



February 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 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 accountability, student assessment, 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 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Romeo High School has not been given one of these labels.

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 fourteen 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 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

Following the pandemic, our school implemented a five-year School Improvement Plan focused on developing and strengthening student interventions through a Multi-Tiered System of Supports (MTSS) model. Overall, this work was very successful, as we were able to better support our students’ unique needs and saw improvement in many areas, including SAT/PSAT scores, student grades, AP credits earned, dual enrollment credits, failure rates, and student behavior. The ultimate goal of a high school is to ensure students graduate and are prepared for the next step in their lives. Through these efforts, we increased our four-year graduation rate from **87.3% (Class of 2015)** to **93.1% (Class of 2021)** and most recently to **94.5% (Class of 2024)**.

With all these accomplishments, there is one area in which we have not been able to make the same level of improvement: student attendance. We recognize this is a national issue and not one confined to Romeo.

However, as we strive to ensure our students are ready for the world they will enter, we also know how important it is that students show up consistently and engage in learning each day.

To address this concern, Romeo High School is making attendance a priority moving forward. Consistent attendance is essential to student learning, credit completion, and long-term success after graduation. In addition to monitoring attendance trends, we will continue strengthening relationships and support systems that help students feel connected, engaged, and accountable for being present each day.

We have updated our athletic attendance expectations so students must be in attendance for the full school day in order to participate in practices or competitions. We are also implementing weekly attendance reporting to identify concerns early and improve communication with students and families. This proactive approach will allow staff to respond more quickly when patterns begin to emerge and connect students with appropriate supports before absences become chronic.

In addition, we are clarifying the process for excusing absences so that documented absences (such as with a doctor's note) do not count against students. We are also exploring additional strategies to improve attendance through positive recognition and incentives. By combining clear expectations, consistent communication, targeted support, and meaningful incentives, we aim to build a stronger culture of attendance across the school.

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 2025, our 9th grade students' NWEA MAP Growth Reading was at the 64th percentile and NWEA MAP Growth Math was at the 60th percentile. Our 10th grade students' NWEA MAP Growth Reading was at the 68th percentile and NWEA MAP Growth Math was at the 83rd percentile. Our 11th grade students' NWEA MAP Growth Reading was at the 62nd 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 2024-2025 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 2023-2024 school year we had 56 post-secondary enrollments (3.4%). In the 2024-2025 school year we had 68 post-secondary enrollments (3.9%).

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP)

In 2024-2025 Romeo High School offered 16 AP courses.

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

In 2023-2024 there were 345 (20.8%) students enrolled in AP classes. In 2024-2025 there were 550 (31.7%) students enrolled in AP classes.

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

In 2023-2024 there were 252 students (15.2%) that received scores leading to college credit. In 2024-2025 there were 317 students (18.3%) 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,

A handwritten signature in black ink, appearing to read 'BO', with a stylized, cursive flourish.

Bernie Osebold
Principal
Romeo High School