

**COMMUNITY ENGAGEMENT
ADVISORY COMMITTEE**
Benton Harbor Area Schools

DRAFT REPORT

**Assessment Report
and
Academic and Financial Operating
Plan**

March 2020

Prepared By:

Benton Harbor Area Schools

Community Engagement Advisory Committee

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About this report

This Assessment and Academic and Financial Operating Plan for the Benton Harbor Area Schools was prepared by the Community Engagement Advisory Committee. The report is the compilation of the work of four subcommittees to provide an assessment and academic and financial operating plan based on data about Benton Harbor Area Schools (BHAS). The report contains data from numerous sources, which are listed near the end of this report. Much of the data is from the Center for Educational Performance and Information (CEPI), Michigan Department of Education (MDE) and Michigan Department of Treasury (Treasury) reports of data submitted by school districts in response to state reporting requirements. Throughout the report, comparisons are made to statewide results, Berrien RESA (Regional Educational Service Agency) and the 14 school districts that, along with BHAS, make up the Berrien RESA service area.

The overall report is divided into two sections:

- **Report One: Assessment Report for Benton Harbor Area Schools**
- **Report Two: Academic and Financial Operating Plan for Benton Harbor Area Schools**

This report tells the story of BHAS in aggregate. It describes the results of impact indicators across schools, over time and compared with statewide, countywide and peer district data when available. As with any data analysis, it does not tell the individual stories of individual students, teachers and principals. In some cases, data the Benton Harbor Community Engagement Advisory Committee or subcommittees would have liked to review, to give a more complete rendering, were not available. This report is limited to the parameters of the school district and no attempt is made to look beyond to community, regional and state issues that impact the lives of the school children of BHAS.

To protect the privacy of Michigan's students and comply with the Family Educational Rights and Privacy Act, CEPI and the Michigan Department of Education have applied more robust disclosure avoidance rules to the Grades 3-8 and High School Assessments reports on MI School Data. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Assessment results are displayed as both student counts and percentages, with different rules applied accordingly.¹⁹ Student counts may be suppressed with an asterisk or displayed only as a "less than" amount based on the total number of students in a category. Percentages may be suppressed with an asterisk or displayed only as a "less than" or "greater than" percentage based on the total number of students assessed.

Executive Summary

Report One: Assessment Report for Benton Harbor Area Schools

Benton Harbor Area Schools has a history of academic and fiscal distress. In the fall of 2019, following BHAS Board of Education's rejection of the State of Michigan's proposal to restructure the school district to a K-8 system, the Benton Harbor Area Schools Community Engagement Advisory Committee was formed. The Community Engagement Advisory Committee organized its work into four subcommittees: Community Engagement; Academics and Programs; Budget and Finance; and Buildings and Facilities. This Assessment Report of Benton Harbor Schools presented by the Community Engagement Advisory Committee is the culmination of the four subcommittee assessment reports.

Through a series of 15 community events (i.e., town hall meetings, focus groups, meetings with students, teachers, and community members) and a community survey, community members expressed their concerns for the school district. Survey respondents found academic programs top among school district weaknesses (66.39% of respondents), with the condition of facilities as the second most frequently selected weakness (50.21%). These community perceptions are borne out by data. In every academic measure (i.e., M-STEP, PSAT, SAT) fewer than 10% of BHAS students reach proficiency.¹ BHAS ranks lowest among Berrien County school districts. Dropout and graduation rates tell the same story.¹ At the high school level, students do not have access to higher level courses, Advanced Placement courses, Algebra 2, or Calculus. In fact, there is one certified math teacher for the student body of nearly 600.⁶

The community events and survey also raised concern for student and staff safety, citing school violence as a disrupter of teaching and learning, and a barrier to enrollment. In grades K-12, 457 students have been suspended between September and January 2020.⁶ That is 26% of the student body. Some students have multiple suspensions and some have experienced six or seven out of school suspensions (OSS), missing 18 to 25 days of school so far this year, or a quarter of instructional days.

The enrollment of BHAS has been in steady decline for more than a decade. Despite a slight uptick in enrollment in 2017, from 2010 – 2020, BHAS enrollment declined from 3,524 to 1,766 students; a 50% loss.¹ Enrollment losses of this magnitude affect state aide revenue and federal grants, staffing, school services and facilities. A close look at district demographic data shows that two-thirds of school district resident families are choosing to educate their children in locations other than BHAS. Few, if any, are choosing to enroll their children in BHAS through schools of choice.¹

In Benton Harbor, reviewers found aging buildings, with the most recent built in 1960 (Dream Academy) and the oldest built in 1924 (Benton Harbor High School).⁷ These facilities will need upgrades to deliver 21st century instruction in a manner that is safe and energy efficient. Combined with the loss in enrollment, the building and facilities subcommittee found the district has far more classroom space than needed. This unused space requires maintenance, security and insurance costs.

High staff turnover has led to less experienced staff, fewer teachers with master's degrees and teachers teaching outside their area of certification.¹ The high use of substitute teachers and long-term substitutes is another disrupter of providing students with quality instruction.

Per board approved 2019-2020 budget projections, the district expects a general fund deficit of \$4.4 million⁸. To put that in context, the current fiscal year budget assumes expenditures will exceed revenues by 17.4%. Furthermore, over the past ten years, the district maintained an average deficit of \$14.7 million dollars until 2017 when the deficit declined from -44.7% to -16.7% due to the restructure of its debt obligations.

A review of the most recent independent audit report shows additional indicators of financial distress. The audit noted findings of lack of internal controls, written policies and procedures were inconsistently executed, and lack of record keeping and reporting. These findings can jeopardize district funds, lead to financial errors and loss of federal funds for services.

When compared with other low-income school districts, including those with dropping enrollment, small urban centers and other peers, BHAS remains at the bottom of the list. Despite the efforts of students, parents, teachers and principals, BHAS performance is among the lowest in the state. As seen throughout this assessment, the data point to systems factors well beyond effort and intent. The conclusion is that the design and process implementation of the full system are not working. Despite needs and planned interventions, like those used in other struggling districts, the magnitude of the systemic failures seen in BHAS requires a systemic response.

Whether viewed through the lens of teaching and learning or financial stability, BHAS is experiencing an interlocking loop of conditions that create deficiencies. To build a vibrant and successful community of schools, an effective plan will need to address the system in a sustained manner.

It is the intent of this report to contribute data for the creation of a plan to improve academics and financial operations that can be implemented in the short-, mid-, and long-term. The future of the district and its success are dependent on academic and financial success.

Therefore, the observations made in this report should be viewed and assessed with those twin goals and measures of success in mind.

Successful school reform requires systemic analysis and planning. As recommendations and plans are developed for academic improvement they must be aligned with plans for fiscal improvements and community engagement.

Report Two: Academic and Financial Operating Plan for Benton Harbor Area Schools

Report One: Assessment Report identified deficiencies found in BHAS. The report concluded with priorities identified by the subcommittees based on their assessment reports. In **Report Two: Academic and Financial Operating Plan**, the priorities and recommendations of the subcommittees are organized into a plan. The plan is intended to provide continuity in the direction and work of the district to improve its academic and financial outcomes. The operating plan is designed to provide clear operational steps that address the deficiencies found in the Assessment Report. The operating plan describes resources needed to implement the plan and wherever possible to identify sources of resources and support. The plan includes timelines, measurable outcomes and deliverables.

To be successful, the Academic and Financial Operating Plan must be aligned with the strategic and budget plans of the district. The intent is to provide a singular path to sustained success. The direction of the plan is grounded in the assessment data and led by evidence-based best practices.

Several factors foretell the success of plans. In the case of the plan presented in this report, great effort has been taken to ground the plan in an assessment of local data and to gather and reflect the views, perceptions and experiences of students, parents and community stakeholders. Successful plans require focused leadership and direction, and the logistical support and resources required to execute the plan. Finally, successful plans require monitoring and accountability. To assist in building the conditions for a successful plan the following are recommended:

- A project manager should be identified by Treasury, MDE and the BHAS superintendent to manage the day-to-day implementation of the plan. This position will be paid by funds external to the district.
- The superintendent along with project manager will present quarterly updates to the BHAS Board of Education, Treasury and MDE. Updates will be posted on the Community Engagement Advisory Committee and BHAS websites.

The plan is described in the four subcommittee areas.

Community Engagement

- Create and implement a safety plan which will (A) conduct a review of the physical infrastructure, safety analysis and security awareness training, review of surveillance systems, emergency preparedness, and information technology security (B) Identify evidence-based program interventions (e.g., social emotional interventions, Positive Behavioral Intervention and Support {PBIS}, restorative justice, conflict resolution, and alternative programming).
- Establish a Parent Academy.
- Increase communication between the school district and community by making improvements to the website, creating a newsletter and using social media. Create a strategic communication plan to guide this work.

Academics and Programs

- Design and conduct a curriculum and instructional audit. Hire a curriculum specialist for BHAS.
- Increase the pool of highly qualified teachers and administrators. Establish a teacher resident program.
- Implement social, emotional, character education, and restorative justice programs. Provide professional training for staff.
- Conduct a wage and compensation study and implement strategy.

Budget and Finance

- Perform an operational assessment of the business office including a review of budget process.
- Conduct an audit of vendor contracts.
- Hire a professional to annually develop enrollment projections.
- Define roles of key stakeholders (i.e., MDE, Treasury, Berrien RESA, Foundations, Business Community) with implementing the plan.
- Continue training in governance and professional development for school board and business office staff.
- Consider bonding through a voter approved millage when the district is stabilized.
- Create an incentive program for teacher retention.

Buildings and Facilities

- Right-size the facility footprint from 600,000 square feet down to a range of 250,000 to 350,000 square feet based on current and projected enrollment of 1,750 students.
- Allocate current and projected sinking funds to facilities and address critical needs.
- Demolish remaining facilities.
- Sell non-essential sites.

Additional Support beyond BHAS

In addition to the actions that can be taken by BHAS, there are state and legislative actions recommended to support BHAS. The following general recommendations are offered to secure the financial and academic wellbeing of BHAS:

- A project manager / consultant is recommended to facilitate technical support to implement the plan.
- The Academic and Financial Operating Plan should be included as a Financial Recovery Agreement between the State and BHAS.
- Recommended that BHAS request forgiveness of outstanding emergency loans owed by the school district.
- Increase access and participation in high quality early childhood and preschool programming for all children in the state of Michigan.

As with any plan, progress depends on its execution and the collaboration of district leadership, its students, parents, community members, service providers and stakeholders. The success of BHAS relies on the persistent and continuous support of the principles underlying the goals and priorities of this plan.

Report One: Assessment Report

Introduction

In the fall of 2019, the Benton Harbor Community Engagement Advisory Committee was established to assess and facilitate the ongoing exchange of information between the various community, local and state stakeholders concerning the academic outcomes, operations, financial, budgetary and other matters that are essential to the long-term viability of BHAS.

1.1 Community Engagement and Advisory Committee – Establishment and Purpose

Pursuant to this Memorandum, a Community Engagement and advisory committee (the “Advisory Committee”) is established to achieve the purposes set out in Section 2 of this Memorandum and to facilitate the ongoing provision and exchange of information between District officials and state officials concerning operational, financial, budgetary, and other matters affecting the District that are essential to its long-term viability.

October 30, 2019

This report is the assessment produced by the committee and is based on subcommittee review of data in four areas: 1) Community Engagement; 2) Academics and Program; 3) Budget and Finance; and 4) Buildings and Facilities.

The subcommittee reports have been reviewed by the full Community Engagement Advisory Committee and are used to produce this comprehensive assessment report. Each subcommittee has also identified priorities based on their assessment findings, which serve as the basis for the Academic and Financial Operating Plan.

This report draws upon the findings of the four subcommittees, identifying themes, unanswered questions and additional information needed for the academic and financial program plan. Readers are urged to review each subcommittee’s report for detailed data.

Background Information

BHAS is a district of 1,766 students in grades K-12.¹⁰ Approximately 82.9% of BHAS students qualify for free or reduced-price lunch.¹ The district has a student population that is 92.36% African American, 3.97 % Latino / Hispanic, 1.85% two or more races, and 1.39 % white.¹ The district operates six schools, with a teaching staff of 97 (FTE) and has a 2019-20 general fund budget of \$25,282,080.¹¹

BHAS is located on the shores of Lake Michigan midway between Detroit and Chicago. The community, with a population of 9,800 has long been an agricultural community of farms and orchards, and manufacturing, primarily through Whirlpool, its largest industry.⁵

The school district is surrounded by the smaller districts of Hagar, Coloma, Watervliet and Eau Claire. Sodus Township and St. Joseph are located across the river from BHAS.

District Overview

Pursuant to Public Act 436 of 2012, BHAS underwent a Preliminary Review of the district’s finances. The final report was given to the Emergency Financial Assistance Loan Board on April 22, 2014, which found probable fiscal stress. After the appointment of a review team, the recommendation that a financial emergency existed was issued to former Governor Rick Snyder on August 1, 2014.

On September 23, 2014, the District entered into a consent agreement with Treasury to resolve the financial emergency. Pursuant to MCL 141.1548(12), a consent agreement consultant was hired and served from November 24, 2014 to February 21, 2016. The next consent agreement consultant was subsequently hired serving from February 2016 to October 2017.

In May 2017, BHAS entered a partnership agreement pursuant to MCL §380.1280c with the State School Reform/Redesign District (SSRRD) as an alternative to school closures for low academic performance. In June 2018, the school district entered a cooperative agreement with the SSRRD. A Chief Education Officer (CEO) for BHAS was appointed as the agreement took effect July 17, 2018.

With the cooperative agreement in place, Treasury terminated the consent agreement on November 7, 2018. Treasury began communicating with BHAS to develop an Enhanced Deficit Elimination Plan (EDEP) starting November 26, 2018. The District Chief Financial Officer (CFO) submitted a draft EDEP to Treasury on February 13, 2019.

On December 31, 2018, former Governor Rick Snyder signed into law Public Act 601 of 2018 establishing a letter grade system for ranking public schools and repealing MCL 380.1280c, effective June 30, 2019. As a result, the statutory authority behind the cooperative agreement was lost and the authorities of the CEO would return to the school board as of that date.

Description of Subcommittees

Following are brief descriptions of each subcommittee. Each subcommittee section also includes an expanded description of the subcommittees, their purpose and methods. Subcommittee members are listed at the end of this report.

1. **Community Engagement:** This subcommittee designed and hosted a series of community events to gather community input. A survey was also designed and distributed. Ongoing community outreach and communication strategies are being implemented.
2. **Academics and Program:** The subcommittee reviewed K-12 academic and program information, including assessment performance, curriculum offerings, attendance, dropout and graduation rates, out of school suspensions, teacher and principal qualifications and professional evaluation findings. Data are benchmarked with statewide and countywide data if available.
3. **Budget and Finance:** This subcommittee reported on the current financial status of BHAS and analyzed key indicators of financial distress, including enrollment trends, expenditures, revenues, general fund deficit, and financial statement audit findings.
4. **Buildings and Facilities:** Plante Moran CRESA provided a review of the condition of BHAS education buildings and support buildings for this subcommittee. The information offers a capital planning template to be used as the Academics and Financial Operating Plan is developed.

Subcommittee Assessment Findings

The subcommittees' assessment will be described in the parts that follow. The full detailed subcommittee reports are attached. The reader is urged to review the subcommittee reports for further information.

Part 1: Community Engagement

Part 1: Community Engagement

The Community Engagement Subcommittee was established to provide a voice for the greater BHAS community. A primary emphasis for plan development is to continuously engage the community and to gather perceptions and input. The Community Engagement Subcommittee was chaired by a representative from area Ministerial Alliance, representatives from Treasury, including the Deputy Treasurer. The intent of the Community Engagement Subcommittee was to meet with community members, develop a website and conduct a survey as a means for the community to provide input. Additional information about the duties and responsibilities of the subcommittee is included in the full subcommittee report attached.

Community Engagement Subcommittee Methodology: The Community Engagement Subcommittee used three strategies to engage the Benton Harbor community: 1) Community engagement events, 2) community survey, and 3) communications, (e.g., press releases, Community Engagement Advisory Committee website).

The community engagement events consisted of a series of 15 community meetings and outreach events which began in December 2019. **Table 1** describes the community meetings and events and includes a summary of community feedback received.

TABLE 1: COMMUNITY ENGAGEMENT MEETINGS AND EVENTS

Event Date	Participants	Location
December 2, 2019	Harbor Pointe Apartment residents, a former school district employee and a daughter of a current teacher	Harbor Pointe Apartments
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • The students in the school district are talented. Students experience learning challenges due to disruptions in the learning environment. • Accolades were extended to the teachers. • Need for building improvements. Discussions indicated concerns that some of the buildings may not have heat on a consistent basis. • Discipline for bad behavior, bullying and violence is not addressed in a consistent manner. Students are not held accountable for their actions, which affects the learning environment in the classroom. • Counselors, social workers and other support staff is needed in the district to address behavior. Some of the students are homeless and have been subjected to trauma in other environments. A plan of support is needed to address this issue. • Additional teacher training is necessary to address classroom issues. • There is a need for a more hands-on curriculum. Examples included programs such as home economics and hands on trade courses. 		
December 2, 2019	Berrien Township Housing Authority Resident	Berrien Township Housing Authority
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • The person is a grandparent of a child in the school district. The student is an athlete. The other grandchildren attend charter schools due to concerns with behavioral and safety issues impacting the learning environment. 		

December 10 and 17, 2019 (four town hall meetings)	Community Members	Benton Harbor Public Library
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Discussion regarding the financial status of the district and the debt accumulation. • BHAS has a legacy of pride and accomplished academics. The school district has talented children and parents that are concerned about education. • The district needs qualified certified teachers and substitute teachers. • There has been a large amount of turnover in staffing and within administration makes sustainability difficult. • The voice of the community is not being heard and there is a lack of communication by the school board. • Need to increase alumni involvement. • Bring back hands on education such as tech classes, coop programs, home economics and other similar programs. Students need more career choices. Everyone is not interested in pursuing a college degree. • Reduce the stigma and increase public perception of the school district. • Focus on addressing behavioral issues within the educational system. • Increase parent engagement and assist in finding solutions to the problems that exist in the school district. • Lack of trust of school district leadership. • Student retention issues. • The district is underfunded and lacks resources. • Teacher salaries are too low. Teachers are getting training in Benton Harbor and is leaving for better paying teaching positions at surrounding school districts. • Recommendation to consider a review Berrien County Survey from Berrien RESA to identify barriers. • Concerns over prior approaches offered by the State of Michigan. • Truancy and attendance are an issue. • Need to reduce class size to improve the learning environment. • Increased after school programs and curriculum offerings for students. 		
January 6, 2020 (two meetings)	Student Meeting	Benton Harbor High School
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Curriculum is not challenging. Classes are offered in earlier grades in other school districts. Benton Harbor students do not have same resources and opportunities provided to students in surrounding school districts. • Students should be taught a curriculum that will prepare students for standardized testing. • Teachers are not paid comparable salaries to other school districts. • Request that all teachers instruct classes consistent with their expertise. • There is a disconnect between teachers and students. • Establish a dress code policy. • The appearance of the schools needs to be upgraded. Examples given included trash collection and improving the surrounding neighborhoods. • During the school year, there should be an all-day fun event. • Not enough leaders. Students are judged for everything. Too many followers. • Consider offering magnet schools again. • School is best known for its athletics and more work needs to be done to improve the quality of education. • Need to create a better image of the school district. • Need new field trips for all grade levels. • Other options for beverages in the cafeteria other than milk and more flexible seating options in cafeteria. • Fundraiser to increase student enrollment and highlight the school district accomplishments. • Eliminate bullying. • Offer more clubs for students including a program for homework assistance. • More program offerings such as clubs, cosmetology, art, CTE, after school programs, 21st Century programs. • Need social workers on a consistent basis within the schools. • A strength of the district is the support given for big events such as Mr. & Ms. Benton Harbor, Talent shows, 		

dances, and prom.		
January 6, 2020 (two meetings)	Teacher meeting	Benton Harbor High School
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • The district is always reactive; is not proactive. • Communication between the administration and students need to be strengthened. • There is a problem with behavior and discipline. Students are allowed to hit teachers and the teachers are not supported by the principals. There is a need to establish and follow a discipline plan district wide with enforcement mechanisms. • Disruptive students are not being helped and their issues are not being addressed. • A number of parents have taken students out of the district. Teachers are dealing with issues beyond classroom management. • Students are coming in classrooms being marked tardy for arriving during the last five minutes of class. • Students are coming to class exhausted. • Students are behind grade level by a large percentage. • There is a need to work with parents and others in the home in order to address basic needs and behavioral issues. • Need for more teachers. • Class sizes should be reduced. • There is a need for early preschool education and an early readiness program. • Career Tech and Education Programs are needed. • Teachers need to be paid more to increase retention rate as teachers are leaving the district for higher paid positions at surrounding school districts. 		
January 6, 2020	Berrien RESA Staff	Berrien RESA Central Office
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Berrien RESA is supportive of the district and would like to continue being supportive and providing services, as needed. Currently the district provides services in accounts payables, building maintenance, special education compliance, and payroll. Berrien RESA contracts with the district will be terminated by the end of the school year. • The district has problems with teacher turnover due to behavior and work environment. • There is a lack of parental support. • There is a lack of certified teachers. • There has been turnover of school board members. • Some of the charter schools may not be better than BHAS. • A new model may be needed to educate and retain students. • Everyone needs to focus and move in the same direction. 		
January 23, 2020	Ministerial Alliance	Benton Harbor Public Library
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Discussion included the role of integrated schools, schools of choice and charter schools and how they have impacted BHAS enrollment, and the impact of Benton Harbor’s local history. • Expressed concerns with students getting an education, the curriculum, funding for the district, and community involvement. Accountability and structure are necessary to meet these objectives. • The curriculum in the past was setting the bar high, it was on par; now there is a lack of resources, textbooks are outdated, and students no longer have the advantage of strong curriculum. • Discipline and respect, more support on both sides (teachers and students). • Increased qualified teaching staff. • Discipline and accountability start at home. There is a need for engagement because students start their day battling something then come to school unable to focus. 		

<ul style="list-style-type: none"> • Lack of certified teachers. Significant concerns over the number of permanent substitute teachers. • Need to create stability for current students. • Diversity training for teachers to better relate to issues facing an urban school environment. • Concern for nepotism in the district. • Need for increased communications and transparency between the community and school district. 		
January 23, 2020	Cornerstone Alliance Administrators	Cornerstone Alliance Office
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • There is mistrust of the leadership and not open to ideas or collaboration. • The physical condition of the buildings is poor. • It is in the best interest of the community to have the high school and the district be successful. • There is a racial divide in the Benton Harbor area. There is a willingness to see the area more integrated. • Need more consistency and competence withing the administration. • Provide more early education program options. • Need more program initiatives to get more parents involved. Offer programs for parents such as community education or alternative education programs. 		
January 27, 2020	ACLU Representative	Austin Building, Lansing, Michigan
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Resource allocation and misappropriation of resources; talent – students, parents, business – left the area. • The educational attractiveness is not dependent on one factor. Economic development must be there as well to retain students and staff. • Culture and climate of the area dissuades businesses and investors from investing into the community. • A concern with charter schools, discussion of charter schools poaching underdeveloped areas. Research data has shown that charter schools search out underdeveloped areas and there is racial inequality, correlation with charter schools, race, and emergency managers. • There are sociological factors that far extend beyond just the schools that are impacting the district. • Concerns over the general sentiments that corruption and lack of a competent administration exist. Of note, alternatively, it was stated that some families were satisfied with district. • There is a strong sentiment that the closure of the high school is related to the gentrification of the area, the perceived high value properties are being targeted, such as the high school. • High level of concern in the community of outside influences making high level decisions. • Potential solutions for engaging students to keep talent in the City would trade and co-op programs such as daycares run by students, camps that are run through the district and cultural enrichment activities. • Embrace the perception and attitude towards the high school, the “Tiger Pride”, as the anchor to the community. • A willingness to work with students in understanding their rights, civic engagement, roles they should play as citizens, their rights in respect with law enforcement, voting, and overall community participation. 		
December 2, 2019	BHAS Board Finance Committee	Benton Harbor High School
<p>Summary of Feedback:</p> <ul style="list-style-type: none"> • Review and discussion of the past and current financial position of the school district and factors that may have contributed to the current financial status. 		

Community Survey

Survey methodology

A Community Engagement Advisory Committee Pre-Assessment Survey was developed by the Committee and administered from November 2019 through January 2020. More than 450 responses were received as of January 15, 2020. The 15-question survey was designed to supplement community engagement events shown above. The survey was made available to community members electronically, and paper copies were distributed to attendees of the community engagement events as an alternative. The hyperlink to the survey was posted at <https://www.michigan.gov/engagecomm>.

Survey findings

Survey findings are summarized in seven categories: Demographics; Improving BHAS; Attracting Students; Retaining Students; Strengths and Weaknesses; Communications; and Additional Comments and Feedback.

Survey Respondent Demographics

More than 450 survey responses were received.¹² Among respondents 12% identified as students, 17% as parents, 19% as educators, 6% as business members, 44% as community members and 13% identified themselves as other. 62% of the respondents identified themselves as living within the school district attendance area. 77% of the survey respondents identified as affiliated with BHAS, the remaining 23% were a combination of virtual school, charter school or another district. 32% of respondents reported that they were moderately aware of the work being done by the Community Engagement Advisory Committee. The survey posed four open-ended questions: 1) What ideas do you have to help improve Benton Harbor Area Schools? 2) How can the district attract students? 3) How can the district retain students? 4) What additional comments / feedback you would [sic] like to provide?

Each open-ended question generated hundreds of responses however common themes emerged.

Improving BHAS – Survey Question 5

Nearly 60% of the respondents to this question gave ideas related to academics and programs. Frequently cited were ideas related to improving teacher quality and availability of certified teachers, improving teacher pay, stronger leadership, accountability, increased career, trades and technical (vocational) programs for

students, more counseling / social work / mental health / student support services, more support for students and families, improved safety, security, discipline and behavior management programs and practices, increased parent and community involvement, and better funding / debt forgiveness.

Attracting Students – Survey Question 6

Responses to the open-ended question about means to attract students to BHAS focused on academics and programs of the district. Specifically cited were increase student academic performance (test scores), increase after school clubs, host school and community events, increase school safety and

reduce violence, improve school facilities, prepare students for careers, more high level and science, technology, engineering and mathematics (STEM) programming.

Eighteen of the 253 responses to this question said that it (attracting students) cannot be done.

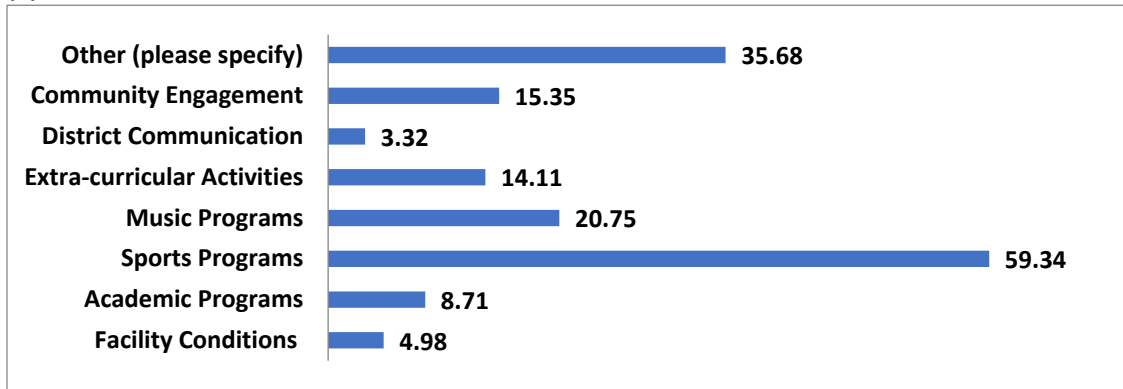
Retaining Students – Survey Question 7

Most of the comments to this question mirrored the recommendations for attracting students. Unique to retaining students were recommendations for alternatives to suspension (e.g., detention rooms, alternative education programs). Once again, 11 of the 253 respondents to this question said that it cannot be done.

Strengths and Weaknesses – Survey Questions 8 and 9

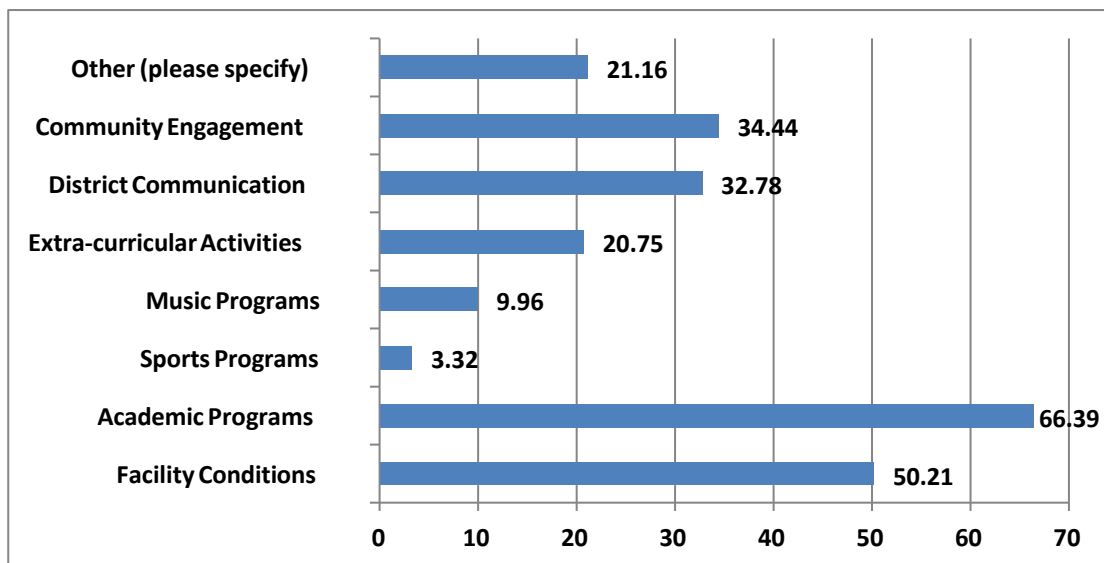
Survey questions eight and nine asked about the strengths and weaknesses of Benton Harbor School District. The respondents were given seven choices and asked to select the top two in answer to the questions about district strengths and weaknesses. Most frequently selected as strengths were the sports programs (59.34%) and other (35.68%). The music program was the third most frequently selected strength with 20.75%. Of the 241 answering this question, 27 respondents said there are no strengths. Question nine asks the survey respondents to select BHAS weaknesses from the same list of seven choices. The academic programs (66.39%) and facilities and conditions (50.21%) were the most frequently selected weaknesses, followed by community engagement (34.44%) and district communication (32.78%). The tables below show the responses received.

TABLE 2: SURVEY QUESTION 8: WHAT DO YOU THINK BENTON HARBOR’S SCHOOL DISTRICT GREATEST STRENGTHS ARE? PLEASE SELECT TOP TWO (2). PERCENT OF RESPONSES RECEIVED FOR EACH CHOICE.



Answered: 241 Skipped: 180

TABLE 3: SURVEY QUESTION 9: WHAT DO YOU THINK BENTON HARBOR’S SCHOOL DISTRICT WEAKNESSES ARE? PLEASE SELECT TOP TWO (2). PERCENT OF RESPONSES RECEIVED FOR EACH CHOICE.



Answered: 241 Skipped: 180

Communications – Survey Questions 11 and 12

Finally, the survey asked about current means of receiving news about BHAS and preferred means to receive information in the future. Most frequently selected as current means of receiving information are newspaper/newsletters (41.70%) and Facebook (33.62%). In the future, respondents selected newspapers/newsletters (35%), *other* (29.36%) followed by Facebook (14.89%) and school board meetings (13.62%).

Conclusions

Survey comments and comments during the community events held by Community Engagement Advisory Committee reveal strong perceptions about BHAS. The survey results and input received at the community events are consistent with the assessment findings of the Academics and Program, Budget and Finance, and Buildings and Facilities subcommittees. Although communications and community engagement were judged by the survey respondents to be among the BHAS weaknesses, the open-ended responses to the survey showed that respondents were eager to offer observations, recommendations and opportunities to be engaged with the schools.

Part 2: Academics and Programs

Part 2: Academics and Programs

The purpose of the academics and program assessment is to determine the strengths, challenges and trends of BHAS regarding student achievement. Benton Harbor Area Schools' achievement data shows that students are performing in the bottom five percent of the State in English/Language Arts and Math for the past three years.¹ Also included in this report is an assessment of the current programs available for students throughout the school system.

The Academics and Programs Subcommittee used a variety of data to evaluate the current academic condition of BHAS. The subcommittee selected the key assessment data by grade from available data, primarily from MiSchoolData.org, the BHAS website, and data provided by Berrien Regional Education Service Agency (BRESA). Academic data is compared to statewide and countywide data and, if available, results from other Berrien County school districts.

The Academics and Programs Subcommittee organized its review into three sections:

- Academic Performance (state assessment and testing data)
- Student Participation (chronically absent students, graduation rate, dropout rates, college enrollment, school of choice data)
- Curriculum Review, Professional Development, and Programs

As shown throughout this report, the Benton Harbor community and school district face challenges like those faced by scores of other districts in Michigan. The combined effects of poor academic performance, financial shortfall, leadership and staffing changes, and loss of enrollment have led to a cycle of financial and academic distress.

Academic Performance Summary

Review of academic assessment data shows that for every districtwide academic measure, BHAS performs below other Berrien County schools. Academic indicators show student achievement below state standards in all areas. While the challenges faced by BHAS are not unique among districts experiencing concentrated poverty and low income, what is unique is the wide range of challenges throughout the system. Teaching staff turnover has led to a teaching staff with little classroom experience. Half have a bachelor's degree (50 %) but have not yet earned a graduate degree. 13.1% of Benton Harbor High School teachers are teaching outside their field of certification; this equates to 4.1% of the teaching staff at BHAS. In the high school there is one math certified teacher for the student body of 559. Few students take dual enrollment courses or participate in the early college program. Less than a third of students are enrolled in college within six months of graduation. Strategies are needed to improve academic outcomes and assessment performance. Review of M-STEP, PSAT, and SAT student data by class is needed to reveal shortfall in curriculum, instructional methodology, skills, resources, student prior knowledge, academic vocabulary, or other sources of low performance. A review team should conduct a test item analysis of the gap between proficient and non-proficient performance, and other high impact item analysis strategies, to improve test performance. The team should also review alignment of the curriculum pre-K through 12th grade and assess the match between the stated and the actual curriculum experienced by students.

Academic Performance (state assessment and testing data)

This section begins with an analysis of the key academic assessment measures of BHAS students.

M-STEP / PSAT8 Proficiency

Student assessment in grades three through eight includes the Michigan Student Test of Educational Progress (M-STEP), a summative assessment based on Michigan's content standards, designed to measure achievement and growth for most students. Also shown are results for the PSAT for grade eight, a preliminary SAT test used to assess eighth grade English/Language Arts (ELA) and Mathematics. For the current M-STEP, students are tested in grades three through seven in Mathematics and English/Language Arts (ELA), which measures student literacy by combining elements of reading, writing, listening, and research/inquiry; grades five and eight in Science; and Social Studies. Beginning in 2018-19, the PSAT 8/9 replaced the M-STEP ELA and Mathematics assessment in grade eight. This report reflects how Benton Harbor Area School students are performing on statewide assessment of learning by grade.

To protect the privacy of Michigan’s students and comply with the Family Educational Rights and Privacy Act, CEPI and the Michigan Department of Education have applied more robust disclosure avoidance rules to the Grades 3-8 and High School Assessments reports on MI School Data. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Assessment results are displayed as both student counts and percentages, with different rules applied accordingly.¹⁹ Student counts may be suppressed with an asterisk or displayed only as a “less than” amount based on the total number of students in a category. Percentages may be suppressed with an asterisk or displayed only as a “less than” or “greater than” percentage based on the total number of students assessed.

For every grade tested, 2018 and 2019 data shows that fewer than 10% of BHAS students met proficiency standards.

TABLE 4: PERCENT OF BHAS STUDENTS MEETING STATE PROFICIENCY STANDARDS IN ELA AND MATH BY GRADE LEVEL 2017 – 2019

ELA	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
M-STEP 17	≤5%	≤5%	11.2%	≤5%	≤5%	11.0%
M-STEP 18	≤5%	≤5%	≤5%	≤5%	≤5%	6.3%
M-STEP 19 / PSAT8	5.6%	≤5%	≤5%	≤5%	≤5%	8.1%
Math	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8
M-STEP 17	5.3%	≤5%	≤5%	≤5%	≤5%	≤5%
M-STEP 18	≤5%	≤5%	≤5%	≤5%	≤5%	≤5%
M-STEP 19 / PSAT8	6.3%	≤5%	≤5%	≤5%	≤5%	≤5%

M-STEP - Student Growth Percentiles Trends

Student Growth Percentiles (SGPs) represent one way to quantify the learning of individual students over one or more years. Conceptually, SGPs communicate the degree to which a student has learned in a particular domain, compared with a group of academic peers who had a comparable score on the previous test (or multiple previous tests) in that subject. The following chart compares the SGPs of BHAS, Berrien RESA, and state averages. The scores range from 0 to 100 as a percentile and are broken down by ELA and Math.

Overall Table 5 and Table 6 show a pattern of student performance growth as measured by M-STEP that is below that of comparison group students in Berrien County (RESA) and statewide.

TABLE 5: ENGLISH/LANGUAGE ARTS STUDENT GROWTH PERCENTILES BY GRADE LEVEL FOR STUDENTS STATEWIDE, BERRIEN RESA AND BHAS 2016-17, 2017-18, AND 2018-19

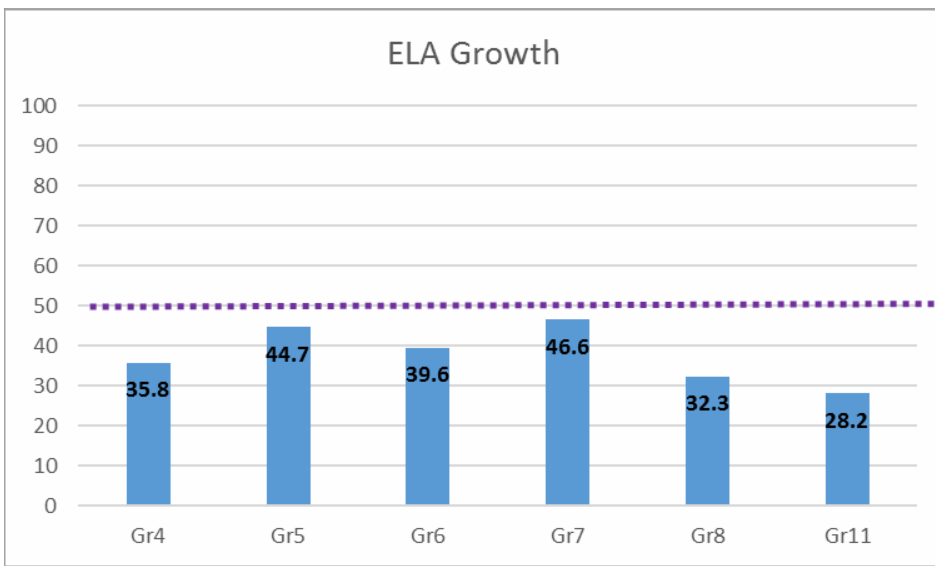
Grade	FY 2016-17			FY 2017-18			FY 2018-19		
	BHAS ELA	RESA ELA	State ELA	BHAS ELA	RESA ELA	State ELA	BHAS ELA	RESA ELA	State ELA
4th	33	51.1	49.9	34	50.9	49.9	35.8	51.2	49.9
5th	51.4	50.5	50	40	51.1	50	44.7	49.5	49.9
6th	37.8	48.2	50	34.3	51.1	50	39.6	51.4	50
7th	41.3	49.6	50	40.7	50.9	50.9	46.6	50.5	49.9
8th	51.4	49.4	49.9	45.7	50.9	49.9	32.3	51.4	49.9
11th	27.8	45	49.7	24.3	42.8	49.7	28.2	41.7	50

TABLE 6: MATH STUDENT GROWTH PERCENTILES BY GRADE LEVEL FOR STUDENTS STATEWIDE, BERRIEN RESA, AND BHAS 2016-17, 2017-18, AND 2018-19

Grade	FY 2016-17			FY 2017-18			FY 2018-19		
	BHAS Math	RESA Math	State Math	BHAS Math	RESA Math	State Math	BHAS Math	RESA Math	State Math
4th	22	51.8	49.9	31.9	52.3	49.9	34.5	52.3	49.9
5th	46.5	50.8	50	45.8	48.3	50	39.9	47.2	50
6th	30.9	51.9	50	32.8	53	49.9	43.1	50.1	49.9
7th	37	49.7	50	42.1	49.2	49.9	44.5	48.1	49.9
8th	37	46.5	49.9	42.4	48.7	49.9	38	49.6	49.9
11th	29.5	43.8	49.9	32.3	43.7	49.6	27.6	41.2	49.9

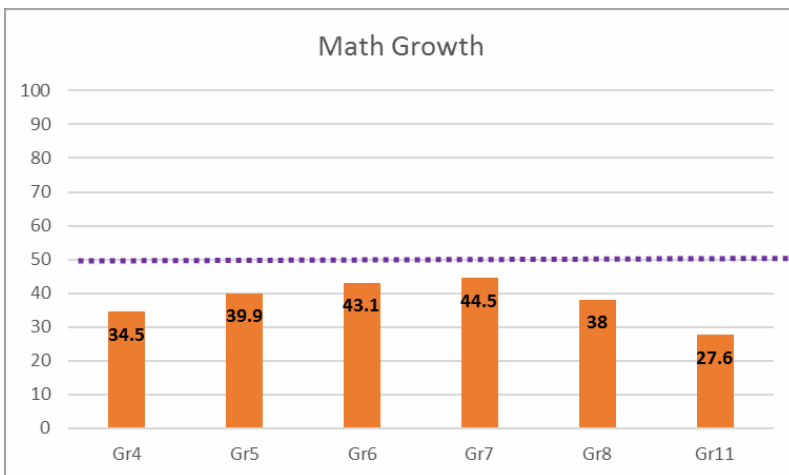
ELA Proficiency & Growth Trends

TABLE 7: ELA GROWTH BY GRADE



Math Proficiency and Growth Trends

TABLE 8: MATH GROWTH BY GRADE



M-STEP by Grade Proficiency

The tables show that BHAS M-STEP performance is far below both state and countywide averages and among the lowest of schools in Berrien County.

TABLE 9: 2019 M-STEP PROFICIENCY BY GRADE 3

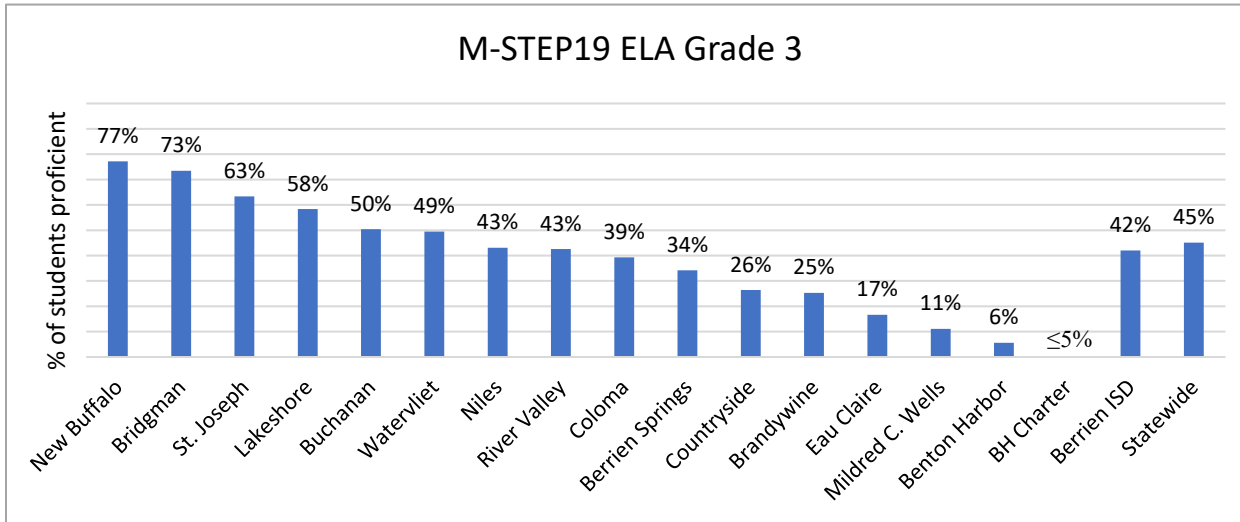


TABLE 10: 2019 M-STEP PROFICIENCY BY GRADE 4

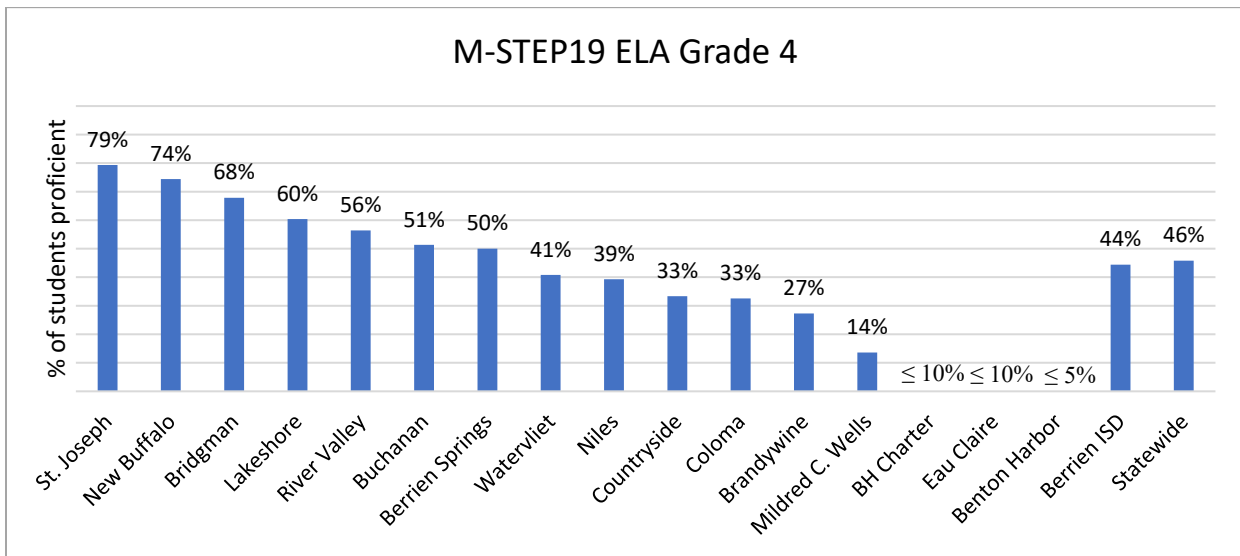


TABLE 11: 2019 M-STEP PROFICIENCY BY GRADE 5

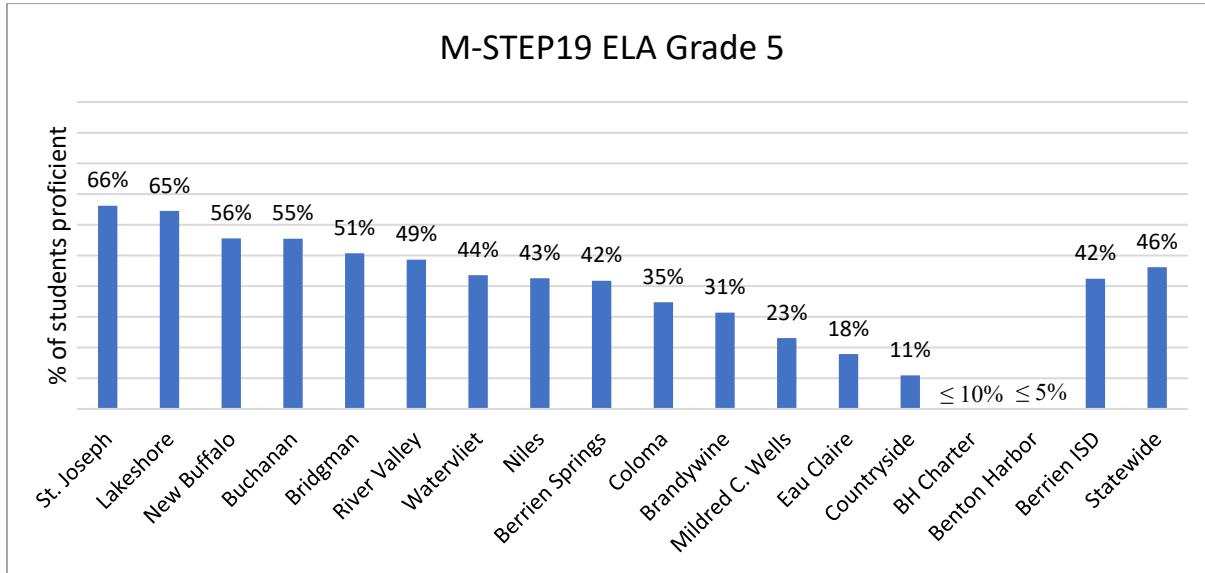


TABLE 12: 2019 M-STEP PROFICIENCY BY GRADE 6

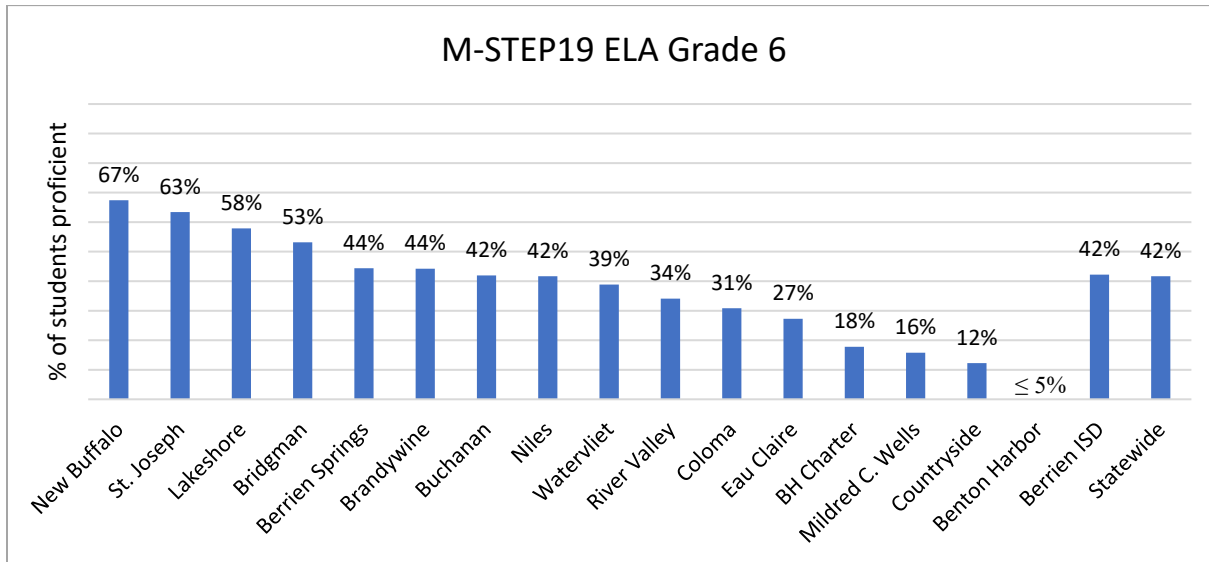


TABLE 13: 2019 M-STEP PROFICIENCY BY GRADE 7

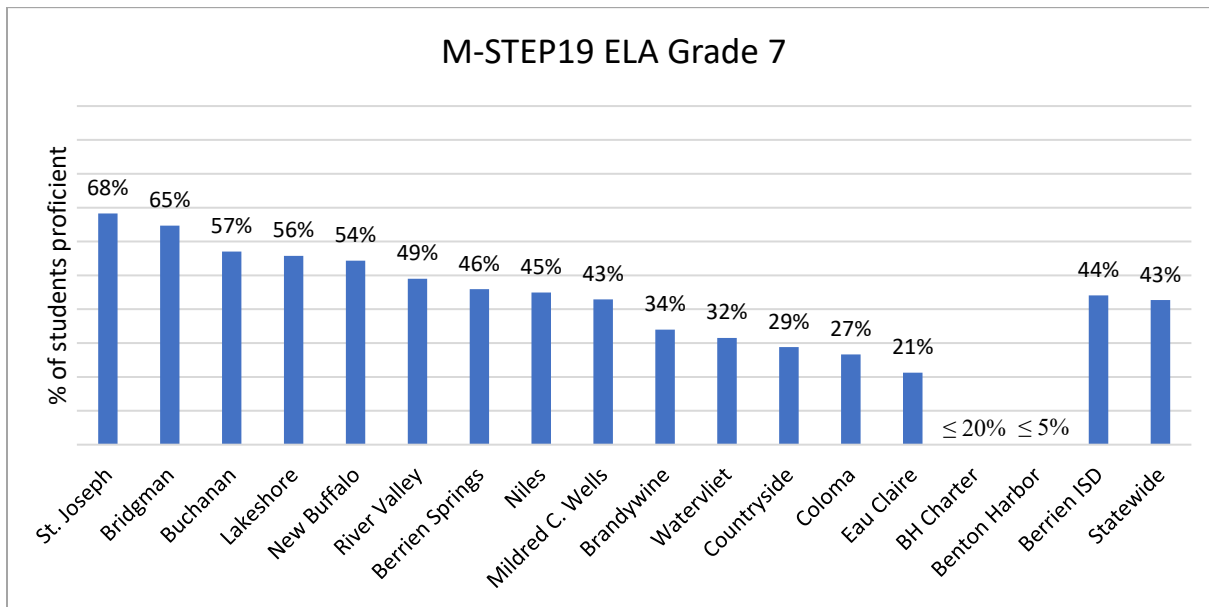


TABLE 14: 2019 M-STEP PROFICIENCY BY GRADE 3

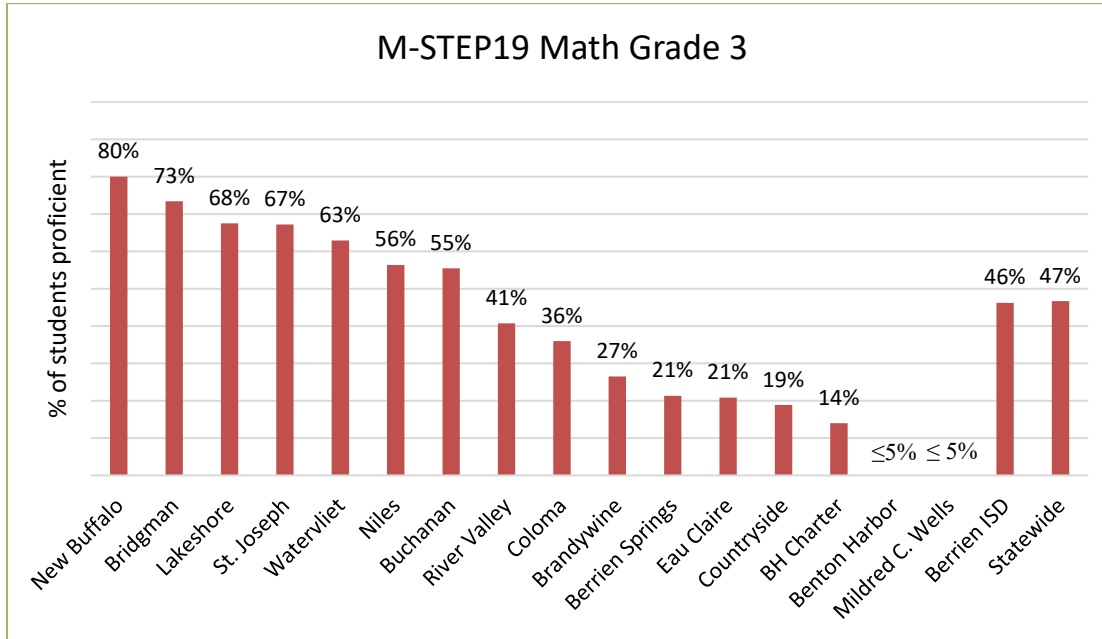


TABLE 15: 2019 M-STEP PROFICIENCY BY GRADE 4

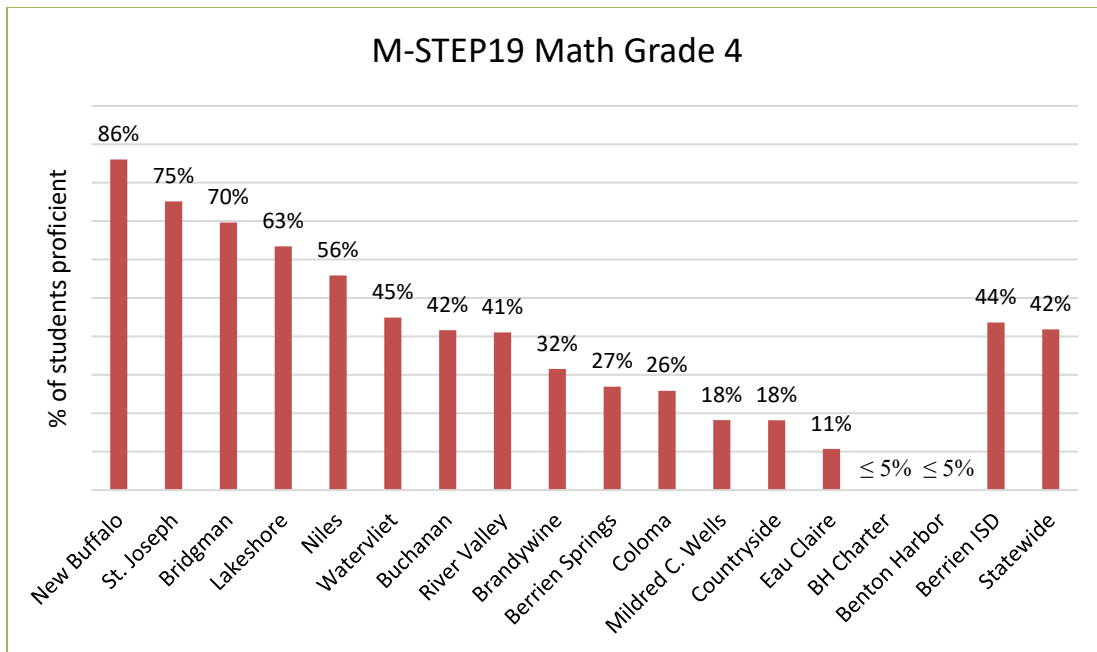


TABLE 16: 2019 M-STEP PROFICIENCY BY GRADE 5

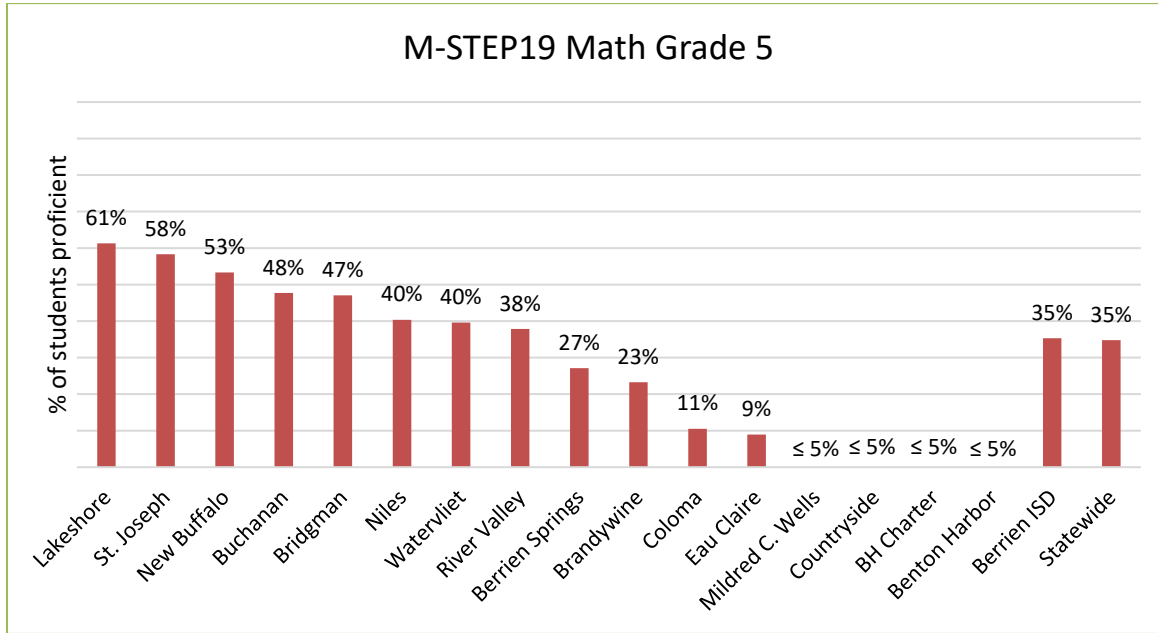


TABLE 17: 2019 M-STEP PROFICIENCY BY GRADE 6

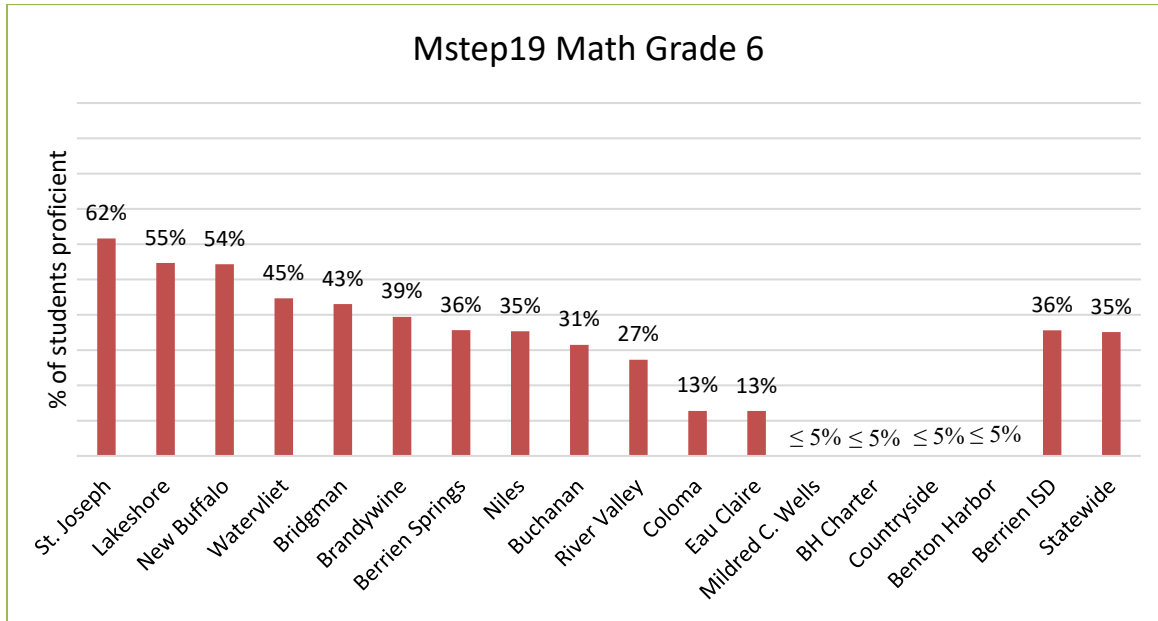
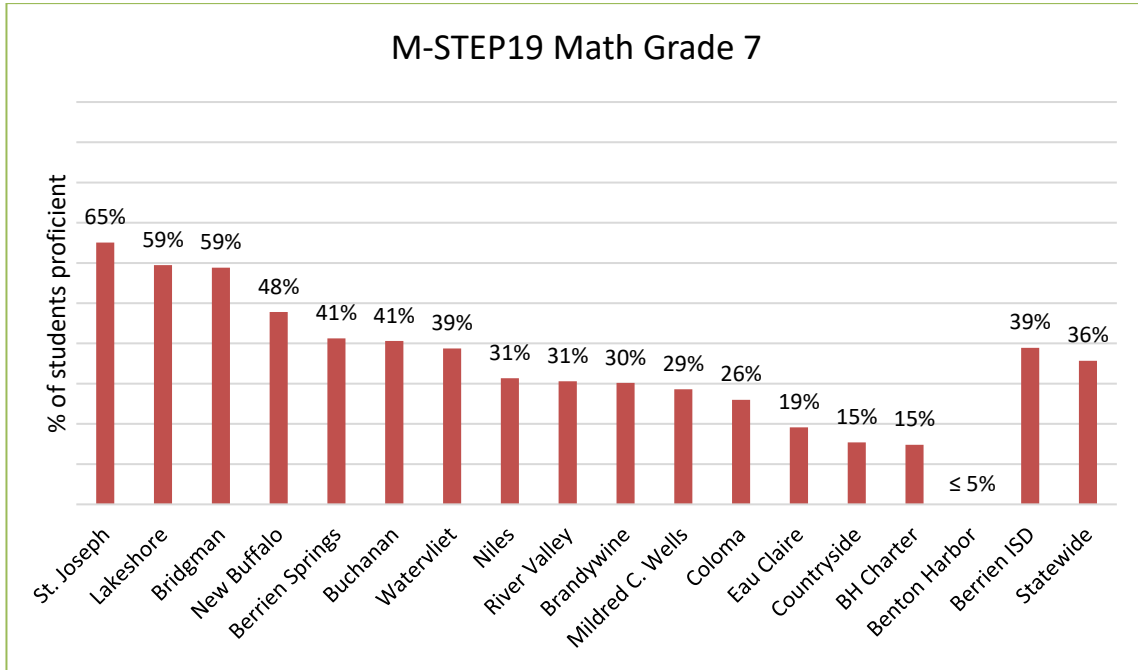


TABLE 18: 2019 M-STEP PROFICIENCY BY GRADE 7



Spring 2019 PSAT Grade 8, 9, and 10

Another important assessment instrument is the PSAT. The PSAT, given in grades eight, nine and ten, measures the skills and knowledge (at the level of content and skill appropriate for eighth and ninth grades) that research shows are the most important for success in college and career. The charts below break down the assessment into three sections: Evidence-Based Reading and Writing (EBRW), Math and overall for each of the PSAT tests. **Tables 19 through 22** reflect how BHAS' students are performing on statewide assessment of learning by grade, as compared to Berrien RESA and the state average and compared with the districts that make up the BRESA service area. These tables show that PSAT performance for BHAS was among the lowest in the county, with several areas where fewer than 5% of students met the benchmark on the 2018-19 assessment.

TABLE 19: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR 2018-19 PSAT GRADE 8 EVIDENCE-BASED READING AND WRITING BY DISTRICT, COUNTYWIDE AND STATEWIDE

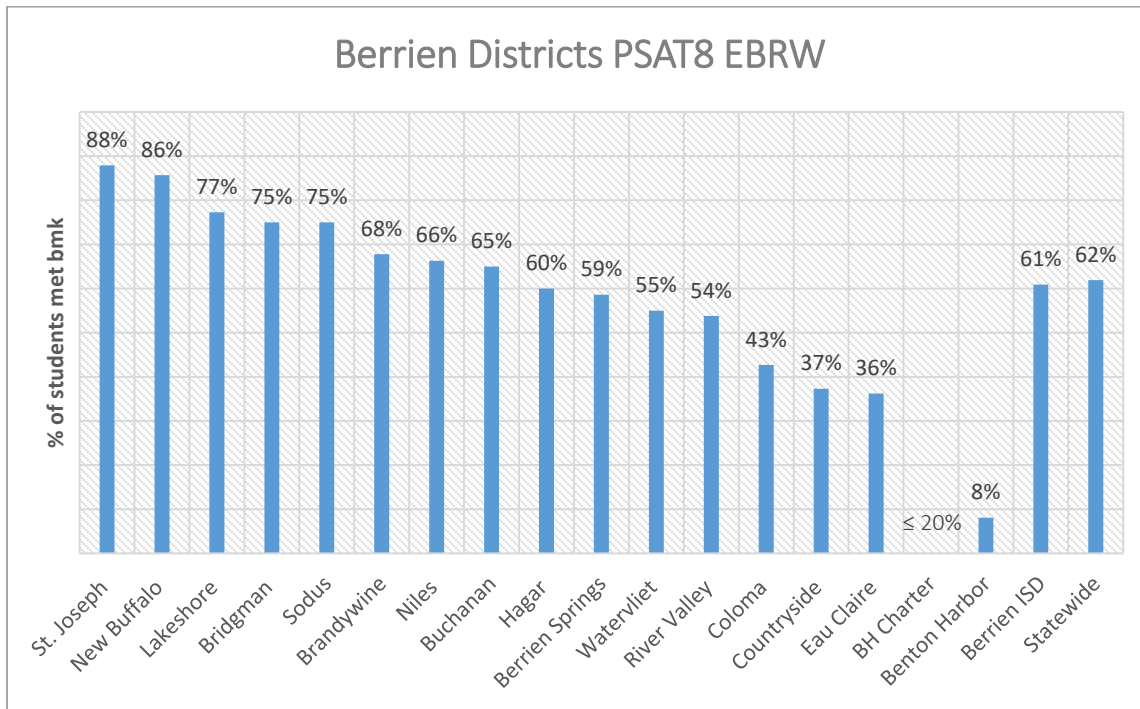


TABLE 20: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR 2018-19 PSAT GRADE 8 MATH BY DISTRICT, COUNTYWIDE AND STATEWIDE

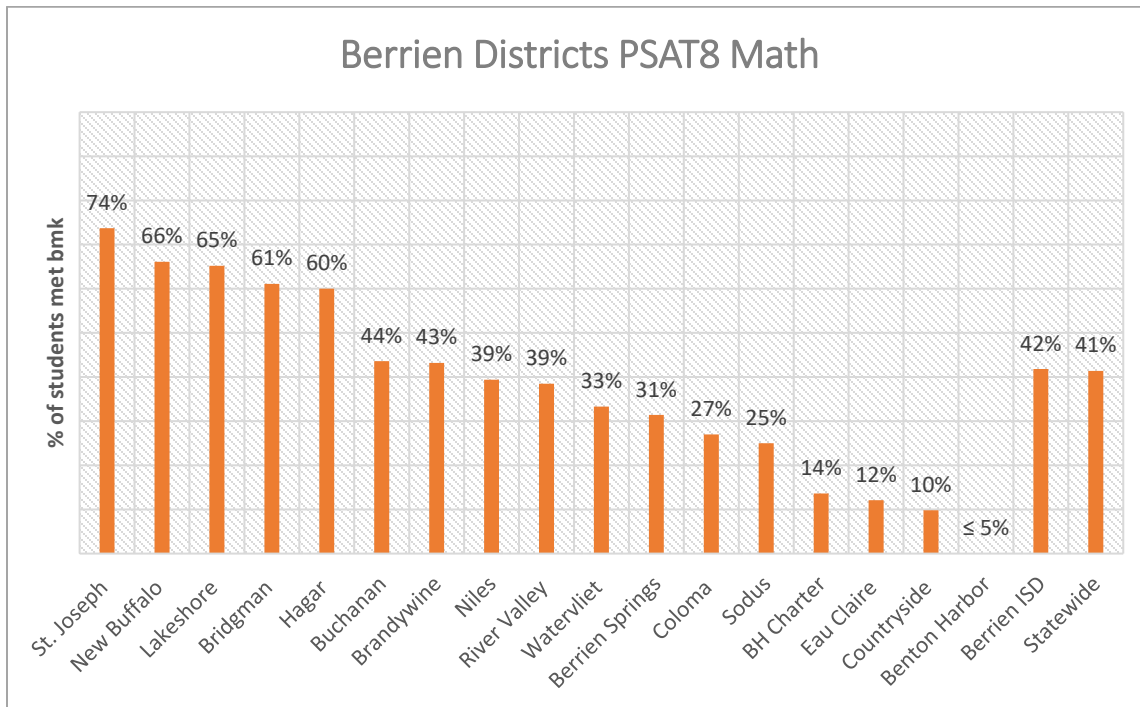


TABLE 21: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR 2018-19 PSAT GRADE 9 EVIDENCE-BASED READING AND WRITING BY DISTRICT, COUNTYWIDE AND STATEWIDE

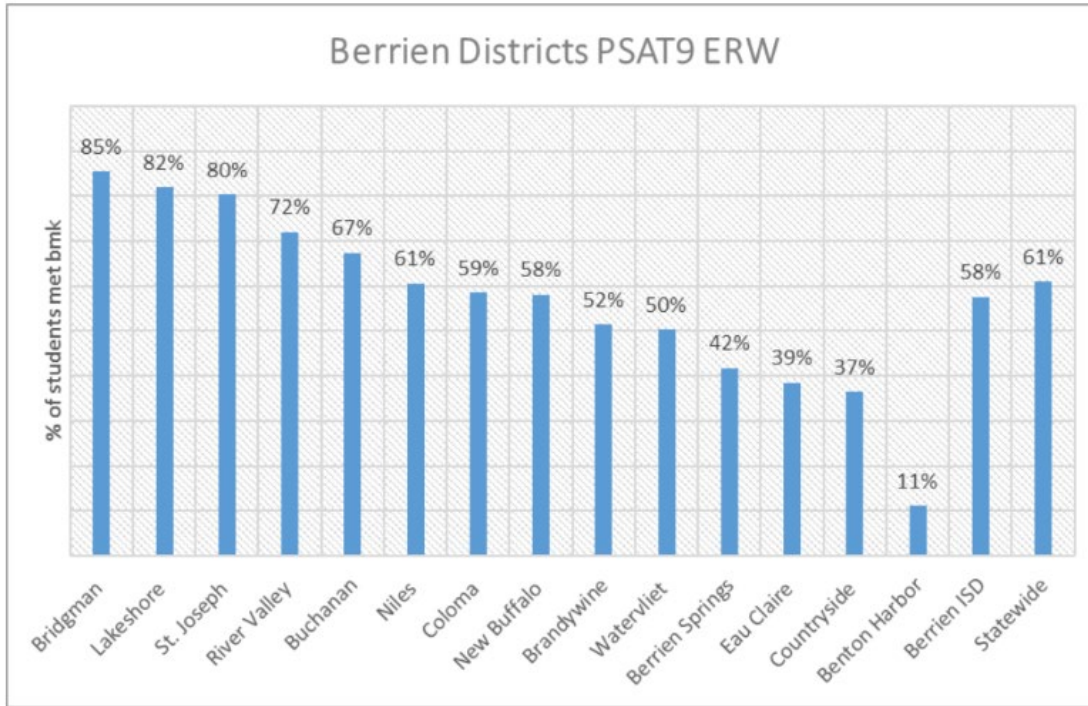
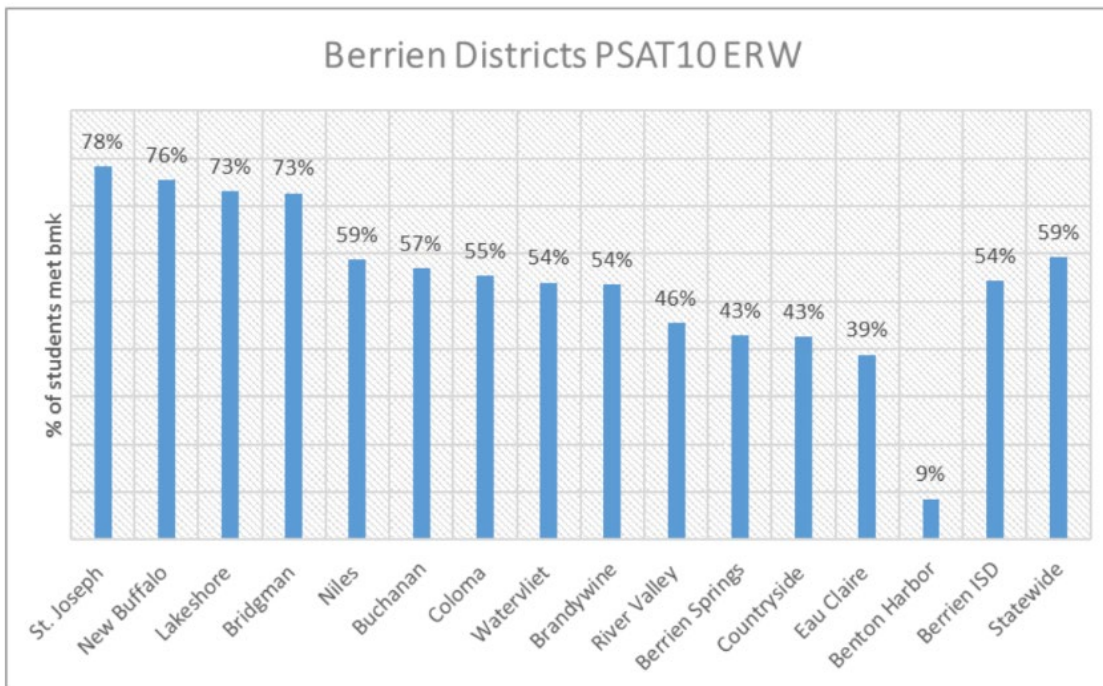


TABLE 22: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR 2018-19 PSAT GRADE 10 EVIDENCE-BASED READING AND WRITING BY DISTRICT, COUNTYWIDE AND STATEWIDE



Spring 2019 SAT

The SAT is a standardized test that measures students' skills in three core areas: Evidence-Based Reading and Writing (EBRW), Math, and Total. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. College admissions officers review standardized test scores alongside high

school grade point average, the classes taken in high school, letters of recommendation from teachers or mentors, extracurricular activities, admissions interviews, and personal essays. The SAT offers a national benchmark against which to measure school and student performance. The following chart displays the Spring 2019 scores showing how BHAS students are performing on the SAT assessment of learning by grade, as compared to Berrien RESA and the State Average. The full subcommittee report also included 2018 results which are similar to results for 2019. Tables 23-24 show BHAS student performance far below state and countywide averages and the lowest in the county in every area tested.

TABLE 23: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR SPRING 2019 SAT IN EVIDENCE-BASED READING AND WRITING BY DISTRICT, COUNTYWIDE AND STATEWIDE

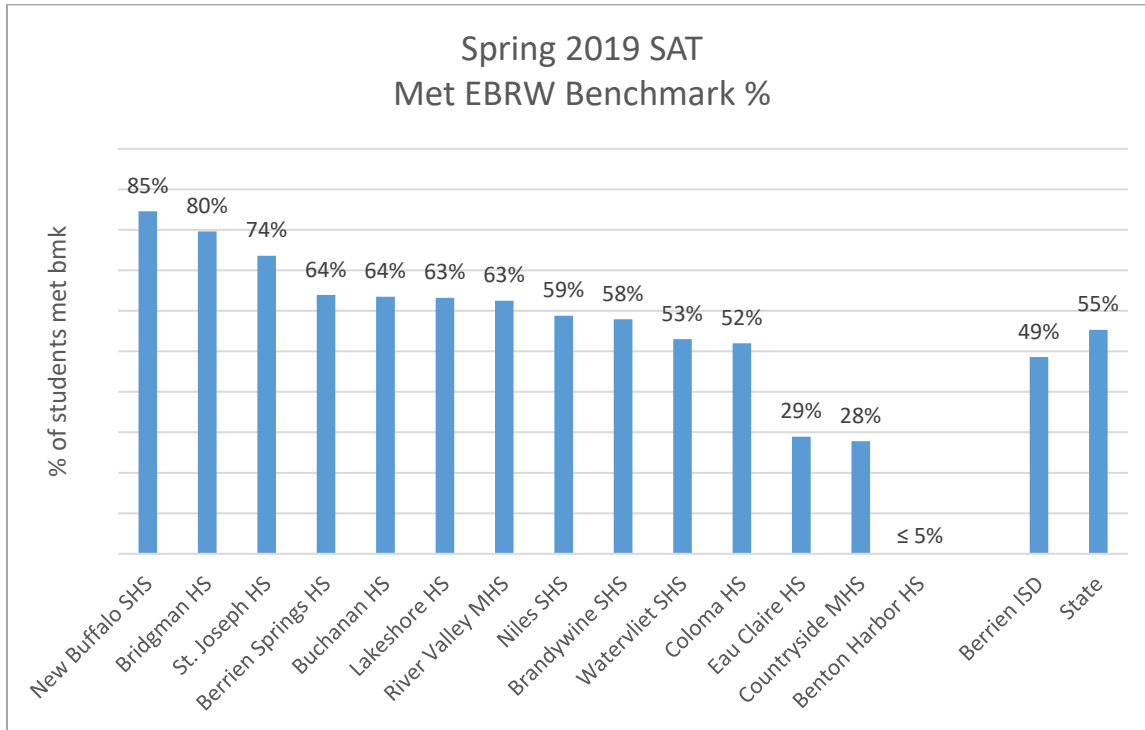
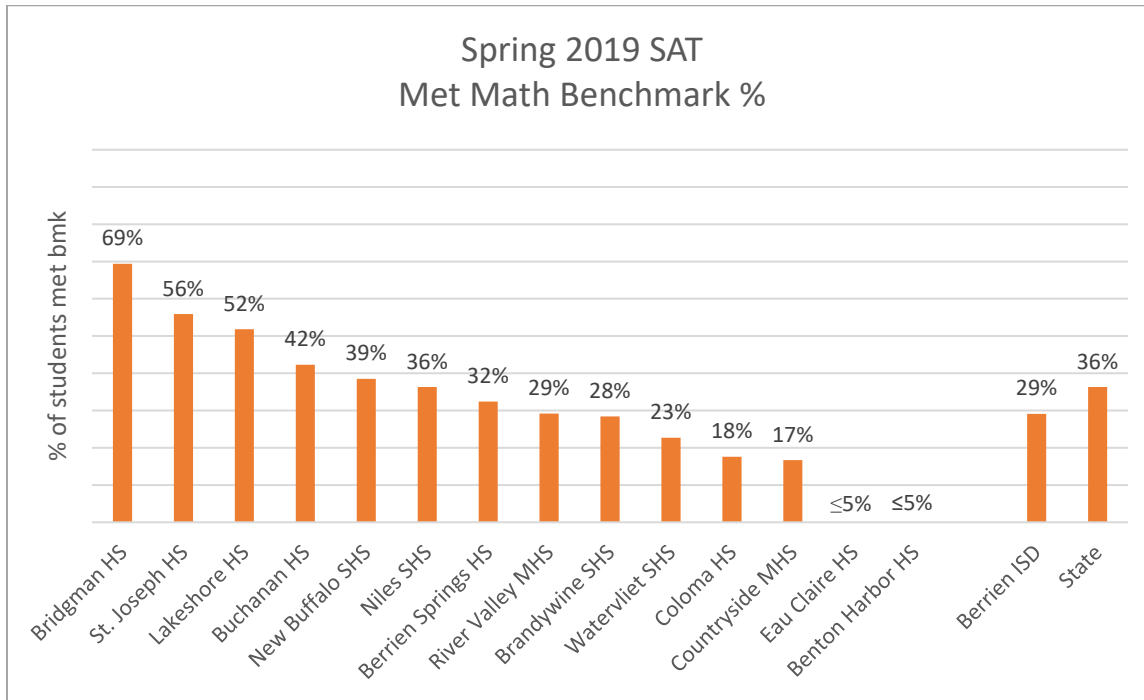


TABLE 24: COMPARISON OF THE PERCENT OF STUDENTS MEETING BENCHMARK FOR SPRING 2019 SAT IN MATH BY DISTRICT, COUNTYWIDE AND STATEWIDE



NWEA Growth Data

In this section, student growth is measured using Northwest Evaluation Association, NWEA¹⁵ results provided by the Benton Harbor Area School district administration (**Table 25**) and includes results representing the percent of students meeting growth projection rates for Math and Reading from 2017, 2018, and 2019 for grades K-10. The table shows a stronger pattern of student growth than seen using M-STEP. In the Fall 2018 – Spring 2019 results more than half of the students in grades two and seven met the NWEA growth target in reading, and more than 60% of kindergarten students met the NWEA growth target in math.

TABLE 25: READING AND MATH STUDENT GROWTH PROJECTION RATES FOR SPRING 2017, 2018 AND 2019 BY GRADE LEVEL – PERCENT OF STUDENTS MEETING THE GROWTH PROJECTION TARGET

Percent Met Growth Projection	F16-Spr17				F17-Spr18				F18-Spr19			
	Reading		Math		Reading		Math		Reading		Math	
Grade	% Met	Total N.	% Met	Total N.	% Met	Total N.	% Met	Total N.	% Met	Total N.	% Met	Total N.
GrK	11	82			38	128	47	126	47	138	60	136
Gr1	17	88			20	144	27	144	28	107	34	110
Gr2	18	82			22	132	25	130	52	129	17	131
Gr3	26	139	29	133	21	127	25	127	34	108	11	113
Gr4	25	100	19	108	28	118	20	119	27	110	29	116
Gr5	38	117	33	117	35	133	29	136	38	123	34	123
Gr6	35	92	27	94	40	107	26	109	34	128	27	127
Gr7	45	110	34	110	40	124	35	125	55	106	42	113
Gr8	67	114	46	118	41	143	42	131	42	129	35	127
Gr9	40	104	43	130	35	85	37	101	31	65	27	66
Gr10	55	77	49	120	43	49	38	81	29	28	38	45

The M-STEP, PSAT and NWEA results show students across grade levels are not proficient, with fewer than 10 percent in any grade level or any subject area in 2018 and 2019 displaying proficiency. These results indicate that many factors must be considered in

improvement plans. These factors include: assessment administration, recordkeeping and reporting; accommodations for students who qualify for Special Education or Section 504; connection between academic vocabulary, sequence of instruction, alignment of the taught curriculum and the curriculum underlying M-STEP and PSAT; effect of substitutes and long-term substitutes on learning outcomes.

A comprehensive curriculum and instruction review is necessary to identify and address these factors.

Special Education and Section 504 services

Federal and state laws require Special Education (SE) services for students meeting any one of thirteen categories of disability. The specific services that a student receives are determined through a process of individual planning (IEP) that includes special educators, parents and the student. During the IEP process specific services and academic goals are identified.

Of the 1,852 student FTE's enrolled in BHAS K-12 in the 2018-19 school year, 290 receive SE services (15%),¹ with another 79 children aged 0-5 (not including Kindergarten students) receiving SE services. Special education identification appears slightly above the Michigan's statewide average of SE participation rate of approximately 11%.¹³ Students with disabilities may qualify for Section 504 services and accommodations.

"Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met."¹⁶

Both SE and Section 504 are administered through stringent regulation and are subject to county and state program and financial audits.

Preschool Programs

Research has shown that children who engage in quality preschool programs improve their educational outcomes and other measures of childhood wellbeing. Children in the BHAS enrollment area have limited access to the following preschool programs: Great Start Readiness Program (GSRP); Early Childhood Special Education (ECSE); Childcare Subsidies, and the Head Start Program.

Information about the number of children receiving preschool programming who subsequently enroll in BHAS for their K-12 education was not available.

Student Participation

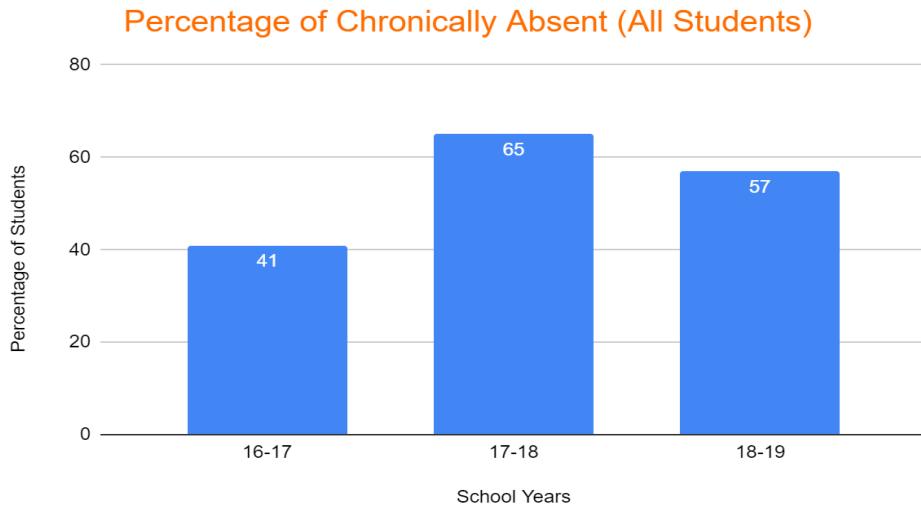
Student Participation

In addition to test scores, several other indicators contribute to an analysis of student academic performance and school and district success. This section describes indicators of success as measured through student participation.

Chronically Absent Student Trends

Research has shown that chronic absenteeism has a relationship to student school performance and overall school completion rates. Several definitions of chronic absences have been given by state and federal education agencies. The state of Michigan has defined students as chronically absent if they missed more than 10 days of school within a given school year. In 2017, the U.S. Department of Education adopted the definition of chronically absent as students who miss 10 percent or more days, including only students who were enrolled in a district for at least 10 consecutive days. Prior to school year 2017-18, a student was counted as absent only if they missed a full day of school. Beginning with school year 2017-18, the criteria was changed so that students are counted as absent if they miss more than 50 percent of the school day. This aligns with Every Student Succeeds Act requirements. The chart below shows the three-year trend of the percent of students chronically absent in BHAS. Nearly 60% of BHAS students were reported as chronically absent during the 2018-19 school year.

TABLE 26: PERCENT OF BHAS STUDENTS CHRONICALLY ABSENT DURING THE 2016-17, 2017-18, AND 2018-19 SCHOOL YEARS



Out of School Suspension Rates

Out of School Suspensions (OSS) contribute to missed days of instruction for students. **Table 27** shows the number of students who have been suspended and the number of OSS for grades K-12 during the 2019-20 school year through January 17, 2020. Note that some students have been suspended more than once leading to the number of suspensions exceeding the number of students suspended.

TABLE 27: OUT OF SCHOOL SUSPENSION RATES GRADES K-12 DURING THE 2019-20 SCHOOL YEAR THROUGH JANUARY 17, 2020

Out of School Suspension (OSS) Totals			
Grade	# of students	# of OSS	Total days missed
K	5	5	21
1	17	38	127
2	28	49	143
3	35	80	228
4	31	74	125
5	34	58	104
6	40	88	191
7	59	127	303
8	37	50	151
9	56	76	414
10	49	75	460
11	33	52	313
12	33	43	261
Totals	457	815	2,841

Review of OSS data show that the highest number of suspensions occur in seventh and ninth grades; this is consistent with other districts. However, the third and fifth grades show 35 and 31 students suspended respectively, accounting for 80 and 74 suspensions. This indicates that a number of the students experienced multiple suspensions, some students with as many as six or seven OSS incidents, missing as many as 18 to 25 days out of school so far this year. There have been approximately 90 days through the date of the OSS data report, meaning a loss of more than a quarter of the instructional days (27%) due to suspension alone and not including any days missed for illness, doctor appointments, unexcused absence or other causes.

Graduation/Dropout Trends

Table 28 compares five-year trends in the percent of students who graduate and the percent of students who drop out of BHAS through the 2018-19 school year. The graduation rate is based on students who graduated in four years. The difference between the graduation rate and dropout rate is students who are off track but still may graduate in a longer time period. The graduation rate for BHAS dropped from 64.73% in 2017-18 to 41.51% in 2018-19. Over the same period the dropout rate rose from 10.14% in 2017-18 to 28.30% in 2018-19. For purposes of comparison, **Table 29** shows the statewide graduation rate and dropout rates over the same period. The statewide graduation rate for 2018-19 was 81.41%. The statewide dropout rate for 2018-19 was 8.36%.¹

TABLE 28: BHAS GRADUATION AND DROPOUT TRENDS: 4-YEAR (2019 GRADUATION COHORT) / ALL STUDENTS

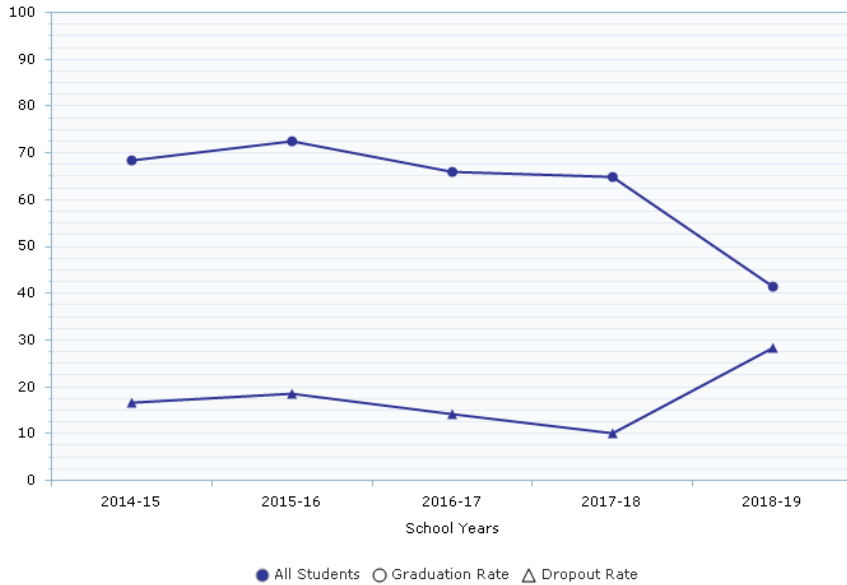
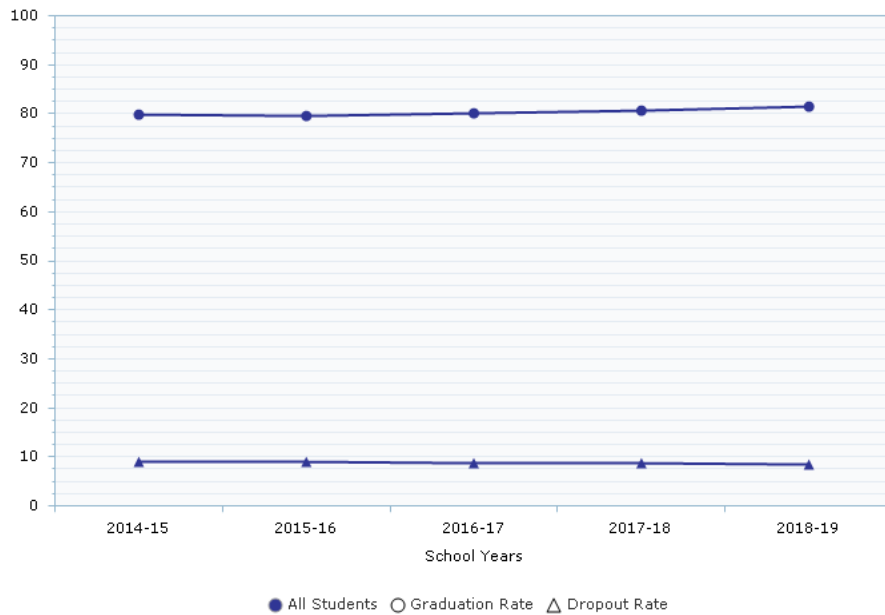


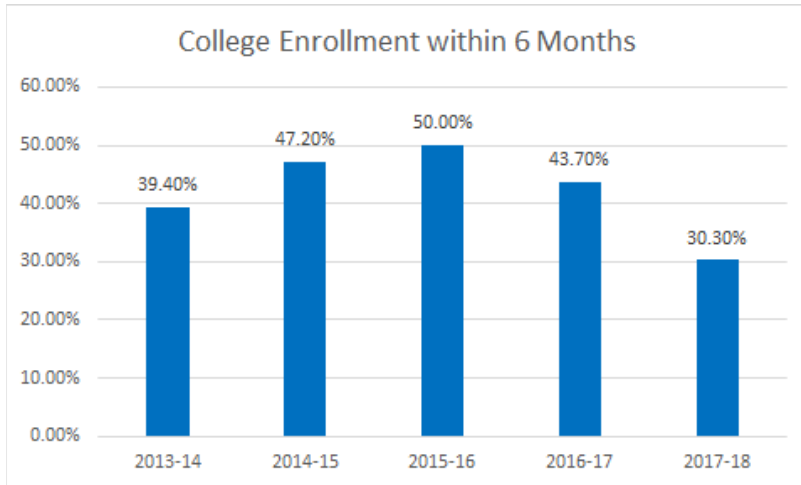
TABLE 29: STATEWIDE GRADUATION AND DROPOUT TRENDS: 4-YEAR (2019 GRAD COHORT) / ALL STUDENTS



College Enrollment Trends

The following table shows the percent of BHAS students who enroll in college within six months of graduation. In school year 2017-18, the most recent data available, 30.30% of high school students enrolled in college within six months of graduation compared with 60.3% of students statewide, and 46.9% for students attending schools in Berrien County.¹

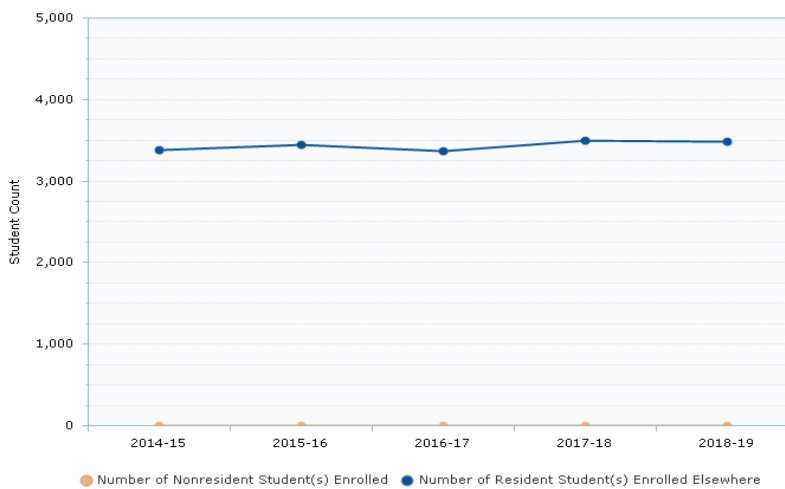
TABLE 30: BENTON HARBOR HIGH SCHOOL STUDENT ENROLLMENT IN COLLEGE WITHIN SIX MONTHS OF GRADUATION



Schools of Choice Data

The following graph reflects the number of students who live in the school district but attend school in a different district, and students who reside in other districts but attend school in BHAS. This chart shows that 3,489 students chose not to enroll in BHAS in the 2018-19 school year. The district currently has 1,766 students, which means the district is educating approximately 33% of the school age children within its boundaries. **Table 31** shows that almost no non-resident students enroll in BHAS.

TABLE 31: IMPACT OF ENROLLMENT THROUGH SCHOOLS OF CHOICE - NON-RESIDENT STUDENTS ENROLLED IN BHAS AND BHAS RESIDENT STUDENTS ENROLLED ELSEWHERE



Student Mobility Rates

The most recent MiSchool Data show the 2018-19 mobility rate for BHAS students. School districts look at their mobility rates as a measure of continuity of students in the classroom. Stable students are those who have attended the school for all three enrollment collection periods. For comparison purposes, we have compared mobility data for Eau Claire, Ecorse and River Rouge school districts.

TABLE 32: STUDENT MOBILITY RATES

Location Name	Report Category	Mobile Students	Stable Students	Total Headcount	Incoming into an entity
Benton Harbor Area Schools	All Students	199	1,722	1,921	78
Eau Claire Schools	All Students	111	643	754	11
Ecorse Public Schools	All Students	193	861	1,054	97
River Rouge, School District	All Students	205	2,073	2,278	121

From MiSchool Data:

The **Student Mobility** report includes data about mobile students, incoming students and stable students. Mobile Students refers to students who were enrolled in a school during fall count day but were not enrolled during all three collection dates. Incoming students are students who transferred into a school after the fall count. This means they were not attending the selected school during the fall but transferred during the spring or end of year becoming new students at the school. A stable student attended the school the entire year and was present during all three count dates.

Location/Entity: You can select and compare data at different entity levels: statewide, by intermediate school district (ISD), by school district, and by individual schools that include all local education agency (LEA) and public school academy (PSA) schools. Public school academies, also known as charter schools, are considered their own school district.

Mobile Students: Students who were counted on fall count day but were not counted at the same school on the subsequent count day or in the End of Year Collection in MSDS.

Stable Students: A student is marked as stable if he or she is in the same school for all collections for the school year.

Total Headcount: Students who were counted on fall count day. Each student is counted as one whether the student attends school full-time or not.

Incoming into an entity: Students who were not attending the selected school during the fall but transferred any time during the school year after fall count day, becoming new students at the school.

Curriculum Review

The curriculum for BHAS is currently being rewritten with completion and adoption planned for the 2020-21 school year. Earlier attempts to revise the curriculum were not formally adopted. The following tables show textbooks adopted by the district which act as a proxy for the curriculum and guide for instruction. Within the tables you will find the textbook adoption dates, when changed, and whether training occurred, and for which grades it was used. It is noted that the textbooks all represent fairly recent adoptions. The tables show that staff training to implement Houghton Mifflin Harcourt reading/language arts textbooks is ongoing and consists of job-embedded training. This is what the field of professional development research describes as a preferred method of teacher training. Training for use of the remaining textbooks was confined to one-time start up training.

TABLE 33: BHAS ENGLISH/LANGUAGE ARTS TEXTBOOKS ENGLISH LANGUAGE ARTS

Programs/Plans/Framework	Dates Implemented	Date Change	Were Staff Trained	Grade Level
Houghton Mifflin Harcourt	2006	2011	Yes	K-12
Balanced Literacy Framework	2011	2015	Yes	K-12
Engage New York- ELA Amplify Expedition Learning EL Education	2015	2018	No	K-12
Houghton Mifflin Harcourt	2018	Current	Yes - ongoing job-embedded training currently	K-12

TABLE 34: BHAS MATH TEXTBOOKS

Programs/Plans/Framework	Dates Implemented	Date Change	Were Staff Trained	Grade Level
Everyday Math	2006	2011	Yes - one time	K - 12
Balanced Numeracy	2011	2015	Ongoing - mostly through job-embedded coaching	K-12
Engage New York- Math Eureka Math	2015	Current	Eureka training for staff (August 2019)	K-5
Engage New York- Math Eureka Math PCG Math	2015	2018	No	6-12 PCG Math

TABLE 35: BHAS SCIENCE TEXTBOOKS

Programs/Plans/Framework	Dates Implemented	Date Change	Were Staff Trained	Grade Level
Scott Foresman Science	1997	2016	Yes - one time	K - 12
McGraw Hill Science	2016	Current	Yes – one time	K-12

TABLE 36: BHAS SOCIAL STUDIES TEXTBOOKS

Programs/Plans/Framework	Dates Implemented	Date Change	Were Staff Trained	Grade Level
Social Studies	1997	2016	Yes - one time	K - 12
Pearson Social Studies TCI Social Studies	2016	Current	Yes – one time	K-8 – Pearson 9-12 -TCI

Access to a Comprehensive Curriculum

In addition to the core curriculum areas, BHAS kindergarten students receive art and physical education classes; grades one through three receive music and physical education and STEM,⁶ and grades four and five receive physical education. Elementary art, music and/or physical education allow classroom teachers contractually-defined release time for planning. Grades six through eight receive dance, band, choir and computer courses. The high school offers band and music classes.

Benton Harbor High School offers its students an extensive course guide; however, factors like low school enrollment and lack of qualified teachers limit the courses that can be offered. The high school leadership team reports that these courses are not made up through dual enrollment or online classes.⁶

Dual enrollment, where students take courses for credits at both the high school and community college, is being used by two students this year. One senior and three fifth-year high school students are enrolled in early middle-college classes.

While honors courses are available for students, Benton Harbor High School does not offer its students Advanced Placement, Algebra 2 or Calculus courses. Students can enroll in an advanced communications dual enrollment course through the community college.

Students take Career and Technical Education (CTE) courses at the high school. Although listed in the current course guide Benton Harbor High School does not have theatre, business management, and only two of three hospitality courses listed in the course guide are currently available. Certified Nurse Assistant (CNA), marketing education and school store operations are also not available but are listed in the course guide.

Student Support Programming

Eligible BHAS students receive instructional support in Reading/Language Arts and Math funded by federal Title I and state Section 31a funds.¹⁷ A comprehensive annual Title I plan and Title I budget are required of the district for approval by MDE Title I program officers. Recipients of state Section 31a funds are required to implement a multi-tiered system of support framework with fidelity. MDE Section 31a program officers provide technical assistance and program audits.

Professional Staffing

Staff turnover in the district has been high in recent years, most notably at the superintendent, high school principal and teacher levels. Administrative change has impacted to some degree the adoption and implementation of improvement initiatives. During the 2019-20 school year, BHAS will be led by a new superintendent and high school principal, both new to the community. There has been significant turnover among the ranks of BHAS teachers, resulting in a high number of staff with less than three years of teaching experience. Vacant positions have also required the use of long-term substitute teachers. The lack of qualified substitute teachers and use of long-term substitutes is not unique to BHAS and is a major concern of school districts throughout the state.

Professional Qualifications of Public Elementary and Secondary School Teachers

The Annual Education Report for BHAS posted on the MDE MiSchool Data website provides information about the district. Half of BHAS teachers, including the high school teachers, have not yet earned their master's degree.

TABLE 37: PROFESSIONAL QUALIFICATIONS OF PUBLIC ELEMENTARY AND SECONDARY SCHOOL TEACHERS

	B.A.	M.A.
Benton Harbor Area Schools	40	39

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with bachelor's degrees or master's degrees) or the percentage of fully certified teachers.

Inexperienced teachers, principals and other school leaders are defined as staff who are within their first three years of their teaching career. The BHAS Annual Reports finds 16.5% of BHAS teachers inexperienced (**Table 38**). Michigan allows districts to employ teachers with emergency or provisional credentials in positions where qualified teachers are not available. **Table 40** shows the numbers of emergency and provisional teachers in Benton Harbor schools. The annual report of BHAS includes information about teachers teaching out of their field of certification. It is noted that three teachers (13.1%) at Benton Harbor High School are teaching out of their field of certification (**Table 41**).

TABLE 38: INEXPERIENCED TEACHERS

	Total number of Staffing Group	Number Inexperienced	Percent Inexperienced
Benton Harbor Area Schools	78.86	13.00	16.5%

TABLE 39: INEXPERIENCED PRINCIPALS AND OTHER SCHOOL LEADERS

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced
Benton Harbor Area Schools	13.10	5.10	38.9%

TABLE 40: TEACHER EMERGENCY OR PROVISIONAL CREDENTIALS

	Number of Teachers	Number of Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials
Benton Harbor Area Schools	78.86	3.00	3.8%

TABLE 41: OUT-OF-FIELD TEACHERS

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers
Benton Harbor Area Schools	78.86	3.24	4.1%

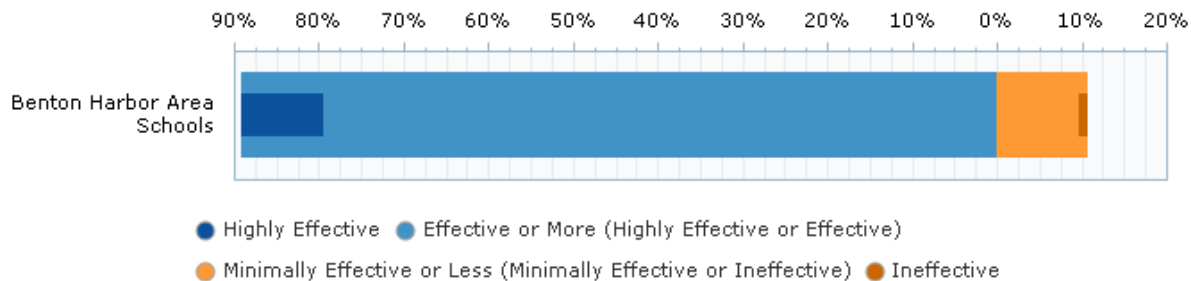
Professional Evaluations

Michigan has extensive requirements for the professional evaluation of teachers and administrators. In BHAS, teachers are evaluated using the Thoughtful Classroom Teacher Evaluation Tool. This is one of the state-approved evaluation tools and has been used by BHAS since 2017-2018.

Teachers were given an opportunity to review the top three tools used in the county and voted on the Thoughtful Classroom. There was training during the spring of 2017. Two formal observations and at least two “learning walks” are completed each year with feedback to the teachers. A final evaluation is due mid-April of each year.

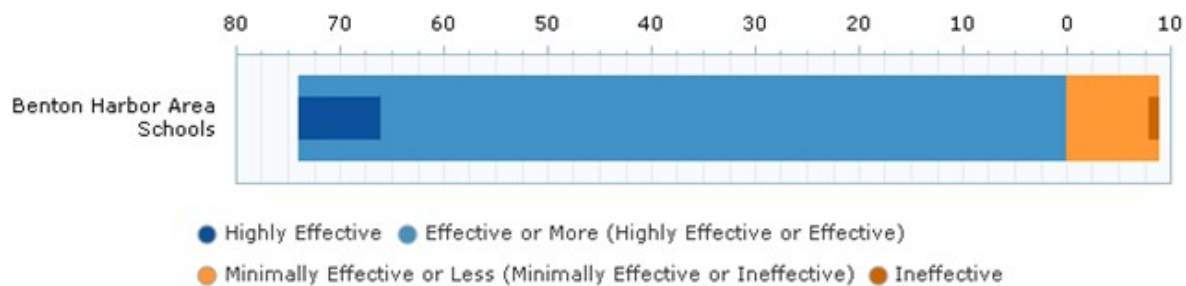
Tables 42-44 show the annual professional evaluation ratings received by BHAS teachers. The tables show 89% of BHAS teachers receiving highly effective or effective ratings in 2018-19 compared with 99% statewide.

TABLE 42: EDUCATOR EFFECTIVENESS SNAPSHOT BENTON HARBOR AREA SCHOOLS: 2018-19 / TEACHERS (PERCENTAGES)



[SOURCE: MISCHOOL DATA]

TABLE 43: EDUCATOR EFFECTIVENESS SNAPSHOT BENTON HARBOR AREA SCHOOLS (11010): 2018-19 / TEACHERS (TEACHER COUNT)



[SOURCE: MISCHOOL DATA]

TABLE 44: TEACHER EFFECTIVENESS RATINGS BENTON HARBOR AREA SCHOOLS 2018-2019

Location	School Year	HE #	HE %	E #	E %	ME #	ME %	IE #	IE %	Total
BHAS	2018-19	8	10%	74	89%	9	11%	1	1%	83
Statewide	2018-19	41,803	41%	100,935	99%	1,502	1%	201	0%	59,132

HE = highly effective; E = effective or more (highly effective or effective); ME = minimally effective (minimally effective or ineffective); IE = ineffective

[SOURCE: MISCHOOL DATA]

After-School Programs Offered

After-school programs extend learning, development and recreational opportunities for students. The following table shows the after-school programs offered at Benton Harbor Area Schools by building and type of activity. **Table 45** shows limited extended school-day programming, mostly made up of athletics. The community surveys and events find community responses wanting more extended school-day and out-of-school learning opportunities for children and youth

TABLE 45: AFTER-SCHOOL PROGRAMS

BENTON HARBOR HIGH SCHOOL	
Community Organizations	BEST – Benton Harbor History Program
BHAS Athletics	Girls Basketball Freshman Boys Basketball JV Boys Basketball Varsity Wrestling Varsity Cheerleading JV Cheerleading
Title 1 / Grant Funded	FRC Tech Tigers Robotics
Performing Arts	BHAS Marching Band
ARTS AND COMMUNITY ACADEMY – GRADES 6-8	
Community Organizations	None
BHAS Athletics	7th Grade Basketball 8th Grade Basketball Cheerleading
Title 1 / Grant Funded	ACA extended day learning opportunity
Performing Arts	ACA middle school band
HULL – GRADES 1-3	
Community Organizations	Respect Academy
BHAS Athletics	None
Title 1 / Grant Funded	None
Performing Arts	None

Observations and Conclusion

As shown throughout this report, the Benton Harbor community and district face challenges like those faced by many other districts in Michigan. The combined effects of low academic performance, financial shortfall, leadership and staffing changes, changing demographics, and loss of enrollment have led to a cycle of financial and academic distress. The intent of this report is to contribute data for the creation of a plan that improves academics and financial operations that can be implemented in the short-, mid- and long-term. The future of the district and its success are dependent on academic and financial success. Therefore, observations should be viewed and assessed with those goals and measures of success in mind.

Successful school reform requires systemic analysis and planning. As recommendations and plans are developed for academic improvement they must be aligned with plans for fiscal improvements and community engagement.

Academic Performance

Academic indicators show student achievement is below state standards in all areas. Immediate and long-range strategies are needed to improve academic outcomes and assessment performance. Review of M-STEP, PSAT, and SAT student data by class is needed to reveal shortfall in curriculum, instructional methodology, skills, resources, student prior knowledge, academic vocabulary or other sources of low performance. A review team should conduct an item analysis of the gap between proficient and non-proficient performance and other high-impact item analysis strategies to improve test performance.

The team should also review alignment of the curriculum pre-K through 12th grade and assess the match between the stated and the actual curriculum experienced by students, and the alignment with state grade level standards.

Student Participation (Chronically absent students, graduation rates, dropout rates, college enrollment, school of choice data)

Student participation indicators point toward impact that goes beyond the schoolhouse walls. Community agency partners should be engaged to assist in identifying and contacting chronically absent students and their families. Numerous factors can contribute to chronic absenteeism, including homelessness, bullying, lack of transportation, health and mental health conditions, among many others. One-on-one contact by school and community agency personnel can help identify barriers to school attendance and implement a plan. Not all barriers for attendance reside with the student and, at times, school practices can unintentionally serve as disincentives to attendance.

Skill development in classroom management, school climate, behavioral support and intervention, alternatives to suspension, along with partnerships with supportive community agencies can help prevent out-of-school suspensions and increase student safety and success.

Curriculum Review, Professional Development, and Programs

BHAS has made an investment in creating curriculum standards and learning expectations to guide instruction. The plan is for adoption of the revised curriculum for the 2020-21 school year.⁶ The curriculum standards and learning expectations should serve as a center of professional development with instructional methods, instructional observational protocol and professional evaluation practices aligned with the curriculum as adopted.

As important as the adoption of a well-designed and evidence-based curriculum is the adoption of aligned textbooks, formative assessment, ongoing research-based professional development for all staff, coaching, and instructional process review.

The middle and high school should establish a benchmark of providing high-level academic courses for students. This should be an interactive target of both providing the opportunities and preparing students to be successful in high-level coursework. Teacher and administrators should also be trained in classroom strategies for delivery of rigorous content that lead to student learning and academic success.

High-level course content and instructional strategies are not reserved for students who are college bound. Students planning careers in trades, technology support, medical and service support fields, as well as the military need to master these strategies to prepare for a 21st century workforce.

With Berrien RESA and other partners, the BHAS leadership team should identify a strategy to sharply reduce the use of long-term substitute teachers and to recruit and retain highly skilled permanent teaching staff. They should also develop and implement a strategy to improve the skills and pool of substitute teachers.

The work before BHAS, staff, students, community members, stakeholders, and supporters is daunting. A full and robust system of support guided by a comprehensive systemic plan and ample resources are needed to deliver the results needed by the community, its schools, and the state of Michigan.

Part 3: Budget and Finance

Part 3: Budget and Finance

Purpose

The objective of the Budget and Finance Subcommittee is to report on the financial condition of the District. The information gathered examines the district's revenues, expenditures, debt and financial operations over a 10-year period.

The details summarized in this section of the report include; an overview of the district's finances over 10 years; the current financial position of the district; an overview of district operations; and a presentation of information comparing Benton Harbor Area Schools' data to other districts in Berrien County. The source of information for all financial data was populated from Financial Information Database (FID), the Registry of Educational Personnel (REP), and MISchoolData.org maintained by the Center for Educational Performance and Information (CEPI), and the independent financial statement audit of the district.

Overview of BHAS Fiscal Health – 10 Years

The financial health of a Michigan school district is traditionally assessed in the following areas: general fund balance, enrollment, foundation allowance, and debt obligations. **Tables 46** provide a 10-year analysis of BHAS' financial health. Following are highlights from that report.

Financial Analysis

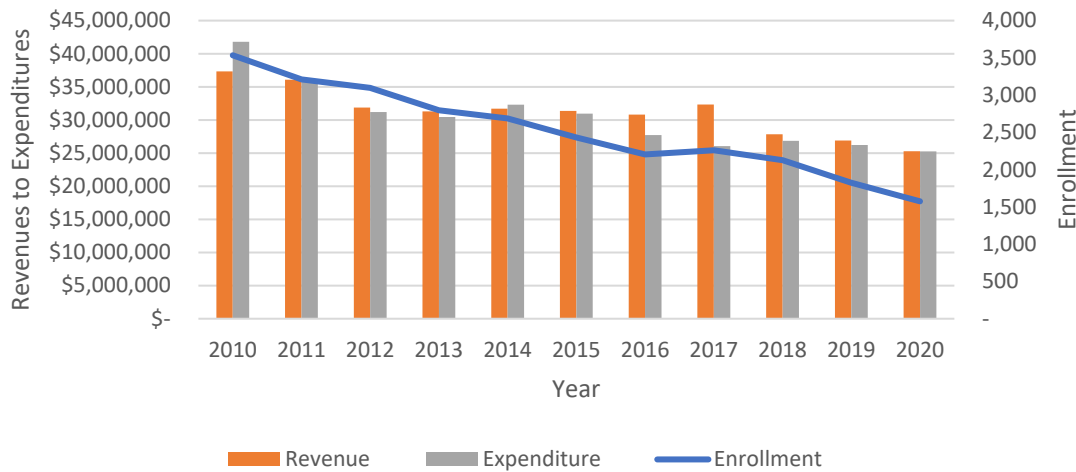
Due to the decline in pupil membership, revenues have steadily declined from \$37.3 million in FY 2010 to a projected \$25.3 million for FY 2020, a 28% drop. Expenditures declined from \$41.7 million in 2010 to \$26.2 million, a decrease of 35.6%.

While enrollment is directly tied to revenues, the continued loss of students has been one of the main drivers of the district's current financial position. From 2010 to 2019, student FTE's declined from 3,534 to 1,766, or a 50% loss. Beginning in 2010, BHAS had a general fund deficit of -\$15.9 million dollars. Over the years, the district maintained an average deficit of -\$14.7 million dollars, until 2017 when the deficit declined from -44.7% to -16.7%. In October 2017, Treasury worked with BHAS to restructure the district's emergency loans to extend the maturity dates to provide budgetary relief to the general fund. The restructuring of those loans lowered debt service payments for the next several years.

From 2010 to 2015, the decline in enrollment affected the number of teachers staffed in the district. In that time period, teaching staff was downsized from 254 to 168, or a 33% change. The downsizing continued into 2016 and, for the first time, trended up in 2017. Measures were taken by the district to address its deficit and teachers accepted a 10% salary cut several years ago. Although teachers received salary increases in recent years, Benton Harbor teacher salaries are still below the median teacher salary for Berrien County.

TABLE 46: FINANCIAL ANALYSIS

Benton Harbor Area Schools Financial Analysis: Revenues, Expenditures, Enrollment



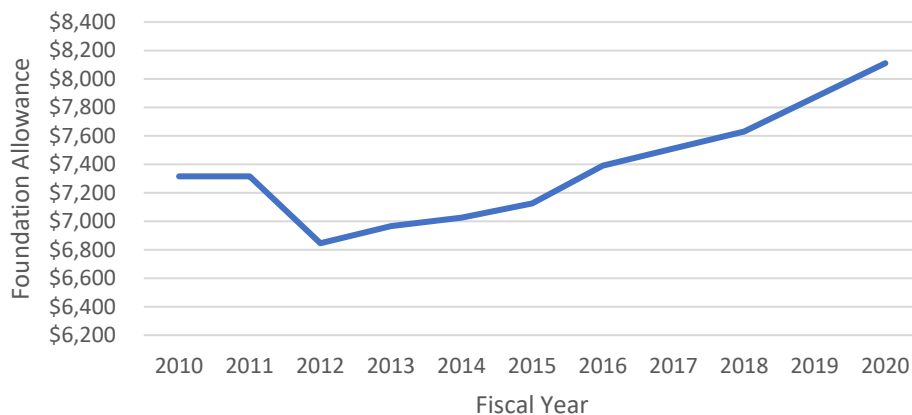
Foundation Allowance

The per pupil foundation allowance is the amount of general fund dollars that districts receive multiplied by students enrolled in the district. The formula is set by the legislature and the governor each year during the state budget process.

In 2012, the per pupil foundation allowance experienced a decline due to legislation to reallocate funds to teacher retirement costs. BHAS saw a decline from \$7,316 per student to \$6,846 per student, or a loss of \$470 per student. At the time, the district had 3,107 students which would equal a loss of \$1.5 million in revenue in 2012. The per pupil foundation has increased every year since 2012 and is now at \$8,111 per pupil in fiscal year 2019-20. Enrollment is the main driver behind revenue in the state of Michigan based on this per pupil funding model.

TABLE 47: FOUNDATION ALLOWANCE 10-YEAR TREND

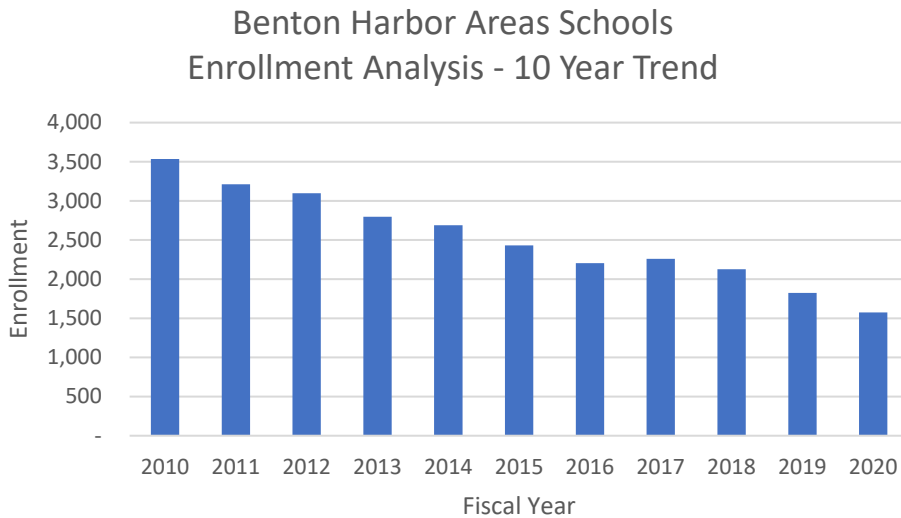
Benton Harbor Areas Schools Foundation Allowance- 10 Year Trend



Enrollment

The enrollment of BHAS has been in decline for decades. In 2010, pupil membership (or Full Time Equivalent - FTE) for BHAS was 3,534.54. Since 2010, the percent change from year to year ranged from -9.73% in 2013 to a positive 2.47% in 2017. As of the December 2020 State Aid Report the district's FTE student count was 1,766, or 59 students fewer than budgeted.

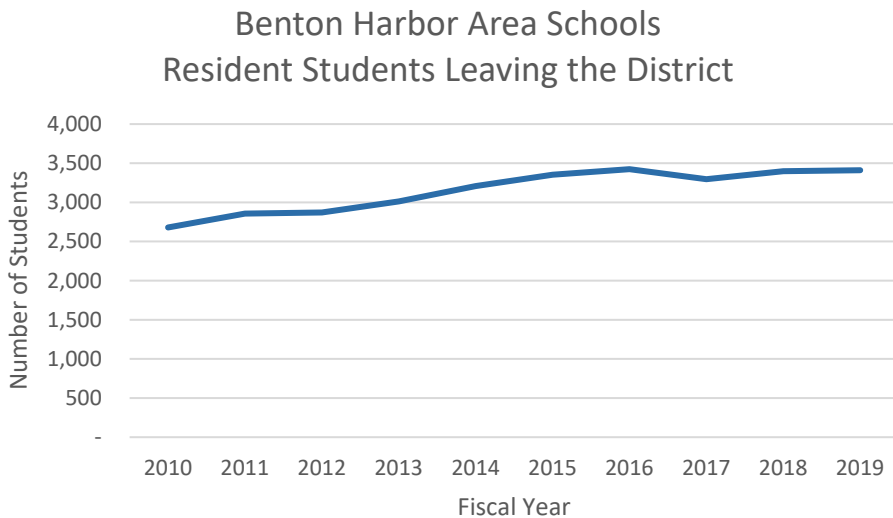
TABLE 48: ENROLLMENT ANALYSIS – 10 YEAR TREND



Enrollment is a key driver in revenue. Factors that may contribute to declining enrollment are declining birthrates, school of choice, learning culture and environment, and/or access to school programs. As shown in **Table 49**, BHAS lost 3,400 students to schools of choice. This means out of 5,200 school age children that live within the physical boundaries of the district, 3,400 children, or 65%, choose to enroll their students at neighboring districts or charter schools.

As of the December State Aid Report the school district has 1,766 in pupil membership, which means one out of every three resident students receive an education in BHAS.

TABLE 49: RESIDENT STUDENTS LEAVING THE DISTRICT



Staffing Analysis

District staffing is broken out into four categories: Administrators, Teachers, Paraprofessionals/Aides, and Non-Instructional supports. The district’s highest point of staffing was in 2010 at 589 FTEs. Of that total, 254 FTEs were allocated to teachers. The current staffing ratio for teaching staff is just under 100 teachers at

96.84 FTEs. Another item to note, teacher support staff was at 19% in FY2010, and the current ratio is 3%. Teacher support staff – paraprofessionals / teacher aides are almost exclusively funded by Special Education, Title I, Section 31a, or preschool funds, making their services limited to the target audience of the funding source.

Further review may show that the high number of less experienced teachers, combined with the low proportion of teachers with a master’s degrees, compresses the median salary for BHAS teachers when compared with peers. Low first-year teacher salaries and non-competitive salary scale can contribute to turnover of staff as well.

The chart below compares staffing numbers to enrollment numbers. In FY 2009-10 the district had 589 full-time equivalent staff members when compared to 364 in fiscal year 2018-19. The number of teachers has declined from 254 to 97 over the same time period.

TABLE 50: STAFFING ANALYSIS

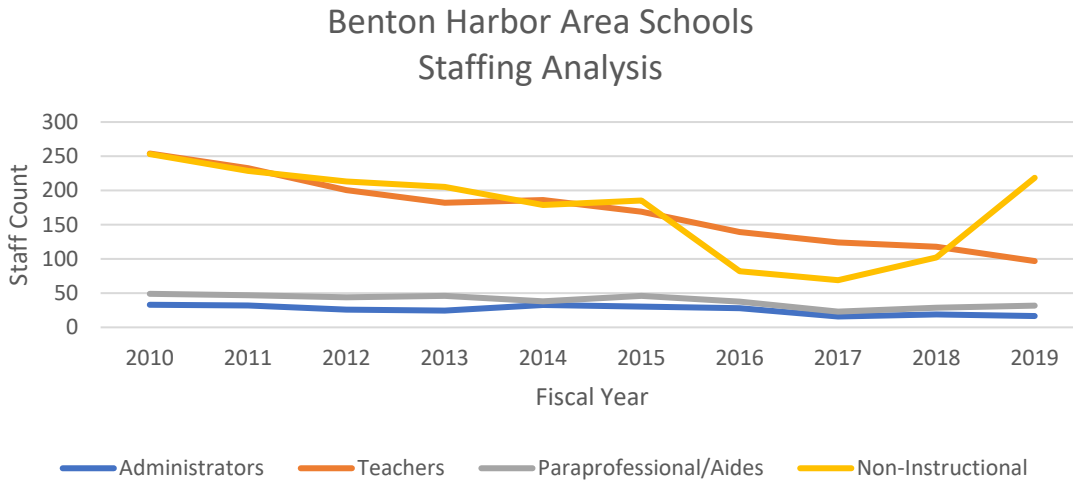
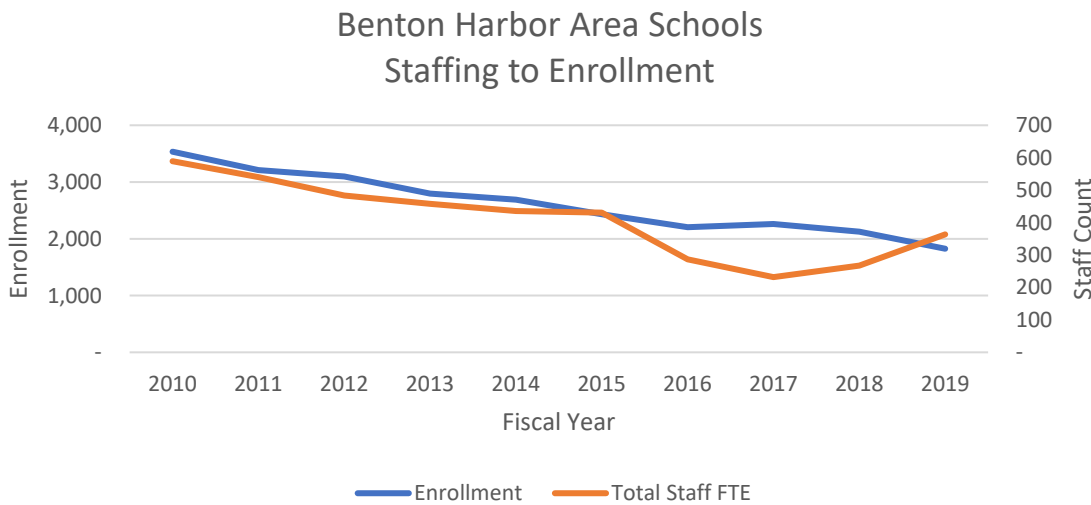


TABLE 51: STAFFING TO ENROLLMENT



Current Financial Position

Fiscal Year 2019-20 Budget Analysis

The current fiscal year budget assumes revenues of \$25.2 million and expenditures of \$28.8 million, creating a \$4.4 million deficit. The 2019-20 budget projection estimates student enrollment of 1,850 with minimal change in staffing. Recently released pupil membership reflects 1,766 FTE’s, which equates to a decrease of 60 FTE. The 2019-2020 budget amendment should be adjusted accordingly to reflect enrollment changes and may result in a reduction in revenues.

Enhanced Deficit Elimination Plan

Districts that have a general fund deficit are required by law to have a deficit elimination plan (DEP) with the Michigan Department of Education. Districts with a deficit elimination plan exceeding five years are required to have an enhanced deficit elimination plan (EDEP) with the Michigan Department of Treasury.

In September 2019, the BHAS Board of Education approved and submitted an Enhanced Deficit Elimination Plan (EDEP) to Treasury. On September 20, 2019, Treasury approved the board approved EDEP pursuant to state law (MCL 380.1220).

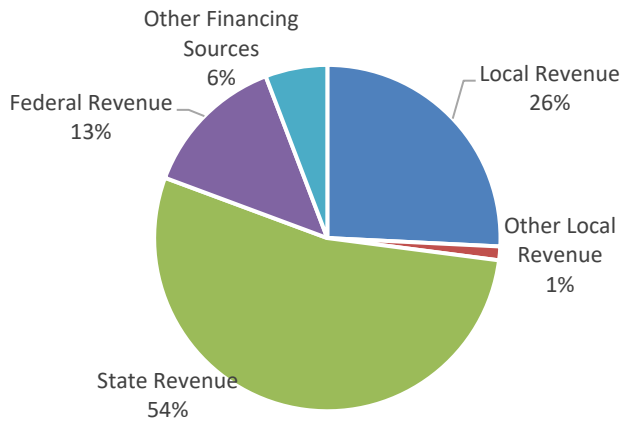
The submitted EDEP assumes the district's deficit will be eliminated in FY 2025-26, moving from -\$4.3 million to \$713,031. The EDEP also assumes an enrollment decline of approximately -5% through FY 2023, with a slight improvement in the rate of enrollment decline for FY 2025-26 to approximately -1.6%.

General Fund Revenue Sources

The majority of the district's revenue comes from state sources, like the per pupil foundation allowance. Local revenue reflects revenues from local property taxes. Federal revenue includes federal grants like Title I grants that are designed to offer aid for students in schools with high concentrations of economically disadvantaged students.

TABLE 52: FY 2019 – 2020 BUDGETED REVENUE SOURCES

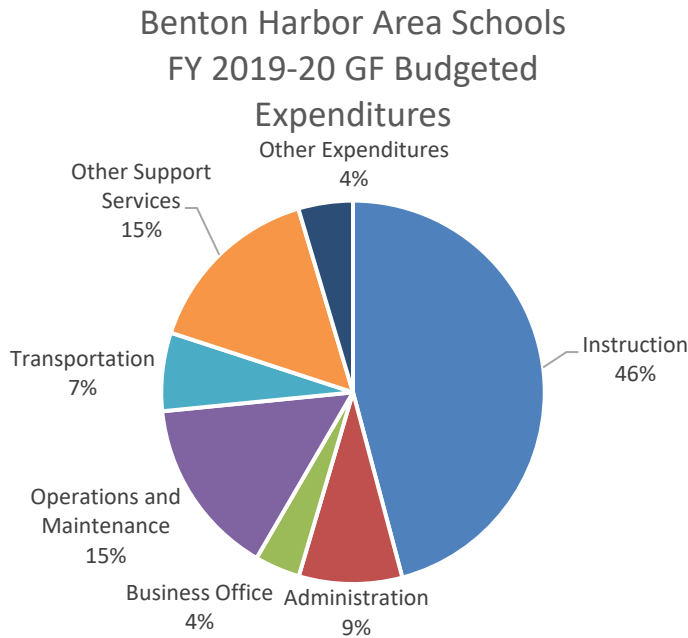
Benton Harbor Areas Schools
FY 2019-20 Budgeted Revenue Sources



General Fund Expenditures

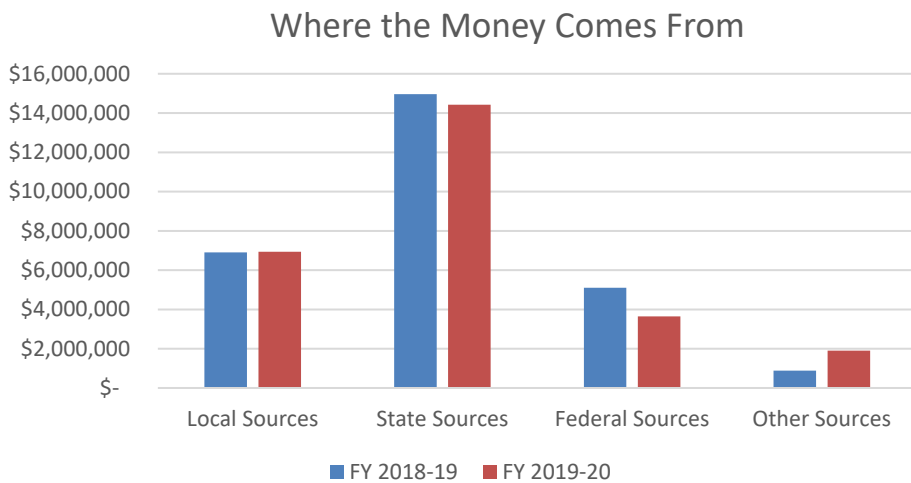
Most of the expenditures are spent on instruction, which includes activities directly related to teaching students. Operations and maintenance include the upkeep and maintenance of facilities, while other support services include supplemental services, like counseling and health services. Costs associated with administration includes expenses like the salaries of administrators like the superintendent, curriculum director, and chief financial officer. Lastly, transportation includes the buses to transport students, fuel and bus drivers.

TABLE 53: 2019-20 BUDGETED EXPENDITURES BY CATEGORY



Budget to Actual Comparison for the 2018-19 and 2019-20 School Year

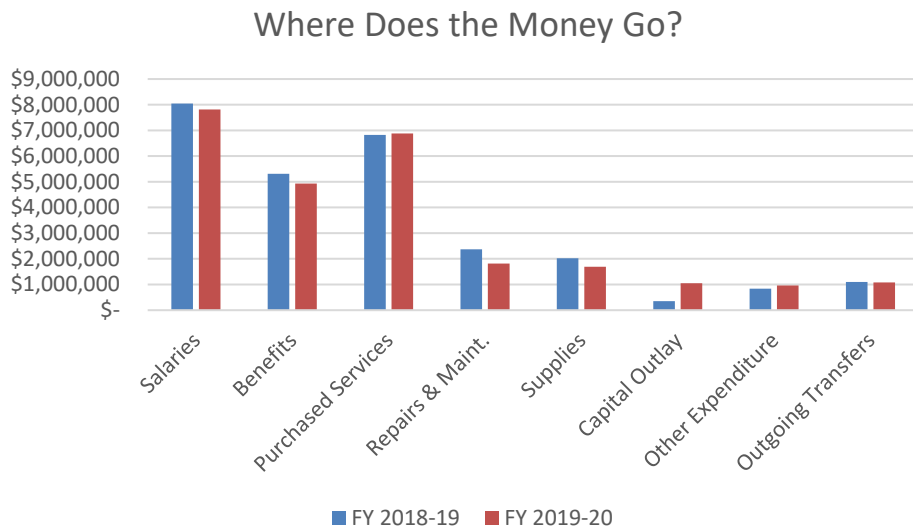
TABLES 54: GENERAL FUND REVENUE SOURCES



SOURCE: PREPARED BY BHAS

With the exception of federal funds, the bar chart above shows that all fund sources show a decline in revenue for the district for the 2019-20 school year when compared with the 2018-19 school year. Federal funds are targeted funds restricted to the specific purpose and audience for which funds are allocated. For instance, Title I funds are a major source of funding for school districts. These funds are restricted in the services that they can be used for and are limited in the students and schools that receive services. Title I funds cannot be used to offset general fund expenditures.

TABLE 55: EXPENDITURE COMPOSITION



SOURCE: PREPARED BY BHAS

Contracted Services

Combined salaries and benefits account for the largest source of district expenses. This is consistent for school districts throughout the state. Purchased services also make up a large portion of district expenses although they have declined from 2018-19 to 2019-20. Like many other districts, BHAS contracts for a number of services, which is reflected in **Table 56**.

TABLE 56: BHAS CONTRACTED SERVICES

SERVICE	PROVIDER
Food Services	Sodexo
Transportation	First Student
Building Secretaries	EduStaff
Custodians	EduStaff
Maintenance	EduStaff
Security	EduStaff
Substitute Teachers and Paraprofessionals	EduStaff
Most coaches (excluding those who are district employees)	EduStaff
School Resource Officers (in addition one state police officer is assigned to BH High School at no cost to the district)	Berrien County Sherriff's Department

Cash Flow Statement

As a requirement to the EDEP, districts are required to submit periodic monthly financial status reports and cash flow reports. The district currently uses a weekly cash flow template to monitor incoming funds, outgoing funds, and cash balances at the end of each week. The cash flow projections help the district plan for how they will pay employees and vendors and the timing of revenues coming in. As of December 2019, BHAS does not project negative values of their cash flows through the end of the school year; however, if unexpected expenditures occur or anticipated revenues are not received, the cash flow could be negatively impacted.

Debt Obligations

Per the FY 2018-19 audit, the district has both short- and long-term debt outstanding. The short-term debt includes a \$6.3 million State Aid Anticipation Note. This note is a short-term loan for operational cash flow needs leveraged against future state aid revenues. On July 11, 2016 BHAS entered into revised repayment agreements for the three prior-year emergency loans remaining unpaid at June 30, 2016. Under the revised agreements, principal repayments are delayed until November 1, 2019, and extend to November 1, 2026, thus postponing the principal payments previously scheduled for November 2016 through November 2019. Interest expense will continue to be paid as scheduled on each loan at the previously agreed upon rates.

TABLE 57: SHORT TERM DEBT OUTSTANDING

	Debt Outstanding July 1, 2018	Debt Added	Debt Retired	Debt Outstanding June 30, 2019
State Aid Anticipation Loans	\$ 8,100,000	\$ 6,300,000	\$ 8,100,000	\$ 6,300,000

On August 21, 2017, the District borrowed \$1,950,000 and \$6,150,000 in anticipation of State Aid. The note plus interest were repaid on July 20, 2018 and August 20, 2018 respectively.

On August 20, 2018, the District borrowed \$6,300,000 in anticipation of State Aid. The note plus interest, was due August 20, 2019.

TABLE 58: LONG TERM DEBT OUTSTANDING AT JUNE 31, 2019

	Final Maturity Dates	Outstanding Balance	Amount Due Within One Year
Michigan Municipal Bond Authority			
Series 2002B	May 1, 2022	\$420,000	\$135,000
Series 2007A	May 1, 2022	520,000	165,000
Local Emergency Financial Assistance Loan Board			
Emergency loan - 2012-13 Series I	Nov. 1, 2026	515,000	60,000
Emergency Loan - 2013-14 Series I	Nov. 1, 2026	1,230,000	140,000
Emergency Loan - 2014-15 Series I	Nov. 1, 2026	1,400,000	160,000
Emergency Loan - 2015-16 Series I	Nov. 1, 2026	3,300,000	-
Emergency Loan - 2016-17 Series I	Nov. 1, 2026	4,400,000	-
Capital Lease			
Copier Lease January 1, 2017	Jan. 1, 2021	19,650	13,079
Other Obligations			
Commercial Rehab Tax Due State of Michigan		655,893	-
State of Michigan Supplemental Payment		783,320	149,753
Vacation leave		12,793	10,000
		\$13,256,656	\$832,832

TABLE 59: ANNUAL PAYMENTS ON LONG-TERM BONDS OUTSTANDING
LONG - TERM BONDS OUTSTANDING AS OF JUNE 30, 2019

Year Ended			
June 30	Principal	Interest	Total
2020	\$ 660,000	\$ 249,996	\$ 909,996
2021	685,000	228,150	913,150
2022	840,000	205,015	1,045,015
2023	875,000	176,218	1,051,218
2024	895,000	158,293	1,053,293
2025	915,000	139,334	1,054,334
2026	930,000	120,607	1,050,607
2027	950,000	101,293	1,051,293
2028	970,000	82,814	1,052,814
2029	990,000	64,815	1,054,815
2030	1,005,000	46,801	1,051,801
2031	1,025,000	28,367	1,053,367
2032	1,045,000	9,570	1,054,570
	\$ 11,785,000	\$ 1,611,273	\$ 13,396,273

Business Office Operational Overview

The financial health of a district is also defined by the way that it manages and oversees its funds and carries out its fiduciary duties. The staffing for business operations has a direct effect on meeting reporting requirements, creating necessary checks and balances, and performing a reasonable level of due diligence related to district finances and use of funds. Per BHAS, the business office is currently staffed at 4.10 FTEs. BHAS has experienced high turnover in the business office over the past 10 years which has affected its ability to properly execute the responsibilities of the business office. According to the independent auditor's reports, material weaknesses have been an ongoing concern. Weaknesses in business operations and grant management have impacted the receipt of grant revenues in prior years and have in turn impacted overall revenues. In recent years, the business office created a plan to address the concerns; however, insufficient staffing and significant turnover have made it difficult to implement those plans. In addition to contracted services, BHAS engaged in shared services agreements with Berrien RESA in 2014. (Table 60) These agreements terminate on March 31, 2020.

TABLE 60: BUSINESS OFFICE OPERATIONS STAFF

Position	Employer	Location	Full-Time Equivalent
A/P Bookkeeper	Berrien RESA	Berrien RESA	0.60
PT Clerical Assistant	EduStaff	BHAS	0.20
Finance Specialist	Vacant	BHAS	1.00
Temporary, PT Accountant	Contracted Vendor	BHAS	0.30
CFO	BHAS	BHAS	1.00
Employee Benefits Specialist	Berrien RESA	Berrien RESA	0.50
Payroll Specialist	Berrien RESA	Berrien RESA	0.50
			4.10

TABLE 61: BHAS AND BERRIEN RESA SHARED SERVICES HISTORY

POSITION	START	END
Payroll	August 2014	March 31, 2020
Technology Director	July 2015	January 2019
Chief Financial Officer	July 2015	June 2019
Controller	July 2015	March 2019
Accounts payable Pupil Accounting / PowerSchool	July 2015	March 31, 2020
Coordinator	July 2015	June 2017
H.R. Supervisor	July 2015	June 2018
H.R. Generalist	July 2016	June 2018
Chief Operating Officer	July 2017	March 31, 2020
Special Education Compliance	February 2018	January 2020

Independent Audit Report

BHAS has received many audit findings over several years. Audit findings reveal a longstanding pattern of lack of internal controls, written policies and procedures, along with inadequate documentation and recordkeeping needed to maintain compliance with generally acceptable accounting practices and federal accounting rules.

While the number of audit findings decreased since the prior year audit, the repetitive audit findings reflect the need for improvements in financial operations.

Use of Federal Funds

Over a 10-year period the district was approved for \$88.7 million in federal grants, and only used \$72.2 million of those funds; leaving a total of \$16.5 million unspent at the end of fiscal year 2018. Ideally, the district would spend 100% of the grant monies in the award period, but as the report shows, all monies allocated to BHAS have not been used.

As of the reporting date, BHAS still has \$14.54 million available to spend, or \$1.96 million that was not carried over and no longer available. Unspent grant funds can indicate services have not been rendered or a request for payment has not been made. Unrequested funds planned for federal grants may be paid out of the general fund or place the district at risk of reduction in grant funds in the future.

The following data reflects grant funds that were not expended, nor carried over to a subsequent fiscal year for utilization. Between 2011 and 2018, BHAS returned \$1.96 million in Title I Part A and Title II Part A grant funds. A summary of grant activity can be found in the Grant Auditor Report.

TABLE 62: TITLE I PART A AND TITLE II PART A GRANT FUNDS RETURNED 2011 – 2018

Title I, Part A		Amount Returned	Title II, Part A		Amount Returned
2011		964,422	2011		11,935
2012		445,820	2012		10,526
2013		53,124	2013		155,302
2014		0	2014		0
2015		59,174	2015		9,569
2016		8,905	2016		8,905
2017		237,459	2017		0
2018		0	2018		0
TOTALS		\$1,768,904	TOTALS		\$196,237

SOURCE: GRANT AUDITOR REPORT

Use of Sinking Fund

Operations have a direct impact on a district's ability to expend funds. Per the 2018-19 financial statement audit report, the district had a \$2.7million fund balance for the sinking fund. These dollars are set aside exclusively for capital improvements. Sinking funds have defined use and all costs are monitored carefully by the state. The school district is budgeting a 2019-20 sinking fund balance of \$4.3 million for projects. To date, the district has not used funds set aside for building and facility improvements.

Peer Comparisons

Tables 63 thru 66 show the operating expenditures for BHAS and the average expenditure by category for peer districts. It is notable that BHAS spends proportionately less on instruction than peers. In this instance the low enrollment of the district works against proportional expenditures for instruction. The staffing structure that make up administrative and support services compete with instructional expenditures. For low enrollment districts, these costs are not easily scaled back to reflect the size of the district. For instance, no matter the enrollment a district is likely to have personnel costs for a superintendent and finance director.

TABLE 63: DISTRICT PERSONNEL EXPENDITURES

District Personnel Expenditures (%)

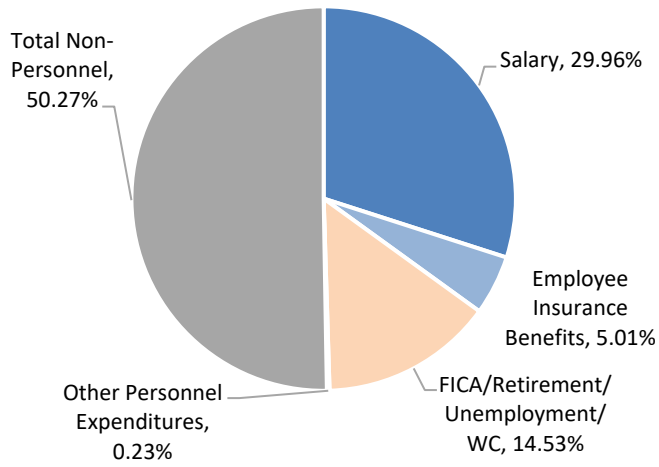


TABLE 64: PEER AVERAGE PERSONNEL EXPENDITURE

Peer Average Personnel Expenditures (%)

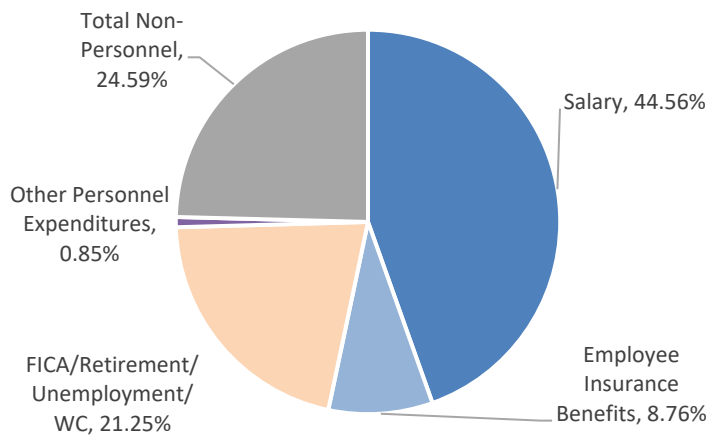


TABLE 65: DISTRICT OPERATING EXPENDITURES

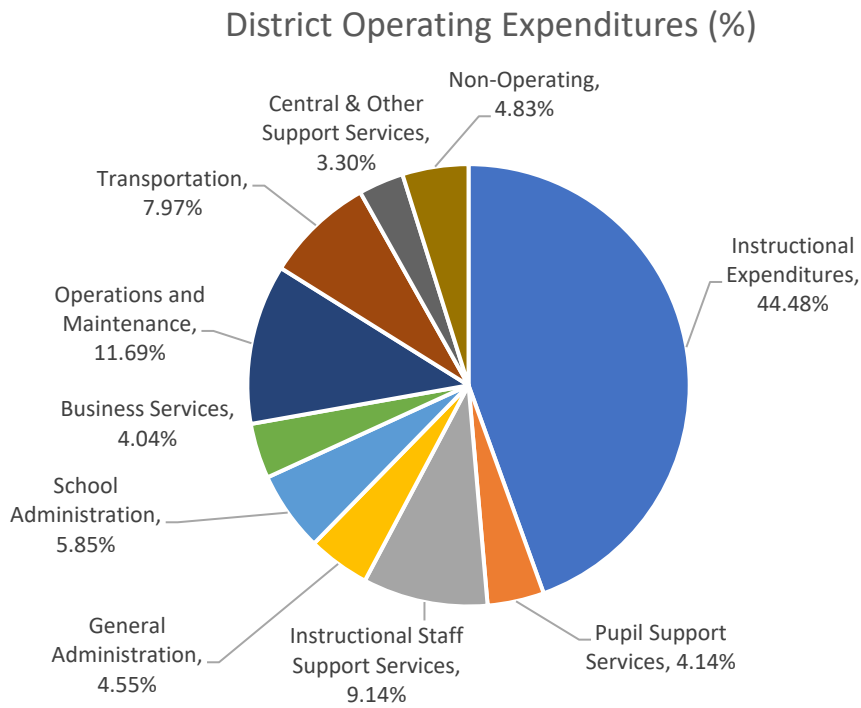


TABLE 66: PEER AVERAGE OPERATING EXPENDITURES

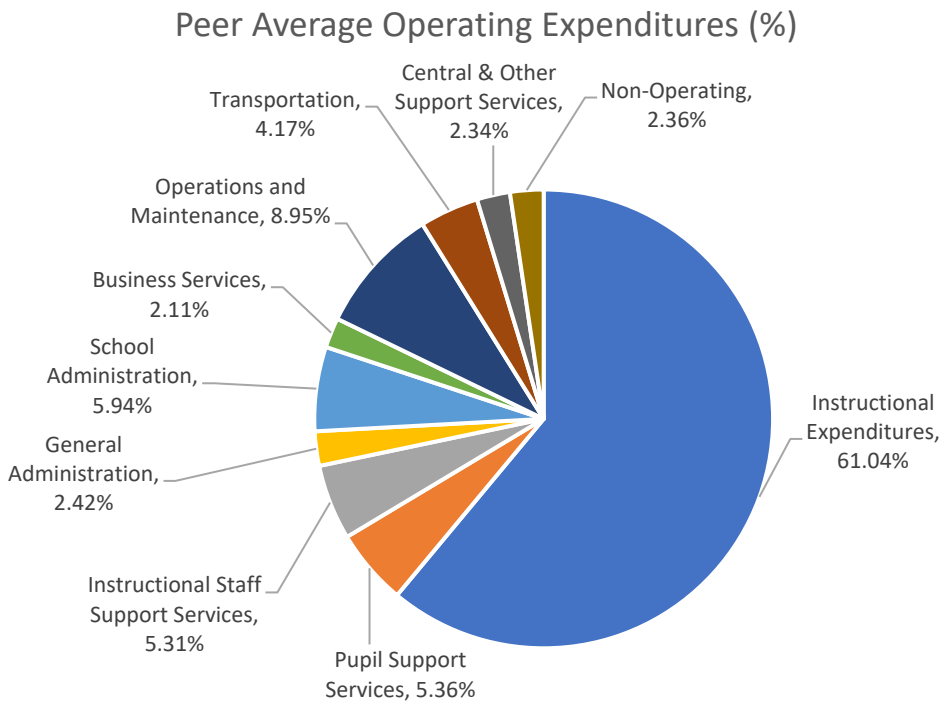


TABLE 67: ENROLLMENT GROWTH TREND

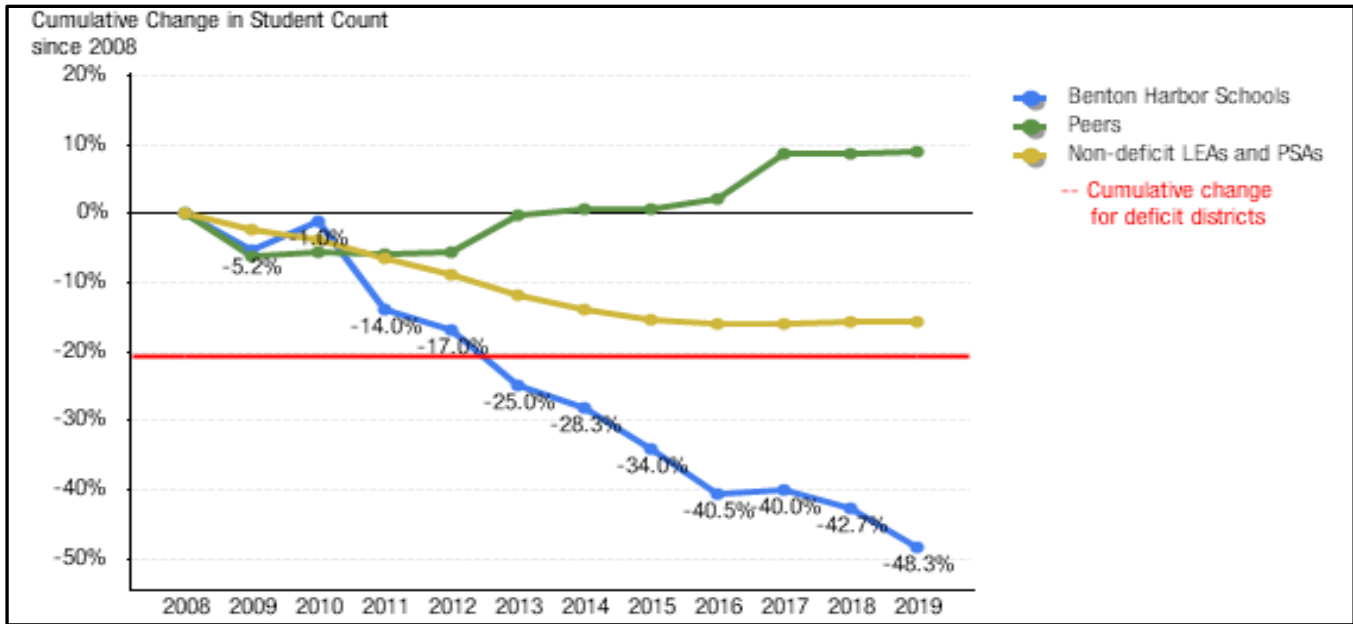


TABLE 68: REVENUE PER STUDENT RATE

BHAS has a relatively high revenue per student rate among other districts in Berrien County.

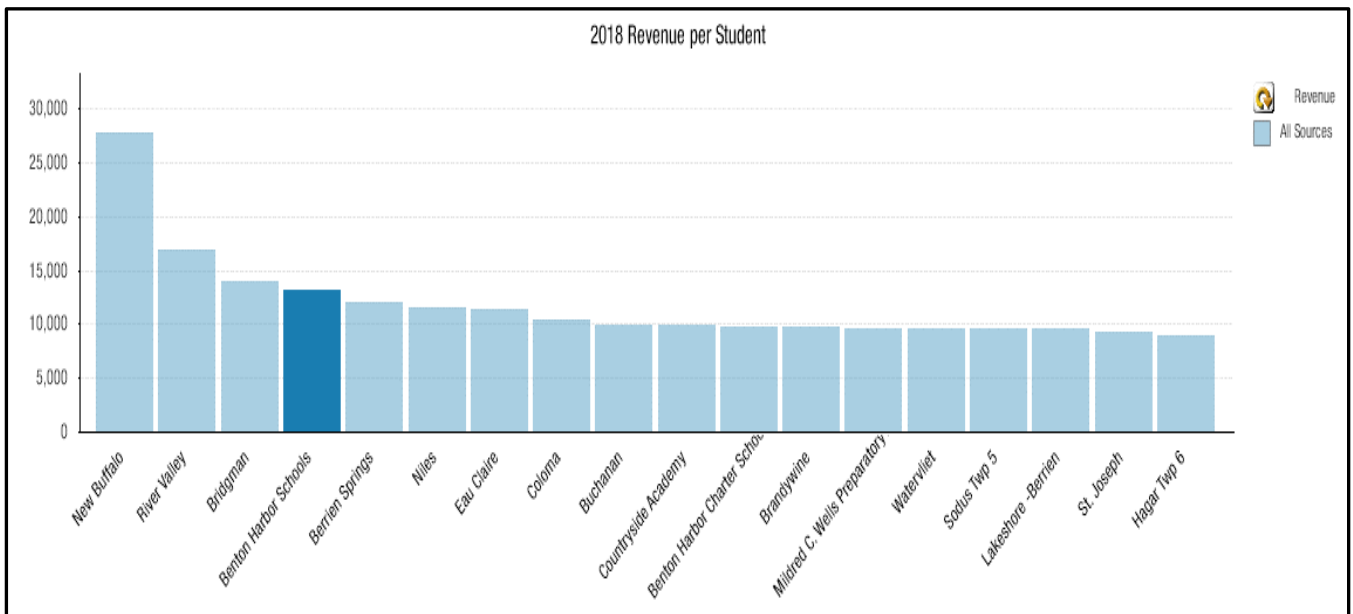


TABLE 69: EXPENDITURE PER STUDENT RATE

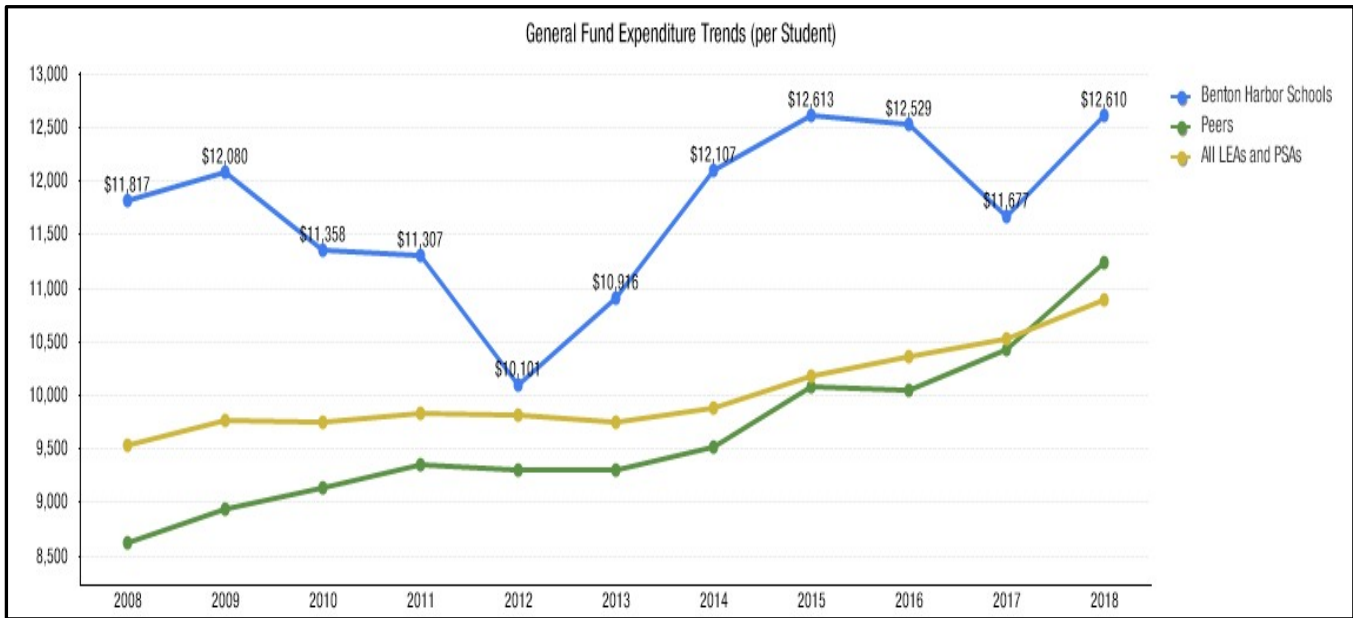


TABLE 70: 2018 FUND BALANCE COMPARISON

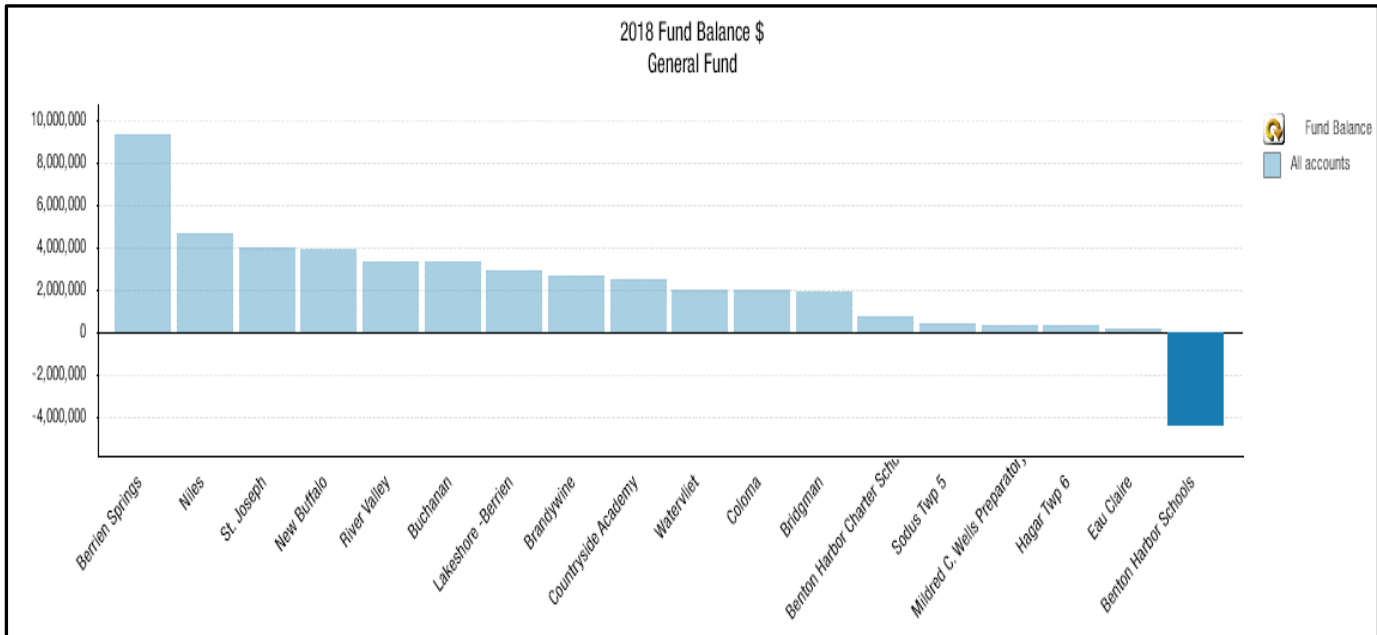


TABLE 71: CUMULATIVE CHANGE IN THE FUND BALANCE

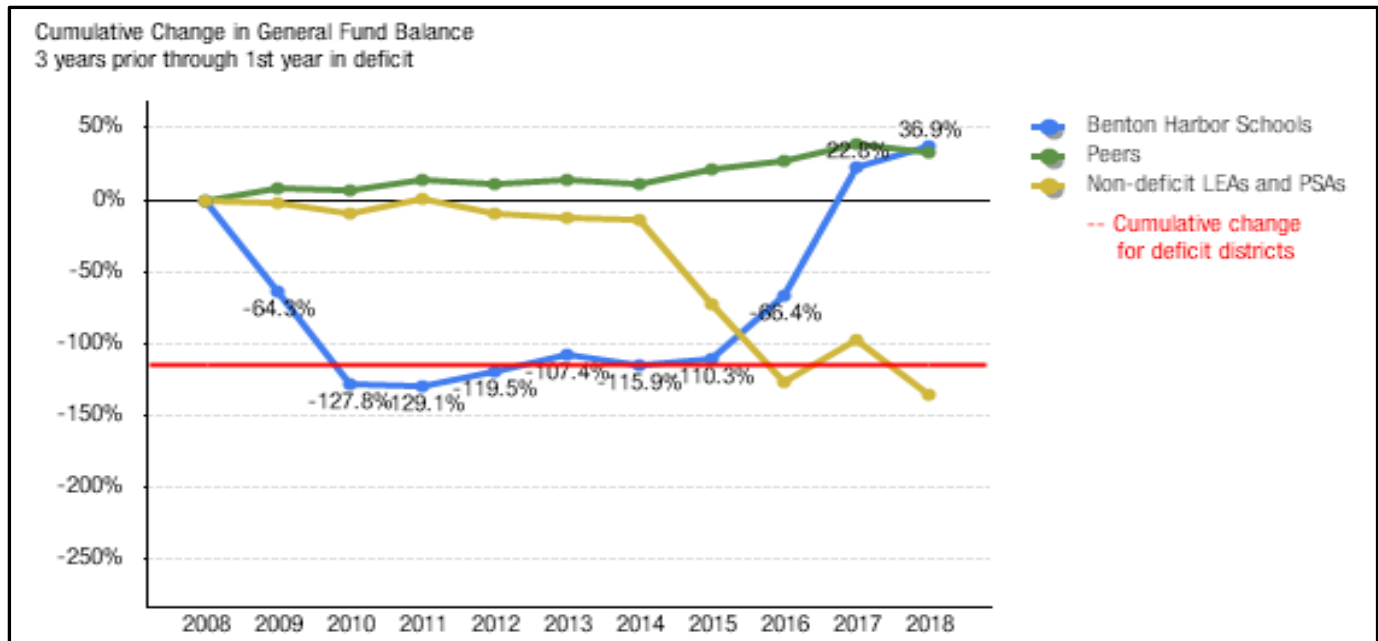
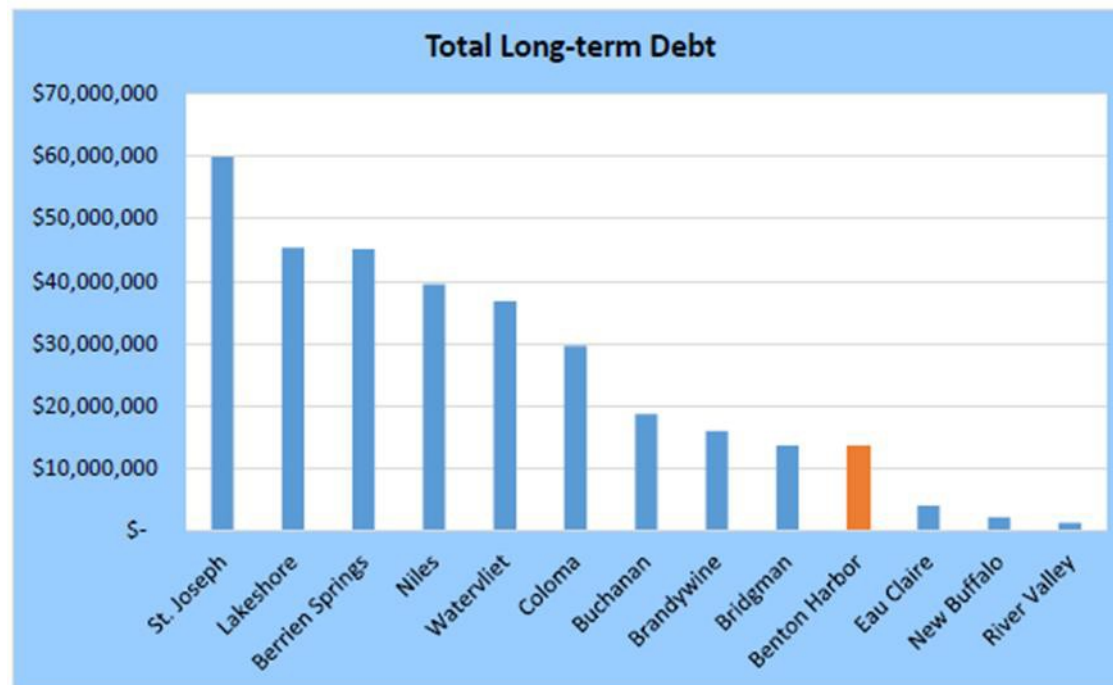


TABLE 72 : LONG TERM DEBT



Major Budget and Finance Subcommittee Findings

Declining enrollment and increasing fixed costs, along with current planned and unplanned expenditures levels, take a high toll on a district budget. The full subcommittee report contains numerous tables and charts that give more detail to the information contained in this report. Overall, the subcommittee finds that there are ongoing needs for internal control and oversight improvements to ensure that funds are effectively allocated and spent in a timely manner. Lack of adequate controls costs the district general funds, denies services to students and puts access to funds in the future at risk.

Part 4: Buildings and Facilities

plante moran | cresa

10-Year Capital Assessment Plan

Benton Harbor Area Schools

February 2020



February 12, 2020

Ms. Joyce Parker
Deputy State Treasurer
Michigan Department of Treasury
430 W Allegan Street
Lansing, MI 48933

via e-mail: parkerj24@michigan.gov

Dear Ms. Parker

On January 6, 2020, Plante Moran Cresa (PMC) was engaged by the Department of Treasury (DOT) to assess the condition of school and support buildings currently owned by Benton Harbor Area Schools (BHAS). The goal of this assessment was to provide the DOT and BHAS with a capital planning template with three major components: critical need/life-safety, deferred maintenance, and property enhancements for consideration over a 10-year period.

With the understanding that the intent of this assessment is to use it as a road map to help establish needs for future capital expenditures, this assessment was intended to be a high level review. It was not exhaustive, nor did it include any destructive investigation. We conducted our assessment through multiple on-site visits, interviews with BHAS staff, and review of DOT and BHAS-provided documentation. We wish to acknowledge Ms. Pat Rush, Mr. Darwin Watson, Ms. Patricia Robinson, Mr. Scott Johnson, and Mr. Troy Boone for their time, assistance, and cooperation in providing information for the preparation of this assessment.

Summary of findings:

- District currently has a facility footprint of approximately 600,000 square feet (SF) among 16 facilities and serves approximately 1,750 students. Based on the industry standard range of 125 square feet to 175 square feet per student of facility area, BHAS facility footprint should range between 250,000 to 350,000.
- The 10 year capital assessment costs for the ten (10) facilities included in the assessment are approximately \$57,773,000 in net present value and \$66,163,000 cost escalated and further broken down below;
 - Critical Need Items (1-3 years): \$33,651,321
 - Deferred Maintenance (DM1) (4-6 years): \$20,405,369
 - Deferred Maintenance (DM2) (7-10 years): \$12,106,432

The following report details these findings and their associated preliminary budgets. It is our sincerest hope that this document is found to be beneficial to DOT and BHAS. We would be happy to answer any questions that may arise as well as provide clarifications to any items found herein. Please feel free to contact me with any questions or concerns regarding this report.

Sincerely,

Plante Moran Cresa



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10-Year Capital Assessment

Benton Harbor Area Schools
 870 Colfax Avenue
 Benton Harbor, MI 49022

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Plante Moran Cresa

27400 Northwestern Highway

Southfield, MI 48034



Section A

Executive Summary



Executive Summary

Overview

Plante Moran Cresa (PMC) performed this property assessment at the request of the **Department of Treasury** relative to the **Benton Harbor Area Schools (BHAS)** for the district’s instructional, support services, transportation, and/or administrative buildings.

Date(s) of Assessment: January 6, 2020 – January 17, 2020

District Staff Present: Mr. Troy Boone, Director of Facilities Maintenance

PMC Staff Present: Mr. Paul R. Wills, AIA, LEED AP, Ms. Atasi Bagchi, Mr. Ahmed Beasley

Pupil Enrollment: 1,750 students (approximately)

Number of Buildings Assessed: 11 Buildings

Acknowledgements

For their assistance and cooperation, we wish to acknowledge Ms. Pat Rush, Mr. Darwin Watson, Ms. Patricia Robinson, and Mr. Scott Johnson for their time, assistance, and cooperation in providing information for the preparation of this assessment. We would especially like to acknowledge Mr. Troy Boone for his time and insight during PMC’s visit to each individual facility/property.

Purpose

The purpose of this assessment is as follows:

- Observe and document readily visible potential site, materials, and building system defects that might significantly affect the value of the buildings and properties;
- Communicate conditions identified that may have a significant impact on the future operation of the buildings;
- Assist the district’s leadership in identifying the buildings’ critical needs in order to provide a rough order of magnitude of potential costs for capital improvement planning
- Provide real estate and demographic information to supplement the considerations for facility planning.

Scope

This assessment report is based on review of the district-provided information, more specifically the 2016 report provided by Abonmarche and the 2017 report provided by GMB as well site visit(s) during which PMC performed a visual, nonintrusive, and nondestructive evaluation of various external and internal building components. It should be noted that this assessment is not a building code, safety, regulatory, or environmental compliance inspection.

PMC utilized several industry databases including School Planning & Management, Council for Educational Facility Planning International as well as PMC's expertise having worked with over 70 districts on over \$2.5B in capital planning throughout Michigan. In addition to the assessment, PMC conducted a cursory review of the BHAS facility utilization in comparison to its enrollment.

PMC observed representative samples of the major building components and the physical conditions of the following:

- Site conditions
- Building structure
- Architectural (interior finishes)
- Mechanical and electrical systems
- Plumbing system – Observations did not include collection or testing of water samples
- Life safety and fire protection

The district provided PMC with the following documentation to aid in the creation of this report:

- Property site plans
- Floor plans
- Roof plans

PMC took photographs to record the buildings' general conditions and to illustrate the specific observed deficiencies. The findings are provided in the individual assessments in Section 3.

Statement of Limitations

This assessment report represents a statement of the physical condition of the buildings and properties based upon visual site observation. It applies only to those portions of the property, items, and equipment that PMC staff were able to visually observe. Walls and ceilings were not opened to observe covered, hidden, or concealed conditions. PMC's assessment of plumbing systems did not include the collection or testing of water samples to determine water quality. The assessment of mechanical systems and equipment based on general observations of condition and/or age and not a full diagnostic or inspection by a certified maintainer.

In addition, PMC did not sample any property components or test nonfunctioning equipment at the time the assessment was conducted. Minimal as-built or record drawings and specifications were available only to the extent described in this report. PMC's assessment, analysis, and recommendations are, in whole or in part, dependent on the information provided by BHAS and other third parties. PMC cannot provide an opinion on the reliability of such information, and inaccuracies in such information may impact our assessment, analysis, and recommendations.

This assessment may identify items by third party architect that do not appear to be in general conformance with the Title III requirements; correction of these reported items may not bring the property into total compliance with ADA. While opinions of cost to correct or remove noted barriers are provided herein, they do not constitute an opinion that elimination of the barriers is "readily achievable" and not an "undue burden" as defined by ADA. The owner must determine this issue. Such opinions are subject to the limitations on opinions of probable cost set forth in Section A (Opinion of Probable Cost). While PMC will communicate items of concern regarding compliance with title III and/or other codes it has observed, PMC makes no representation that the identified items of concern are actual code violations or are inclusive of any and all potential code violations. This assessment is not a building code, safety, regulatory, or environmental compliance inspection.

This assessment does not include any services (including the collection or testing of samples) related to known or unknown Constituents of Concern. Constituents of Concern shall include: (i) asbestos, (ii) petroleum, (iii) radioactive material, (iv) polychlorinated biphenyls (PCBs), (v) hazardous waste, (vi) lead, or (vii) any substance, product, waste, or other material listed under any other federal, state, or local (meaning any applicable jurisdiction) statute, law, rule, regulation, ordinance, resolution, code, order, or decree regulating, relating to, or imposing liability or standards of conduct concerning, any hazardous, toxic, or dangerous waste, substance, or material. The parties further acknowledge that PMC is not and shall not be required to be an "owner," "arranger," "operator," "generator," or "transporter" of any Constituents of Concern.

This report was prepared for, and intended solely for the information use of DOT and BHAS and may not be used or relied upon by another party without the express written authorization of PMC.

The contents of the report are based on the relevant information available and the condition observed at the time of issuance. Information and conditions are subject to change, and PMC assumes, no responsibility to update this report in the event of such change.

This assessment report should be read in its entirety. Information provided in the various sections is complementary and in some instances provides additional explanation of information concerning the assessment. Therefore, interpretations and conclusions drawn by reviewing only specific sections are the sole responsibility of the user.

Assumptions & Clarifications

Technology and furniture, fixtures, and equipment (FFE) costs are not included in this assessment, however PMC has provided industry standard cost values for DOT and BHAS consideration relative to capital planning.

At the time of this report, there was remaining work to be completed or contemplated to be completed under the current 2017 sinking fund.

Various allowances are included in this assessment. In most instances, the included amount was a result of discussions between PMC and BHAS.

The costs for pavement replacements were based on a visual observation of the parking areas. Before completing any pavement replacement work, PMC recommends that soil borings be completed by a licensed and insured geotechnical firm to determine existing asphalt thickness and underlying soil conditions as well as recommendations to remediate the parking area. These results could have significant impact on the actual scope of work and associated costs to the impacted areas.

The built-in casework throughout the district seemed to vary in age and condition. PMC included built-in casework only where requested by BHAS.

PMC did not include costs for piping and electrical feeder replacements at the buildings. Based on discussions with BHAS, BHAS did not have significant reason to believe this infrastructure would require large capital investment in the next 10 years.

Generally speaking, the cost of mechanical unit replacements were a 1 for 1 replacement of the existing unit. It does not include large changes in the supporting ductwork or potential changes in building codes since the original unit was installed which may require more extensive work. Mechanical unit sizes were not readily available. As such, PMC made assumptions as to the size and capacity of the existing units identified for replacement under this assessment.

For individual site assessments, property age and size were reported based on data provided by BHAS.

Condition Definitions

The following terms are used throughout the report and are defined as follows:

Excellent (E)

Observed to be new or like new.

Good (G)

Observed to be of average to above-average condition for the building system or material assessed, with consideration of its age, design, and geographical location. Generally, other than normal maintenance, no work is recommended or required.

Fair (F)

Observed to be of average condition for the building system evaluated. Satisfactory; however, some short-term and/or immediate attention is required or recommended (primarily due to normal aging and wear of the building system) to return the system to a good condition.

Poor (P)

Observed to be of below average condition for the building system evaluated. Requires immediate repair, significant work, or replacement is anticipated to return the building system or material to an acceptable condition.

Life Safety (LS)

Identified as an item of concern that should be addressed as soon as possible because may potentially affect the life safety of users.

Critical Need (CN)

Items that through our observations or discussions with the district may require capital expenditure **within the next 1 to 3 years** by virtue of current condition, remaining useful life, or the district's priorities.

Deferred Maintenance (DM)

These are items that through our observations or discussions with the district **may require capital expenditure within the next 4 to 6 years** by virtue of current condition, remaining useful life, or the district's priorities.

Property Enhancement (PE)

These are items that through our observations or discussions with the district **may require capital expenditure within the next 7 to 10 years** by virtue of current condition, remaining useful life, or the district's priorities.

Other Assessments (O)

These are items that through our observations or discussions with the district **may require some level of capital expenditure over the next 10 years** by virtue of current condition, remaining useful life, or the district's priorities.

Opinion of Probable Cost

Based upon observations during our site visit and information received from our interviews with BHAS representatives, which for the purpose of this report was deemed reliable, PMC prepared general scope opinions of probable cost based on appropriate remedies for the deficiencies noted. Such remedies and their associated cost were considered commensurate with subject's position in the market and prudent expenditures. These opinions are for components of systems exhibiting significant deferred maintenance and existing deficiencies requiring major repairs or replacement. Repairs or improvements that could be classified as cosmetic, a decorative part or parcel of a building renovation program, routine, or normal preventative maintenance were included as property enhancements. Costs provided are based on mid-level commercial pricing.

Our intent in this report is to outline material physical deficiencies and the corresponding opinion of probable costs that are commensurate with the complexity and age of the buildings. Opinions of probable costs that are a threshold amount of approximately \$1,000 or less are omitted from our review.

Replacement and repair preliminary budgets are based on approximate quantities. Specific building square footages are estimates based on the information provided by the district. A detailed inventory of quantities for cost estimating is not a part of the scope of this report. Budgets were derived using Southwest Michigan (CBSA) area material and labor costs. As this report projects costs over the next 10 years, PMC utilized a reasonable cost escalation factor for these costs based on the anticipated time of improvement implementation.

Please note that the budget values in this report are conceptual values only, and do not represent hard bid market pricing. Our opinions of probable costs will likely vary from actual market conditions. These conceptual budget values are intended for a high-level planning approach by the district in consideration for future renovations of the aforementioned buildings. We highly recommend that, if any of the recommendations are to move forward accordingly, the district (a) have a formal design completed by a registered architectural or engineering firm and (b) in conjunction with its registered architectural or engineering firm and construction professional develop a refined preliminary budgets and (c) undergo the formal competitive bid process per the requirements set forth.

Findings and Recommendations

Each subcommittee is asked to identify 3 – 5 priorities that emerge from the subcommittee analysis findings. This template offers a format for listing priorities. State each priority in specific terms. The reader should learn the intent of the priority in measurable / observable terms. Also describe outcomes that are expected to result from the priority. Again use measurable / observable terms. Priorities will be used to develop a program and financial plan.

Name:		Subcommittee:			
	Priority	Year 1 measurable outcomes	Year 2 measurable outcomes	Year 3 measurable outcomes	Ongoing / sustainability measurable outcomes
	Right-size the facility footprint from 600,000 s.f. down to a range of 250,000 to 350,000 s.f. based on current/projected enrollment of 1,750 students	Reduce the number of facilities from (9) down to (2) to (3) facilities			
	Allocate current and projected sinking funds to remaining (2) to (3) facilities and address critical needs	Expenditure of current funding of \$2.4M	Expenditure of projected funding of \$1.4M	Expenditure of projected funding of \$1.4M	Expenditure of projected funding of \$1.4M
	Demolition of remaining facilities	Work with legal counsel, draft RFQ/RFP for demolition services	Ensure demolition work is complete		
	Disposition/sale of non-essential sites	Work with legal counsel to draft disposition/sale through RFQ/RFP process	Update disposition/sale through RFQ/RFP process		

Footnotes:

Priority #1:

- Proposed square footage per student range is 125 s.f.-175 s.f.. Based on 1,750 students, facility footprint range would be 250,000 s.f. to 350,000 s.f.
- The proposed facility footprint would allow for potential growth of student enrollment in the future.
- Building capacity is based on general education classrooms x number of students per class (anticipated class size would be 25 students per class)
- Sample building capacity = High School has 60 general education classrooms x 25 students per classroom = 1,500 student capacity

Priority #2:

- BHAS passed a Sinking Fund in 2017 that will provide approximately \$17M dollars in capital funds over the next 10 years.
- With a reduced facility footprint, BHAS would be able to utilize the \$17M to address the critical needs in the 2-3 facilities being utilized.
- Proposed critical needs includes adding secured vestibules and additional security enhancements.
- PMC reviewed the potential costs to construct a new 250,000 s.f. facility. Based on \$275 per foot, a new facility would costs approximately \$68.7M
- New construction would require a ballot proposal that would have to be approved by the residents of the District.

Priority #3 & #4:

- BHAS currently spends general fund dollars to insure, maintain, and operate closed facilities. Proposed demolition of existing facilities would allow immediate savings
- Proposed demolition cost range from \$5 to \$8 per foot. The current Sinking Fund could be used for demolition
- BHAS should work with legal counsel to draft Request for Development for those sites deemed as a community asset for future use (senior living, parks, etc.)
- Real estate appraisals were completed by the District in 2015. Property values for sites in current condition range from \$40,000 to \$90,000. PMC recommends that BHAS consider updating appraisals for all non-used facilities and sites.



Section B

Property Cost Summary



Property Budget Summary

Property Listing

#	Name of School Facility Assessed	Address
1	Benton Harbor High School *	870 Colfax Avenue, Benton Harbor, MI 49022
2	DREAM Academy *	636 Pipestone Street, Benton Harbor, MI 49022
3	Arts and Communications Academy *	120 E. Napier Avenue, Benton Harbor, MI 49022
4	Fair Plain East Elementary *	1995 Union Avenue, Benton Harbor, MI 49022
5	International Academy at Hull*	1716 Territorial Road, Benton Harbor, MI 49022
6	Martin Luther King	750 East Britain Avenue, Benton Harbor, MI 49022
7	Discovery Enrichment Center *	465 S. McCord Street, Benton Harbor, MI 49022
8	Skill Center (Maintenance) Building	373 S. Fair Avenue, Benton Harbor, MI 49022
9	Transportation Building	600 McKann Street, Benton Harbor, MI 49022
10	Boynton Facility	1700 E. Britain Avenue, Benton Harbor, MI 49022
11	Fair Plain North West	1352 Learning Lane, Benton Harbor, MI 49022

*Building is used for instructional and academic purposes for 2019 -2020 school year

#	Name of Vacant Facility/Site	Address
12	Fair Plain West (23,625 s.f./8.5 acres)	1901 Fair Plain, Benton Harbor, MI 49022
13	Farmland (Leased - 136 acres)	Napier and Blue Creek (US 31)
14	Northshore	M63
15	Chemical Bank (21,000 s.f.)	823 Riverside, Benton Harbor, MI 49022
16	Fair Plain North East (14,000 s.f.)	400 Donald Adkins, Benton Harbor, MI 49022
17	Sorter (24,466 s.f.)	1421 Pipestone, Benton Harbor, MI 49022
18	Morton	267 Hull Street, Benton Harbor, MI 49022
19	Martindale	2199 Laurel, Benton Harbor, MI 49022
20	Bard	1200 E. Main Street, Benton Harbor, MI 49022
21	Tech Center	653 Valley, Benton Harbor, MI 49022

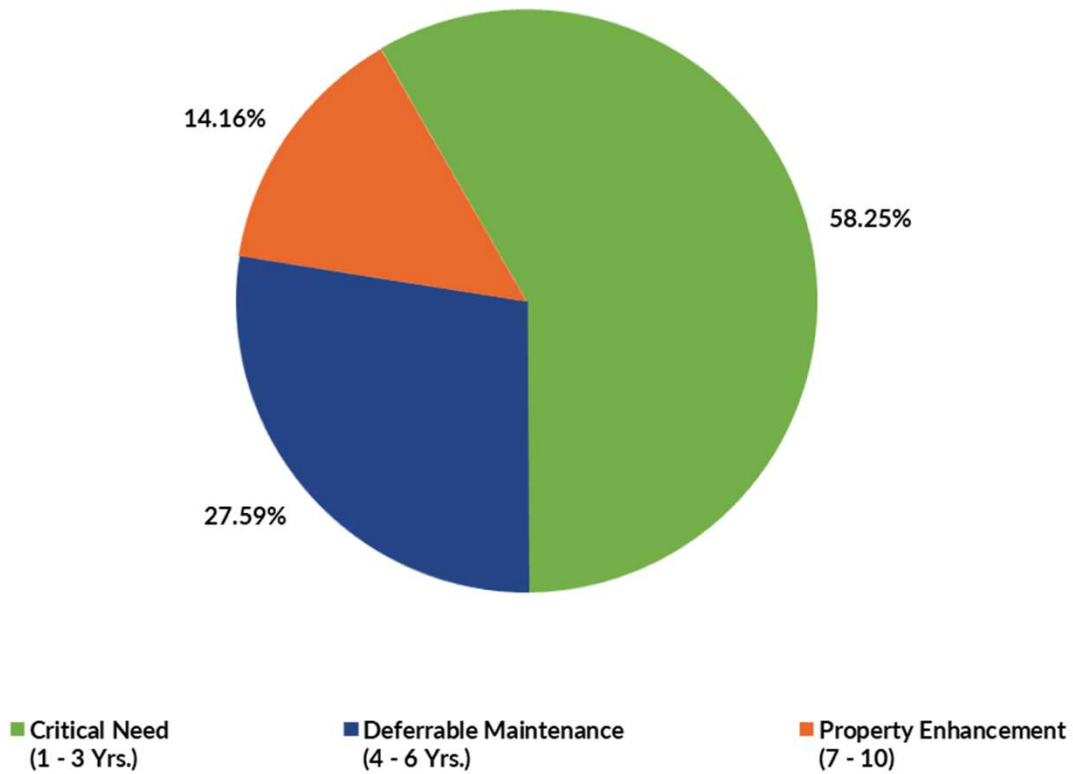
Building Locations Map



Summary of Costs by Priority

BENTON HARBOR AREA SCHOOLS FACILITY ASSESSMENT						
FACILITY ASSESSMENT			SUMMARY OF COSTS BY PRIORITIZATION			
Bldg #	Name of School Facility	Net Present Value	Critical Need (1 - 3 Yrs.)	Deferrable Maintenance (4 - 6 Yrs.)	Property Enhancement (7 - 10)	Complete Cost with Escalation
1	Benton Harbor High School	\$17,570,699	\$7,615,376	\$7,967,837	\$5,521,067	\$21,104,280
2	DREAM Academy	\$4,549,735	\$4,549,735	\$0	\$0	\$4,549,735
3	Arts and Communications Academy	\$6,336,331	\$1,569,920	\$4,403,464	\$1,962,784	\$7,936,168
4	Fair Plain East Elementary	\$4,043,580	\$1,622,642	\$1,536,769	\$1,806,099	\$4,965,510
5	International Academy at Hull	\$6,323,334	\$3,406,545	\$2,484,077	\$1,444,634	\$7,335,256
6	MLK (Steam Academy)	\$3,726,166	\$2,556,820	\$839,527	\$759,929	\$4,156,275
7	Discovery Enrichment Center	\$2,944,638	\$625,783	\$2,438,907	\$611,920	\$3,676,609
8	Skill Center (Maintenance) Building	\$252,302	\$142,414	\$0	\$0	\$283,071
9	Transportation Building	\$252,302	\$142,414	\$140,656	\$0	\$283,071
10	Boynton Facility	\$7,390,875	\$6,926,710	\$594,132	\$0	\$7,520,842
11	Fairplain Northwest	\$4,635,377	\$4,635,377	\$0	\$0	\$4,635,377
TOTAL BUILDINGS BUDGET		\$57,773,037	\$33,651,321	\$20,405,369	\$12,106,432	\$66,163,123

Cost Priority

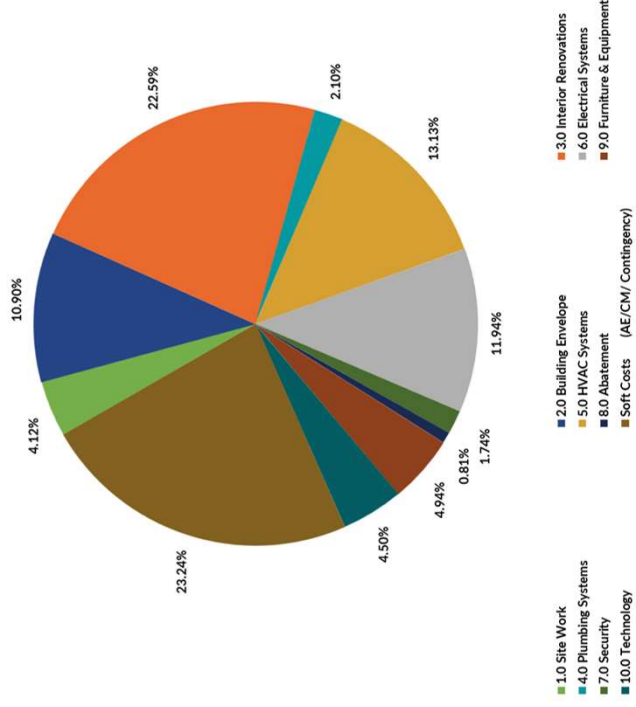


SECTION B | Property Cost Summary

Summary of Costs by Category

BENTON HARBOR AREA SCHOOLS													
SUMMARY OF COSTS BY SCOPE OF WORK (NET PRESENT VALUE)													
Bldg #	Name of School/Facility	Net Present Value	1.0 Site Work	2.0 Building Envelope	3.0 Interior Renovations	4.0 Plumbing Systems	5.0 HVAC Systems	6.0 Electrical Systems	7.0 Security	8.0 Abatement	9.0 Furniture & Equipment	10.0 Technology	Soft Costs (AE/CM/Contingency)
1	Benton Harbor High School	\$17,570,699	\$1,143,098	\$878,535	\$4,562,484	\$90,300	\$2,807,569	\$2,405,274	\$241,500	\$461,055	\$705,600	\$0	\$4,275,284
2	DREAM Academy	\$4,549,735	\$136,500	\$1,302,000	\$643,393	\$196,350	\$357,268	\$265,073	\$157,500	\$0	\$127,680	\$325,500	\$1,038,472
3	Arts and Communications Academy	\$6,336,331	\$94,500	\$0	\$1,810,533	\$273,423	\$829,618	\$555,640	\$0	\$0	\$474,600	\$231,000	\$1,427,384
4	Fair Plain East Elementary	\$4,043,580	\$257,901	\$94,500	\$1,516,894	\$52,500	\$312,375	\$442,838	\$9,188	\$0	\$214,200	\$231,000	\$912,185
5	International Academy at Hull	\$6,323,334	\$197,820	\$176,663	\$1,901,129	\$29,400	\$875,175	\$799,523	\$157,500	\$0	\$550,200	\$231,000	\$1,404,925
6	MLK (Steam Academy)	\$3,726,166	\$26,250	\$497,753	\$178,923	\$31,500	\$1,032,809	\$850,238	\$7,350	\$0	\$0	\$210,000	\$891,344
7	Discovery Enrichment Center	\$2,944,638	\$148,118	\$101,430	\$678,544	\$0	\$303,064	\$585,312	\$52,500	\$0	\$210,000	\$231,000	\$634,669
8	Skill Center (Maintenance) Building	\$252,302	\$142,414	\$0	\$0	\$0	\$34,466	\$111,563	\$0	\$0	\$0	\$0	\$63,958
9	Transportation Building	\$252,302	\$42,315	\$0	\$0	\$327,600	\$629,370	\$520,800	\$210,000	\$0	\$413,490	\$784,875	\$1,569,794
10	Boyrnton Facility	\$7,390,875	\$178,500	\$1,798,913	\$957,533	\$196,350	\$320,983	\$283,122	\$157,500	\$0	\$124,530	\$325,500	\$1,060,981
11	Fairplain Northwest	\$4,635,377	\$131,250	\$1,376,025	\$659,136	\$196,350	\$320,983	\$283,122	\$157,500	\$0	\$124,530	\$325,500	\$1,060,981
	TOTAL	\$57,773,037	\$2,356,253	\$6,225,818	\$12,908,568	\$1,197,423	\$7,502,697	\$6,819,381	\$993,038	\$461,055	\$2,820,300	\$2,569,875	\$13,278,997

Cost by Category (Net Present Value)



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Report One Conclusion: Subcommittee Findings

Subcommittee Findings

Using the data and information collected, each of the subcommittees identified assessment findings and was asked to identify priorities based on these findings. It is the intent that these priorities and plan will be aligned with subsequent BHAS strategic plans, budget and school improvement plans. The priorities are used to develop the full plan which appears in Report Two: Academic and Financial Operating Plan. The findings for each subcommittee is summarized below:

Community Engagement Subcommittee

- Safety and Security
- Academic Programs
- Teacher Retention/Recruitment
- Buildings and Facilities

Academic and Programs Subcommittee

- Performing below State standards in all areas; M-Step, PSAT, and SAT in ELA and Math
- Teaching staff with minimal classroom experience
- Curriculum without approval and training
- Lack of student participation in dual enrollment programs, after school programs, and early childhood programs
- 26% of students were suspended between September 2019 and January 2020
- Graduation rate is 42% compared to an 81% State average for the 2018/19 school year
- Approximately 60% of students chronically absent for the 2018/19 school year

Budget and Finance Subcommittee

- Fund balance for 2019/2020 budget projects a general fund deficit of \$4.4 million
- Over the past 10 years the district maintained an average deficit of \$14.7 million
- Enrollment declined from 3,535 to 1,766 over a ten-year period
- Overall staff in district was reduced from 254 to 168 over a ten-year period
- BH teacher salaries lowest in Berrien County
- Shared services with Berrien RESA eliminated (over several years)
- Business office operations and structure is inefficient
- Lack of use of funds from Sinking Fund
- Consistent pattern of audit findings and problems
 - Internal controls inadequate
 - Grant funds not fully expended

Building and Facilities Subcommittee

- Excessive number of buildings in comparison with student population for District
- Excessive operational expenses to maintain buildings
- Inadequate use of Sinking Fund dollars
- Currently operating 11 buildings (6 buildings for academic instruction and 5 buildings for other uses)

Report Two: Academic and Financial Operating Plan

Academic and Financial Operating Plan for Benton Harbor Area Schools

Introduction

In **Report One: Assessment of Benton Harbor Area Schools (BHAS)** a review and assessment of BHAS was conducted along four dimensions; community engagement, academics and programs, budget and finance, and buildings and facilities. The assessment, prepared by the Community Engagement Advisory Committee provides analysis of data points over several years and compares BHAS data to statewide, regional and peer district results. The subcommittees used the information from the assessment to develop priorities for moving BHAS forward. **Report Two: Academic and Financial Operating Plan for Benton Harbor Area Schools** used the priorities identified by the four subcommittees to develop an operations plan. The intent is that the plan offered in this report guides and becomes aligned with district strategic plans, budget plans and continuous school improvement plans. The Academic and Financial Operating Plan is designed to provide continuity of direction for the district and community, and to describe clear operational steps that address the conditions found in the assessment report. The operating plan is also designed to describe resources needed to implement the plan and when possible identify sources of resources and support.

From Priorities to a Plan

The priorities identified by the subcommittees overlapped in a number of ways. To convert the priorities into a plan the actions related to the priorities have been sequenced and aligned with a timetable and across subcommittee areas. The plan identifies responsible parties for the segments of the plan, and project impact / outcome measures.

To be successful the Academic and Financial Operating Plan will need to be aligned with the strategic and budget plans of BHAS. The intent therefore is not for the plans to chart multiple paths for the district but to serve as a navigator for the future direction of BHAS.

Several factors foretell the success of plans. In the case of the plan presented in this report, great effort has been taken to ground the plan in an assessment of local data, to gather and reflect the views, perceptions and experiences of local students, parents and community stakeholders. Successful plans require focused leadership and direction, and the logistical support and resources required to execute the plan. Finally, successful plans require monitoring and accountability. To assist in building the conditions for a successful plan the following are recommended:

- A project manager should be identified by Treasury, MDE, and the Superintendent to manage the day-to-day implementation of the plan. This position will be paid by funds external to the district.
- The Superintendent, along with project manager, will present quarterly updates to the Board of Education, Treasury and MDE on plan progress and outcomes. Updates will be posted on the Community Engagement Advisory Committee website and BHAS websites.

BHAS Academic and Financial Operating Plan

There are four primary groups proposed to assist with implementing the Academic and Financial Operating Plan. In certain instances, a group may take responsibility for funding initiatives identified in the plan and provide advice and comments to facilitate strategy implementation. Funding sources include potential grants, reprogramming existing revenue, in-kind services, and sinking fund revenue available. An asterisk (*) will be placed next to an initiative if funding resources have been identified.

Annual cost estimates through 2025 are shown below each recommendation. The parties responsible for goal areas are identified and are coded as follows:

- (A) Michigan Department of Education
- (B) Michigan Department of Treasury
- (C) Benton Harbor Area School District
- (D) Community Stakeholders

Community Engagement

Recommendation	Project Impact	Cost Est. 2021	Cost Est. 2022	Cost Est. 2023	Cost Est. 2024	Cost Est. 2025
1. Create and implement a safety plan which will include (1) an assessment of the physical infrastructure, surveillance systems, emergency preparedness plans, information and technology systems, and staff safety training programs 2) Identify evidence-based program interventions e.g., social emotional interventions, Positive Behavioral Intervention and Support (PBIS), restorative justice, conflict resolution, and alternative programming. * (A,B,C,D)	Significantly improve school safety	\$150,000	\$50,000	\$50,000	\$50,000	\$50,000
2. Establish a Parent Academy (A,B,C,D)	Increase and improve parent and student engagement	\$200,000	\$150,000	\$150,000	\$150,000	\$150,000
3. Increase communication between District and community by making improvements to website, creating a newsletter, and using social media. Also create a strategic communication plan. (C,D)	Increase access to information regarding school district	\$25,000	\$15,000	\$15,000	\$15,000	\$15,000
Subtotal:		\$375,000	\$215,000	\$215,000	\$215,000	\$215,000

Academics and Program

Recommendation	Project Impact	Cost Est. 2021	Cost Est. 2022	Cost Est. 2023	Cost Est. 2024	Cost Est. 2025
1. Design and conduct a curriculum and instructional audit. Hire a curriculum specialist for the District. (A,C)	Significantly improve curriculum and instruction at all levels to result in improved teaching and learning.	\$110,000	\$110,000	\$110,000	\$110,000	\$110,000
2. Increase the pool of highly qualified teachers and administrators. Establish a teacher resident program. (A,B,C,D)	Increase the capacity of school leadership. Improve teaching and learning. Retain highly qualified teachers.	\$425,000	\$515,000	\$605,000	\$100,000	\$100,000
3. Implement social, emotional, character education, and restorative justice programs. Provide professional training for staff. (A,C)	Improve school learning, culture, and environment. Improve the mental and social health of students. Improve teaching and learning.	\$100,000	\$100,000	\$100,000	\$75,000	\$75,000
4. Conduct a wage and compensation study. * (C)	Reduce the turnover rate of teachers and administrators. Implement fair and competitive wage compensation system.	\$75,000	TBD	TBD	TBD	TBD
Subtotal:		\$710,000	\$725,000	\$815,000	\$285,000	\$285,000

Budget and Finance

Recommendation	Project Impact	Cost Est. 2021	Cost Est. 2022	Cost Est. 2023	Cost Est. 2024	Cost Est. 2025
1. Perform an operational assessment of the business office. Review budget process and implement assessment findings. * (C)	Improving business operations will positively impact General Fund. Cost savings.	\$60,000	\$0	\$0	\$0	\$0
2. Conduct an audit of vendor contracts. * (C)	Will improve accuracy in financial reporting.	\$5,000	\$2,000	\$2,000	\$0	\$2,000
3. Annually perform enrollment projection analysis. * (C)	Will improve accuracy in financial reporting.	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
4. Define roles of key stakeholders (MDE, Treasury, Berrien RESA, Foundations, Business Community) with implementing plan. (A,B,C,D)	Partnership with stakeholder benefit and support plan implementation.	\$0	\$0	\$0	\$0	\$0
5. Continue governance training & professional development for school board & business office staff. * (A,B,C)	Improve leadership development, budget oversight, and district operations.	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
6. Consider bonding for district improvements thru voter approved millage once stable.(B,C,D)	Reduce stress on general operating funds. Funds can be reallocated to address teaching and learning.	TBD	TBD	TBD	TBD	TBD

7. Create an incentive program for teacher retention. (C)	Will attract and retain highly qualified teachers.	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Subtotal:		\$190,000	\$127,000	\$127,000	\$125,000	\$127,000

Buildings and Facilities

Priority	2021 Measurable Outcomes	2022 Measurable Outcomes	2023 Measurable Outcomes	2024 Ongoing/Sustainability Measurable Outcomes	2025 Ongoing/Sustainability Measurable Outcomes
4. Right-size the facility footprint from 600,000 s.f. down to a range of 250,000 to 350,000 s.f. based on current/projected enrollment of 1,750 students. * (C,D)	Reduce the number of facilities from (9) down to (2) or (3) facilities.				
5. Allocate current and projected sinking funds to remaining (2) to (3) facilities and address critical needs. * (C)	Expenditure of current funding of \$2.4M.	Expenditure of projected funding of \$1.4M.	Expenditure of projected funding of \$1.4M.	Expenditure of projected funding of \$1.4M.	Expenditure of projected funding of \$1.4M.
6. Demolition of remaining facilities. (C)	Work with legal counsel, draft RFQ/RFP for demolition services.	Ensure demolition work is complete.			
7. Disposition/sale of non-essential sites. (C,D)	Work with legal counsel to draft disposition/sale through RFQ/RFP process.	Update disposition/sale through RFQ/RFP process.			
Subtotal:	\$2,400,000	\$1,400,000	\$1,400,000	\$1,400,000	\$1,400,000

General Recommendations

Recommendation	Project Impact	Cost Est. 2021	Cost Est. 2022	Cost Est. 2023	Cost Est. 2024	Cost Est. 2025
1. A project manager/consultant is recommended. * (A,B,C)	Will facilitate the technical support to implement plan.	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
2. The Operating Plan shall be included in a Financial Recovery Agreement between the school district, MDE, and Department of Treasury. (A,B,C)	The agreement will extend the current partnership and assist with plan implementation.	\$0	\$0	\$0	\$0	\$0
3. Recommend requesting forgiveness of outstanding emergency loans. (B)	Funds can be reallocated in the long term to support General Fund expenses associated with plan implementation.	¹ See footnote	¹ See footnote	¹ See footnote	¹ See footnote	¹ See footnote
4. Increase access and participation in high-quality early childhood and preschool programs. (A,C,D)	Will provide a better educational foundation for children entering the District.	TBD	TBD	TBD	TBD	TBD
Subtotal		\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Total Cost Estimate of Recommendations		<u>\$3,825,000</u>	<u>\$2,617,000</u>	<u>\$2,707,000</u>	<u>\$2,175,000</u>	<u>\$2,177,000</u>
Emergency Loan Forgiveness –	Proposed Cost Savings	\$95,000	\$65,000	\$380,000	\$360,000	\$365,000

Summary of Academic and Financial Operating Plan - Next Steps

Summary of Academic and Financial Operating Plan and Next Steps

Report One: Assessment Report for Benton Harbor Schools demonstrated systemic challenges and unmet needs across key features of BHAS; its academics and programs, budget and financial processes, and buildings and facilities. **Report Two: Academic and Financial Operating Plan** was developed based on the assessment report findings and is designed to identify and describe a set of activities for BHAS that will lead to a sustained revitalization of the district. To be successful the system that led to the outcomes found in the assessment will need to change and to be responsive to emerging needs and conditions.

Twenty-two (22) recommendations make up the plan. The recommendations, along with action steps, describe the things that BHAS should do differently; in its use of resources, preparation of staff and students, monitoring and review of programming and curriculum, adherence to policies and financial reporting practices, and engagement with community and potential partners.

Some resources may be turned from a current course of action to one that can be more productive; in other cases, following an investment for evaluation and review, smarter strategies can be employed that result in improvements and savings for the district. But most important are those strategies that improve safety and learning outcomes. The feedback from the community engagement meetings and events made clear that without improvements in these twin areas BHAS can expect to continue to experience enrollment decline.

To be successful the plan will need to be aligned with the work of the district, its budget and state and federal program plans and strategic plan. The plan will require diligent implementation that includes monitoring and accountability for outcome attainment. To change the organizational culture that has contributed to the assessment findings the full system will need to be engaged in systemic improvements.

Recommendations

Community Engagement

- Create and implement a safety plan which will include (A) an assessment of the physical infrastructure, security awareness training, review of surveillance systems, emergency preparedness plan, information technology systems, and security systems (B) Identify evidence-based program interventions e.g., social emotional interventions, Positive Behavioral Intervention and Support (PBIS), restorative justice, conflict resolution, and alternative programming.
- Establish a Parent Academy.
- Increase communication between District and community by making improvements to website, creating a newsletter, and using social media. Also creating a strategic communication plan.

Academics and Programs

- Design and conduct a curriculum and instructional audit. Hire a curriculum specialist for the District
- Increase the pool of highly qualified teachers and administrators. Establish a teacher resident program
- Implement social, emotional, character education, and restorative justice programs. Provide professional training for staff
- Conduct a wage and compensation study to determine and negotiate implementation strategy.

Budget and Finance

- Perform an operational assessment of the business office, including a review of budget process and implement findings.

- Conduct an audit of all vendor contracts
- Hire a professional to develop annual enrollment projections
- Define roles of key stakeholders (MDE, Treasury, Berrien RESA, Foundations, Business Community) with implementing plan.
- Continue governance training and professional development for Board and business office staff.
- Consider bonding for facility improvements through voter approved millage once financially stable
- Create incentive program for teacher retention.

Buildings and Facilities

- Right-size the facility footprint from 600,000 s.f. down to a range of 250,000 to 350,000 s.f. based on current/projected enrollment of 1,750 students.
- Allocate current and projected sinking funds to remaining two to three facilities and address critical needs.
- Demolition of remaining facilities.
- Disposition/sale of non-essential sites.

Additional Support beyond BHAS

In addition to the actions that can be taken by BHAS schools there are state and legislative actions recommended to support BHAS. The following general recommendations are offered to secure the financial and academic wellbeing of BHAS.

- A project manager / consultant is recommended.
- The Academic and Financial Operating Plan should be included in a Financial Recovery Agreement between the State, MDE, and BHAS.
- Recommendation that BHAS request forgiveness of outstanding emergency loans held by school districts.
- Increase access and participation in high quality early childhood and preschool programming for all children in the state.

How you can remain informed and involved

Here are ways that you can remain informed and involved in the improvements of BHAS.

- Follow BHAS's progress through social media and websites.
- Volunteer your time to tutor or mentor students.
- Work with local agencies to sponsor after school clubs, community events and activities.

Community Engagement Advisory Committee Board Members

Rob Cleveland, President, CEO, Cornerstone Alliance

Lisa Cripps-Downey, President, Berrien Community Foundation Representative

Tray'von Gentry, Benton Harbor Area Schools Student Representative

Pastor Maurice McAfee, Ministerial Alliance Representative, Vice Chair

Danetta Moore, Benton Harbor Area Schools Parent Representative

Joyce A. Parker, Deputy Treasurer, Michigan Department of Treasury Representative, Chair

Dr. William Pearson, Michigan Department of Education Representative

Patricia Robinson, Deputy Superintendent, Benton Harbor Area Schools Representative

Brenda Terrell, Union President, Teachers Union Representative

Jessica Thomas, Division Administrator, Treasury, Bureau of Local Government & School Services, Representative

Denise Whatley-Seats, Benton Harbor Area School Board Representative, Secretary

Dr. Wayne Watson, Benton Harbor Area Schools, School Board Consultant – NON-Voting Member

Support Staff: Stephan Welke – Treasury, Samuel Irrer - Treasury, Paul Wills AIA, LEED AP Plante Moran CRESA, Building and Facilities Consultant, Dr. Rossi Ray-Taylor – Educational Consultant, Lisa Pattison – Berrien RESA

Subcommittee Members

Community Engagement Subcommittee

- Pastor Maurice McAfee – Subcommittee Chair
- Deputy State Treasurer Joyce A. Parker – Member
- Stephan Welke - Member
- Samuel Irrer - Member

Academic and Program Subcommittee

- Dr. William Pearson –Subcommittee Chair
- Patricia Robinson – Member
- Brenda Terrell – Member
- Tray’von Gentry – Member
- Dr. Wayne Watson –Member
- Lisa Pattison – Member
- Samuel Irrer - Member

Finance and Budget Subcommittee

- Lisa Cripps-Downey – Subcommittee Chair
- Denise Whatley-Seats – Member
- Jessica Thomas – Member
- Samuel Irrer – Member

Building and Facilities Subcommittee

- Jessica Thomas – Subcommittee Chair
- Rob Cleveland – Member
- Danetta Moore - Member
- Paul Wills, AIA, LEED AP– Plante Moran CRESA, Consultant

On behalf of the Community Engagement Advisory Committee, we want to express our appreciation to all community participants that contributed to the completion of this report. We envision this as a catalyst to report the quality of life in Benton Harbor Areas Schools and the continuation of pursuing a long-term vision for financial stability and a sustainable platform for growth.

Thank you!

Data Sources, Resources and Supplemental Information

Several data sources were used to complete the assessments within this report. These include:

¹ MiSchoolData	https://www.mischooldata.org/
² MiSchoolData: Benton Harbor Area Schools Annual Report	http://bit.ly/2W75sG7
³ MiSchoolData School Index	http://bit.ly/2IJOXb7 – High School Link
³ MiSchoolData School Index - Continued	https://www.mischooldata.org/SchoolIndex2/SchoolIndexSchools.aspx?LocationCode=11010&LocationName=Benton%20Harbor%20Area%20Schools&SchoolLevel=None&LocationType=District&ReturnUrl=https%253A%252F%252Fwww.mischooldata.org%252FSchoolIndex2%252FLocation.aspx&ReturnName=Search : – All Buildings
⁴ Benton Harbor Area Schools website	http://www.bhas.org/
⁵ City of Benton Harbor website	https://bhcity.us/
⁶ Provided by Benton Harbor Area Schools Administration	
⁷ Plante Moran CRESA Building and Facility Assessment	Appendix Link: www.michigan.gov/engagecomm
⁸ Benton Harbor Area Schools Financial Health Status Reports	Appendix Link: www.michigan.gov/engagecomm
⁹ Benton Harbor Area Schools Independent Financial Audit Report for Fiscal Year 2018-19	https://drive.google.com/file/d/1EY8mlgAliczahCxT7NaPWndH3VqNGGRW/view Appendix Link: www.michigan.gov/engagecomm
¹⁰ Michigan - State Aid Report	https://mdoe.state.mi.us/samspublic/StatusReports/ISD11February-2020.pdf
¹¹ Budget Level Detail - Financial Information Database (FID) Report	Appendix Link: www.michigan.gov/engagecomm
¹² Community Engagement Advisory Committee Community Survey	Appendix Link: www.michigan.gov/engagecomm
¹³ 2018-2019 Special Education Data Portraits	
¹⁴ Michigan Department of Education – Grant Auditor Report	https://mdoe.state.mi.us/cms/grantauditorreport.aspx Appendix Link: www.michigan.gov/engagecomm
¹⁵ The Northwest Evaluation Association’s (NWEA) Measures	

of Academic Progress (MAP) assessment in both mathematics and reading (NWEA)	
¹⁶ Source: Great Schools.org	https://www.greatschools.org/gk/articles/section-504-2/
¹⁷ Program Description	Section 31a of the State School Aid Act provides categorical funding to eligible Local Educational Agencies (LEAs) and Public School Academies (PSAs) for the intent and purposes focused on the following student outcomes: attending school regularly, reading proficiently by the end of 3rd grade, being proficient in mathematics by the end of 8th grade, and being career and college ready by high school graduation [Section 31a(1)]. An "At-Risk Pupil" is a K-12 pupil, for whom the LEA has documentation, that meets any of the 10 identification criteria in Section 31a(19). Funds allocated through Section 31a At-Risk are limited to instructional services and direct non-instructional services to pupils. They are intended to be spent in the current State fiscal year and may not be used for administration or other related costs. LEAs may carry over funds for one year. [Source: MDE website]
¹⁸ School District Data Book	U. S. Census Bureau and other Government Agencies
¹⁹ Center for Education Performance and Information disclosure avoidance guidelines	https://www.michigan.gov/documents/cepi/Grades_3-8_and_High_School_Assessments_Disclosure_Avoidance_634195_7.pdf