the new Campostella 2-8. All PK students from both areas would attend Berkley/Campostella.

Scenario 2b Strengths:

- New school with a state of the art STEM program serving the Campostella neighborhood
- Improves utilization at Campostella
- All PK students attend one location
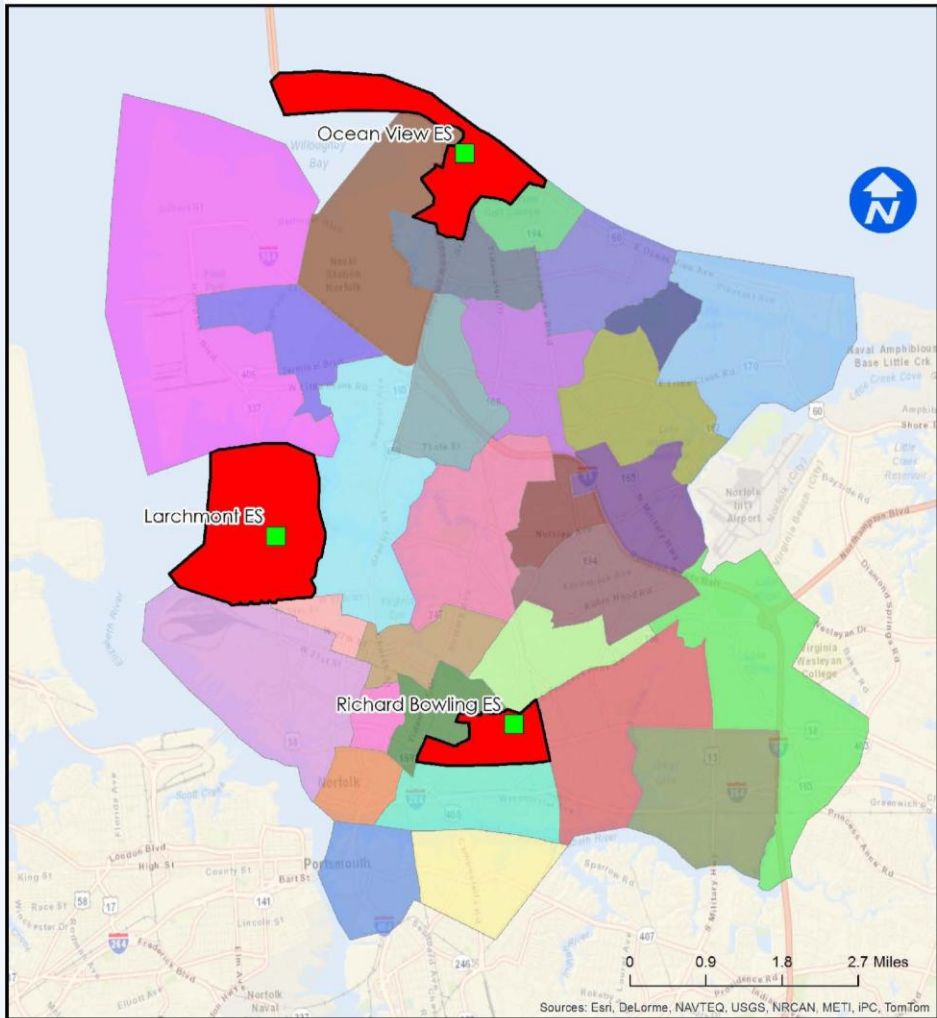- All 6-8 students would be eligible to attend Campostella 2-8

Scenario 2b Challenges:

- Because of limited seats, Division-wide choice is no longer an option
- Continued over-utilization at St. Helena

School	Capacity	2013-14 Enrollment	Utilization	New Capacity	New Live-In Enrollment	New Utilization	Remaining Seats
Campostella 2-8	428	661	154%	1,100	1,026	93%	74
St Helena K-1	293	362	124%	293	361	123%	
Total	721	1,023	142%	1,393	1,387	100%	74
Utilization Key:		< 70%	70% - 79%	80% - 89%	90% - 100%	> 100%	

Scenario 3: New Elementary Schools- Choice Seat Options

Scenario 3:

Larchmont, Ocean View, and Richard Bowling are all being rebuilt at a 700 seat capacity. With the number of students currently living in the boundaries, all three schools would have room for choice seats. Available choice seats may include current out-of-district transfers. Decisions regarding choice programs are to be determined.

Scenario 3 Strengths:

- New facilities at all three locations
- Opportunity for increased diversity with choice seats and out-of-district transfers
- Supports Transformation Initiative

Scenario 3 Challenges:

- None

Larchmont, Ocean View and Richard Bowling as choice schools	Capacity	Live In	Utilization	Remaining Seats for Choice
Larchmont 700 choice boundary	700	485	69%	215
Ocean View 700 choice boundary	700	556	79%	144
Richard Bowling 700 choice boundary	700	475	68%	225

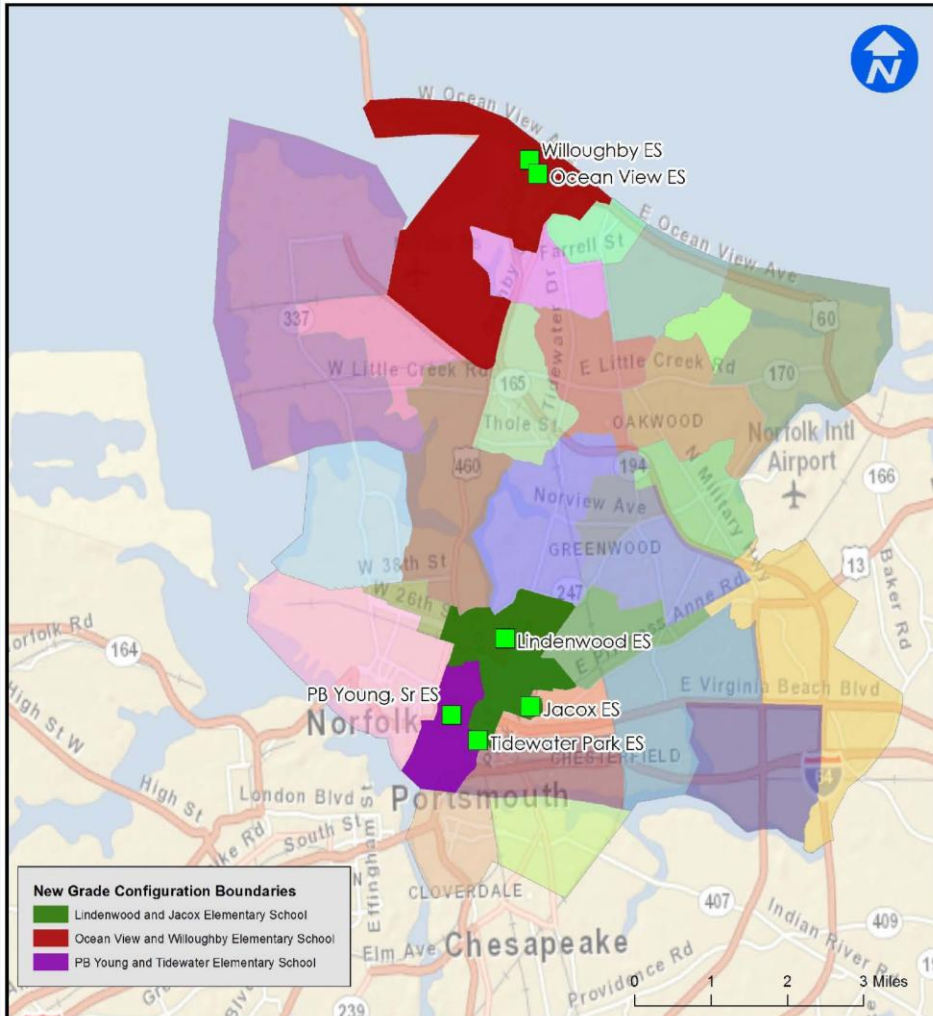| Utilization Key:	< 70%	70% - 79%	80% - 89%	90% - 100%	> 100%

Scenario 4: Elementary Grade Configuration Changes for:

Willoughby (PK-1) : Ocean View ES (2-5)
Jacox (K-2) : Lindenwood (3-5)
P.B. Young (K-2) : Tidewater Park (3-5)

Scenario 4: Grade configuration changes to balance utilization

Scenario 4:

Combining boundaries and changing the grade configuration of certain schools can allow for better utilization. This scenario looks at one group of schools as PK-1, 2-5 and two groups of schools as K-2's and 3-5's.

Scenario 4 Strengths:

- Balances utilizations
- Focuses on grade-level learning
- Supports Transformation Initiative

Scenario 4 Challenges:

- Grade configuration changes

School	Capacity	Current Utilization	New Utilization
Willoughby as PK-1	428	52%	80%
Ocean View as 2-5	700	94%	53%
Jacox as K-2	810	86%	74%
Lindenwood as 3-5	428	98%	120%
P.B. Young as K-2	450	106%	106%
Tidewater Park as 3-5	315	115%	94%

New Grade Configuration Boundaries
- Lindenwood and Jacox Elementary School
- Ocean View and Willoughby Elementary School
- PB Young and Tidewater Elementary School

Scenario 5: Discontinue Willoughby as an Elementary School Consolidate into New Ocean View ES

Scenario 5: Combining Ocean View and Willoughby boundaries
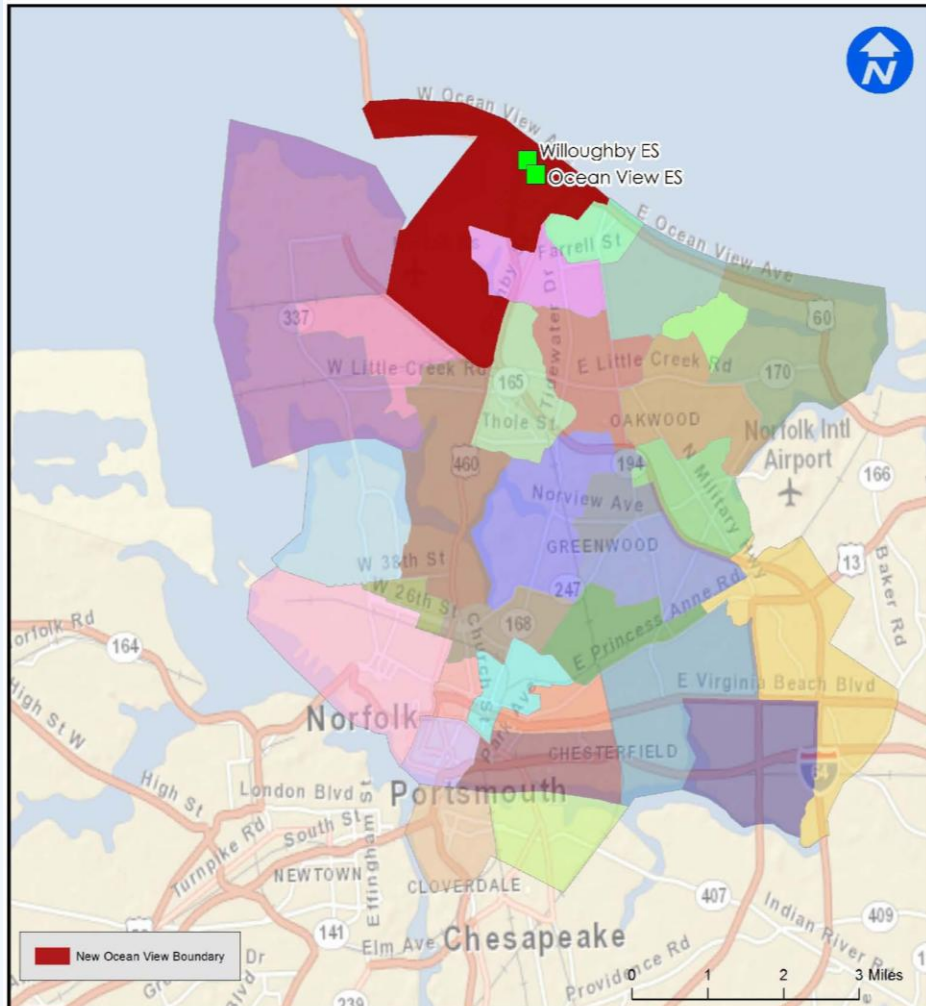
Scenario 5:

This scenario combines the Ocean View and Willoughby boundaries into one PK-5 boundary and discontinues the use of Willoughby.

Scenario 5 Strengths:

- Discontinues use of a facility
- Allows all students from both boundaries to attend a new school

Scenario 5 Challenges:

- Discontinues use of a facility
- Leaves no seats for future out-of-district transfers
- New Ocean View facility operating at 101% capacity

School	Capacity	2013-14 Enrollment	Current Utilization	Current Live-In	Combined Live-In	New Ocean View Utilization
Ocean View	700	569	94%	556	704	101%
Willoughby	428	222	52%	148		

Scenario 6: Lafayette-Winona Repurposed as a 3-8 STEM School

Scenario 6: Lafayette-Winona repurposed as a 3-8 Division-wide STEM school
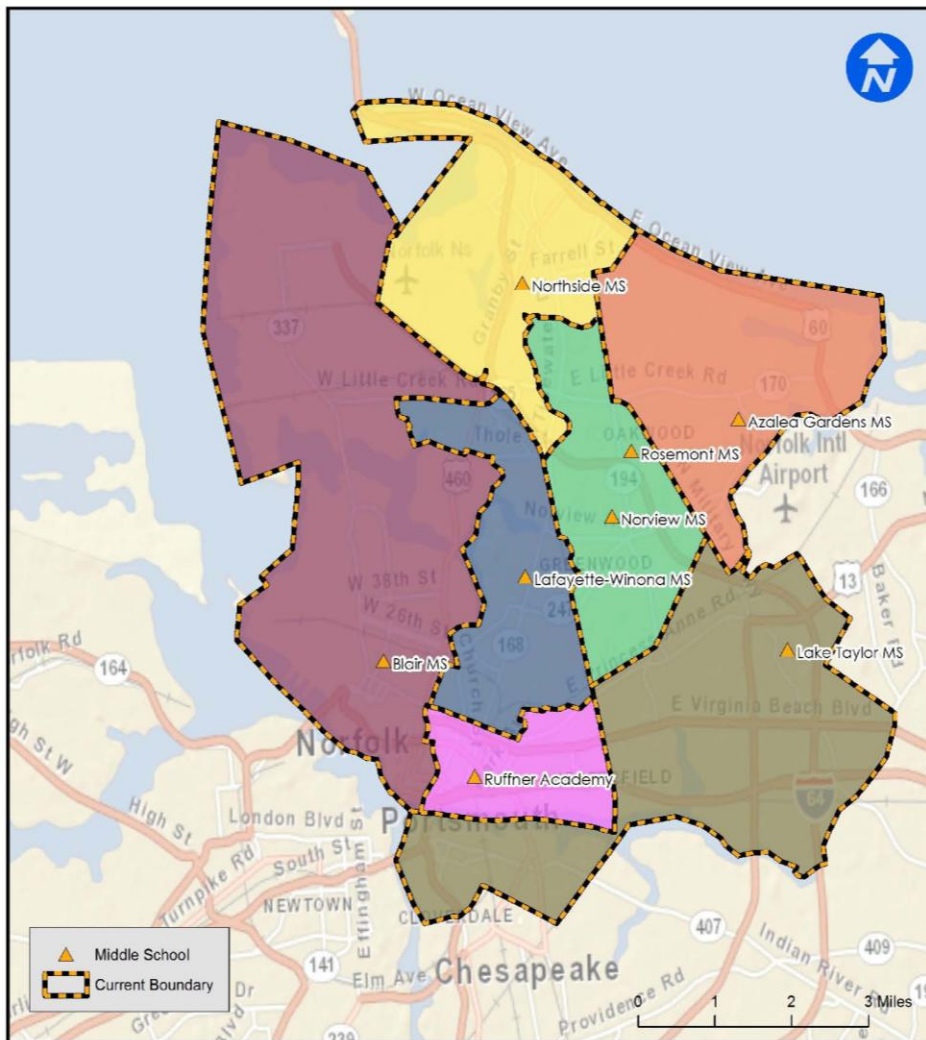
Scenario 6:

This scenario converts Lafayette-Winona Middle School into a 900 seat Division-wide 3-8 STEM choice school. Neighboring boundaries absorb students in the Lafayette-Winona zone. 450 seats reserved for grades 3-5 and 450 seats for grades 6-8.

Scenario 6 Strengths:

- Relieves utilization at neighboring elementary schools
- Repurposes an under-utilized school
- Creates more choice seats Division-wide
- Supports the Transformation Initiative

Scenario 6 Challenges:

- Displaces Lafayette-Winona students
- Possible boundary changes for surrounding middle schools

Middle Schools	Capacity	2013-14 Enrollment	Current Utilization
Azalea Garden Middle	975	812	83%
Blair Middle	1,730	1,217	70%
Intl Prog - Rosemont Middle	1,025	294	29%
Lafayette-Winona Middle	1,249	570	46%
Lake Taylor Middle	905	866	96%
Northside Middle	1,053	766	73%
Norview Middle	1,357	1,055	78%
Ruffner Middle	1,193	749*	63%

*using Ruffner enrollment figure

Utilization Key:

< 70%	70% - 79%	80% - 89%	90% - 100%	> 100%

Scenario 7: Lake Taylor HS replaced as a Division Wide Comprehensive CTE School

Scenario 7: Lake Taylor as a comprehensive CTE school
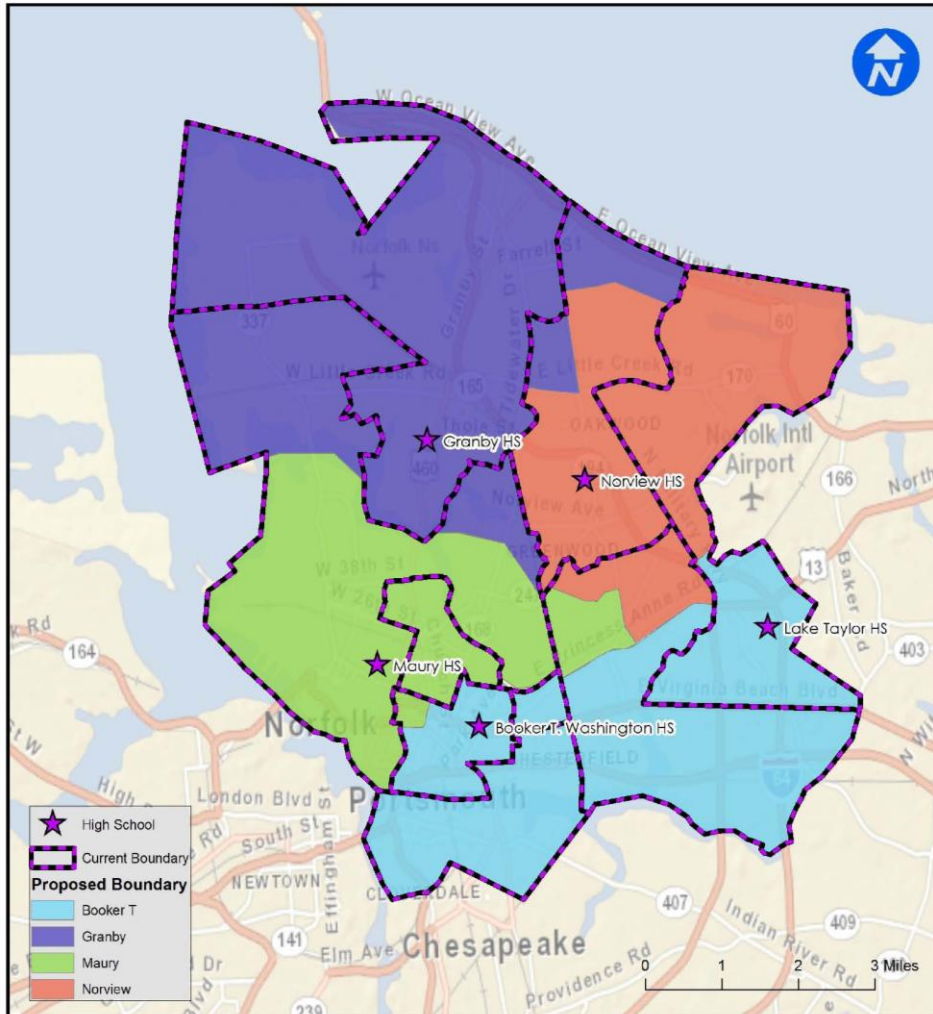
Scenario 7:

Lake Taylor High School is converted into a comprehensive CTE school. New attendance boundaries are created for the remaining four boundaries. Lake Taylor CTE would draw students from each of the remaining boundaries, though enrollments are still to be determined.

Scenario 7 Strengths:

- Division-wide CTE school
- Supports the Transformation Initiative

Scenario 7 Challenges:

- Changing attendance boundaries
- Remaining boundaries show live-in utilizations above 100%

High School	Capacity	2013-14 Enrollment	Current Utilization	New Boundary Enrollment	New Utilization	Current Norfolk Technical Students Living in Boundary	Current Free and Reduced	Current Pay	New Free and Reduced	New Pay
Booker T Washington	1,637	1,183	72%	1,788	109%	91	76%	24%	57%	52%
Granby	1,873	1,944	104%	1,982	106%	159	57%	43%	62%	42%
Lake Taylor	1,527	1,249	82%		0%	115	68%	32%		
Maury	1,743	1,584	91%	1,874	108%	134	47%	53%	60%	38%
Norview	1,926	1,769	92%	2,089	108%	125	61%	39%	63%	21%

Utilization Key: <70% | 70% - 79% | 80% - 89% | 90% - 100% | >100%

Questionnaires
&
Small Group Discussion

Individual Questionnaires

1. Review Each Scenario INDEPENDENTLY and respond to your level of support
2. If you can't or don't want to answer tonight, GOTO online questionnaire available Wednesday Evening through Sunday Midnight
   - **LINK ON DISTRICT WEBSITE**
3. Even if you do not answer Individual questionnaire, please participate in Group Discussion
4. Please Place Individual Questionnaire in Envelope

Group Questionnaires

1. Use Group Questionnaire to respond to Group Discussion
2. Build Consensus that best fits your table
3. Let all participate in the discussion
4. Record Group Response on Wall Charts
5. Place Group Questionnaire in Envelope

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"Refresh NPS-
Connecting Communities to Education"

THANK YOU FOR PARTICIPATING!!