



February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Romeo High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Bernie Osebold for assistance.

The AER is available for you to review electronically by visiting the following website [Romeo High School Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Romeo High School has been given the label of Additional Targeted Support.

As has been outlined in our AER reports for the last several years, our school's focus has been addressing three main challenges; our four-year graduation rate, 9th grade failure rate, and chronic absenteeism. Our career academies have provided us the opportunity to increase student engagement, make learning relevant, and better prepare students for life after high school. Outlined below are the initiatives we are currently implementing.

- College and Career Academies - Romeo High School students choose one of eleven career pathways, within three academies, for their 10th-12th grade years. These academies provide a learning experience tied to a career interest to provide a more relevant learning experience, experiential learning opportunities (industry tours, job shadowing, and internships), and to better prepare students for life after high school. Our staff is also divided into academies so that there are dedicated adults to a group of students. Each academy has its own academy principal, counselor, secretary, and team of teachers that are accountable for the students within their academy.
- 9th Grade Academy - Our 9th Grade Academy structure is similar to that of the three career academies (dedicated principal, counselor, secretary and team of teachers dedicated to our 9th grade students). However, instead of an overarching focus on a

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career path, the focus of the 9th Grade Academy is to teach success skills to help students succeed in 10th-12th grades. The 9th Grade Academy is also employing a teaming model in which our 9th graders are in one of three teams (same core teachers) which further shrinks the learning environment to help our students succeed.

- Small Learning Communities (SLCs) - As a part of our academy structure, our school is divided into twelve SLCs within our four academies; three teams within the 9th Grade Academy, and a grade level team (10th, 11th, and 12th) in each of our three career academies. These SLC teams afford us two distinct advantages: ○ We are able to “shrink” the learning environment by providing a dedicated team of educators for every 135 students. This allows us to better know our students and provide a more individualized learning experience for our students. ○ Weekly SLC meetings in which we discuss students. Successful students are acknowledged and struggling students are provided support and interventions.
- 4X4 Block Schedule - We now employ a 4X4 block schedule for our 9th-12th grade students. For our students, this schedule allows for two additional courses per semester which permits more elective choices based upon interest and/or career aspirations. Additionally, the block schedule is more consistent with how colleges schedule classes which allows our students (of which over 90% attend college) to better prepare for college while still being supported by his/her parents and teachers. For our teachers, the block allows more non-instructional time and common prep hours for SLC (small learning community) and PLC (professional learning community) work built into the school day.
- Math Support Classes - Students who struggle with mathematics can schedule a math support class in their schedule. This course is scheduled on the opposite day of his/her math class (block schedule allows this) where students get a head start on the next day’s lesson and teachers have an opportunity to “fill in” any gaps in learning.
- Algebra 1 Daily Math Blocks - In our 9th Grade Academy, we provide all Algebra 1 students with 90 minutes of instruction and support each day. This allows us to address and fill gaps in learning (this is especially beneficial due to the learning loss caused by the pandemic) and help ensure all students are academically prepared for the remainder of high school math (and college math beyond).
- MTSS - We have developed an MTSS plan that includes tiered best practices and interventions, and clearly defined structures and procedures when students continue to struggle.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students attend Romeo High School who are in grades 9th through 12th and reside in our district’s boundaries. In addition, students may enroll in Romeo High School as an external school of choice.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

For the 2023-2024 school year, we are on year five of our five year School Improvement Plan. The focus of our plan is developing and implementing student interventions utilizing a multi-tier

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system of support (MTSS) model. The final year of this plan is to analyze its effectiveness, reflect and modify as needed, and ensure sustainability.

Overall, our MTSS model has been a success. Grades, failure rates, and attendance have all continued to improve since implementation of this model. As we continually adjust and modify, we are always finding ways to continually improve our processes and interventions. As an example, our Transition Team meeting was added as an agenda item to our weekly high school administration meeting. This has allowed us to be more responsive to these high level accommodation needs.

Our MTSS process is now fully embedded in our school. It encompasses our weekly SLC meetings, monthly S3 meetings (now called MTSS meetings), and our Transition Team meetings. Our MTSS Menu of Interventions is a regularly used resource for our staff when working with struggling students and has become “just what we do” on a daily basis.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

The 9th Grade Academy is a separate building that educates all our 9th grade students. Educating this group of students in a separate building allows us to better support this age group through, arguably, one of the most difficult transitions in K-12 education; the move from middle school to high school.

IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL

To access information about our core curriculum please visit the school’s website (www.romeok12.org) and a copy is available upon request at Romeo High School. Our staff members work to implement the Michigan State Standards through current research based instructional strategies.

THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Beginning in the 2018-2019 school year, our school started using the NWEA MAP Growth Assessment as a local measure of student performance for 9th and 10th grade students. In spring of 2024, our 9th grade students’ NWEA MAP Growth Reading was at the 61st percentile and NWEA MAP Growth Math was at the 73rd percentile. Our 10th grade students’ NWEA MAP Growth Reading was at the 56th percentile and NWEA MAP Growth Math was at the 77th percentile. Our 11th grade students’ NWEA MAP Growth Reading was at the 56th percentile and NWEA MAP Growth Math was at the 74th percentile.

IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Each year, we have approximately 70% of our students represented by parents at the fall parent-teacher conferences; the 2023-2024 school year was consistent with this number. For the spring parent-teacher conferences, our district uses an invite-only format to target the parents of

students who needed intervention the most. For these spring conferences, 35% of our students were represented by parents.

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

In the 2022-2023 school year we had 52 post-secondary enrollments (3.3%). In the 2023-2024 school year we had 56 post-secondary enrollments (3.4%).

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

In 2023-2024 Romeo High School offered 16 AP courses.

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)

In 2022-2023 there were 305 (19.2%) students enrolled in AP classes. In 2023-2024 there were 345 (20.8%) students enrolled in AP classes.

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

In 2022-2023 there were 253 students (15.9%) that received scores leading to college credit. In 2023-2024 there were 252 students (15.2%) that received scores on exams leading to college credit.

CLOSING REMARKS

Romeo High School had made considerable progress in our goal to improve our four-year graduation rates, student attendance, and standardized test scores. Our college and career academies provided our students with smaller learning environments, increased student support, increased student opportunities, and a more relevant education. This has been a tremendous asset to our students in helping them best prepare for life after high school.

Sincerely,



Bernie Osebold
Principal
Romeo High School