MICHIGAN Department of Education

FY26 Section 31a

Annual District Transparency Report

Portland Public Schools

1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year?

   $1,097,231.30

2. Describe the district's methodology and decision-making for distributing Section 31a At-risk grant funds to target the buildings with the highest needs.

   Portland Public Schools uses a comprehensive, collaborative, and data-driven process to determine how Section 31a At-Risk funds are utilized to support students with the greatest needs. District leadership works collaboratively with instructional staff to review student achievement and growth data, classroom performance, attendance, behavior, teacher and administrator observations, parent feedback, parent and staff survey results, and other relevant data to identify academic, behavioral, and social-emotional needs across the district in order to remove barriers to educational success for students identified as at risk.

   The district also incorporates information gathered through its Title I Comprehensive Needs Assessment and planning process. By coordinating the use of Title I and Section 31a resources, the district is able to implement a comprehensive system of evidence-based interventions and services that addresses identified student needs while ensuring each funding source is used in accordance with its statutory requirements.

   Rather than allocating funding directly to individual buildings, the district first identifies the evidence-based interventions and student support services that best address identified needs. District leadership, in collaboration with instructional staff and building administrators, determines where those services and staff should be assigned based on district-wide trends, building-specific needs, and the concentration of at-risk students, ensuring resources are directed to the students and buildings where they will have the greatest impact. Funding decisions are reviewed annually to ensure Section 31a resources supplement the district's general education program, align with allowable uses under the grant, and remain focused on improving outcomes for students identified as at risk of educational failure.

3. What evidence-based interventions and services were implemented with the Section 31a At-risk grant funds during the 2025-26 grant cycle?

   During the 2025-26 grant cycle, Portland Public Schools implemented a variety of evidence-based interventions and services designed to improve student achievement, engagement, and overall well-being. Section 31a funding supported:

   - In-school and out-of-school academic interventions to provide targeted instruction and additional learning opportunities for students demonstrating academic need.

Mental health and counseling services to address students' social-emotional needs and remove barriers to learning.

Behavioral services to promote positive student behaviors, improve engagement, and support successful participation in the educational environment.

Medical services to address health-related barriers that may impact student attendance, participation, and academic success.

Family engagement activities to strengthen partnerships between schools and families in support of student achievement.

Instructional coaching to support educators in implementing effective instructional practices and evidence-based strategies that improve student outcomes.

These interventions were implemented based on identified student needs and were designed to provide supplemental supports that improve educational outcomes for students identified as at risk.

4. In what ways has the district collected feedback from parents or legal guardians on these interventions and services provided this year?

   Portland Public Schools collected feedback from parents and legal guardians using both formal and informal communication methods. Feedback was gathered through parent-teacher conferences; meetings with teachers, counselors, intervention staff, and building administrators; parent and staff surveys; family engagement activities; the Title I planning process; and ongoing communication by phone, email, and in-person meetings.

   Parents of students receiving targeted academic interventions also had opportunities to provide feedback through the development and implementation of Individual Reading Improvement Plans (IRIPs) and ongoing communication regarding student progress in accordance with Michigan's Read by Grade Three law.

   District and building leaders review parent feedback alongside student achievement, attendance, behavior, teacher and administrator observations, and other relevant data as part of the district's Multi-Tiered System of Supports (MTSS) framework to evaluate the effectiveness of Section 31a-funded interventions and services, identify emerging student needs, and make informed decisions regarding intervention strategies and continuous program improvement.

5. Describe the method parents or legal guardians may use to provide feedback on the use of these funds.

   Portland Public Schools encourages parents and legal guardians to provide feedback regarding the use and effectiveness of Section 31a At-Risk grant funds throughout the school year. Families may share feedback with their child's teacher, counselor, intervention staff, building principal, or district administrators through phone, email, scheduled

meetings, parent-teacher conferences, Individual Reading Improvement Plan (IRIP) discussions, family engagement activities, and other school-based communications.

Parents and legal guardians are also encouraged to provide input through the district's Title I planning process and parent and staff surveys. Feedback received from parents and legal guardians is considered alongside student achievement, attendance, behavior, teacher and administrator observations, and other relevant data within the district's Multi-Tiered System of Supports (MTSS) framework to help evaluate current interventions, identify emerging student needs, and inform future planning and implementation of Section 31a-funded interventions and services. This ongoing feedback process supports the district’s continuous improvement efforts and helps ensure Section 31a-funded interventions remain responsive to the evolving needs of students and families.

For more information about Section 31a interventions and services available for your child(ren) contact: Your student’s Building Principal or the appropriate Director of Elementary Education or Director of Secondary Education

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Your student’s Building Principal or the appropriate Director of Elementary Education or Director of Secondary Education

For additional questions regarding the Section 31a At-risk grant contact: Associate Superintendent of Finance and Operations