



2021-2022

Annual Report

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I. SCHOOL DESCRIPTION

Mission Statement

Mission of Harmony DC PCS is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on science, technology, engineering, and mathematics.

Harmony DC School Program

Harmony DC PCS believes that each child has a natural curiosity and love of learning and that each child has a distinctive intelligence, level of capability, and learning style. Education in Harmony DC PCS helps students develop their essential skills and ethical values and learn how to meet their potential.

Harmony DC PCS place strong emphasis on STEM education (Science, Technology, Engineering, and Mathematics); therefore, several programs have been incorporated into the mainstream curriculum to promote STEM education among the underserved populations. Project Based Learning, Robotics, Engineering, Project Lead the Way, and other programs have been integrated into the campus programs to provide distinct graduation pathways and career opportunities for Harmony DC PCS students.

Harmony DC PCS builds on the powerful programs and college-preparatory focus to create even more personalized learning environments for students that will facilitate deep learning and responsive, targeted instruction required to ensure all of our students graduate college and are career ready. To accomplish this, Harmony implements the following three new key strategies:

- Implement a cross-disciplinary, multi-sensory, technology-enabled blended curriculum that integrates standards-based learning and project-based learning (PBL).
- Institute an intervention/enrichment period whereby students receive 5 hours a week of targeted instruction on two tracked paths: receive remediation and extra support in math and English Language Arts; or choose math or ELA enrichment.
- Develop and build out our data system and dashboards to provide real-time data to inform the first two strategies (and our system more broadly), and to support students in setting goals and creating personal learning plans.

Blending standards-based and project-based learning: The Harmony educational model addresses the need we identified for our students to engage even more deeply with content in core subjects. Highlighting the STEM areas, we believe that instituting a cross-disciplinary multi-sensory approach will lead to higher levels of student engagement in core subjects through students being able to determine the focus of their intellectual exploration and the specifics of their products based on their own unique interests. The student-driven projects will align to Common Core State Standards (CCSS) and require students to go deep into the content and apply their knowledge using higher-order skills such as analysis and interpretation as they engage in the complex tasks and performance assessments that will be required in this project.

While these projects have been in place in the STEM program, integrating the projects with social studies and ELA components will help students to understand the relationship between science and society and culture now and throughout history. As an example, in a prior STEM project, a student produced demonstrations that explained sound waves and their relationship to each other. This science topic presents an opportunity to explore the relationship between “keys” and sound in general. The student could investigate the impact of sound on a symphony, historical music, or architecture. She could use what she has

learned about sound to explain why a symphony hall looks the way it does. She could even use an example of the qualities of resonance to investigate how and why certain violins are more desirable to professionals than others. Social Studies topics that could be explored through this investigation include: Architecture, Music History, inventors of music instruments, and impact of famous musicians such as John Phillips Susa, and Jim Europe. Students will work with their ELA teachers to develop essays or other genres of writing related to their projects. The student could write an essay about how technological advances in the physical qualities of sound have affected music history.

Intervention/Enrichment Period: Intervention/enrichment period addresses the need for more differentiation to accelerate the learning of all students in math and English language arts. Harmony currently offers intervention support as well as enrichment after school and on Saturdays. This initiative will strengthen the approaches we are currently using after school and expand access to all students by integrating these programs into the school day. Depending on an individual student's needs, one hour a day will be available for intervention or enrichment. These classes will utilize a variety of instructional approaches to support competency-based progress through an individualized learning plan at a pace specific to each student's needs and abilities.

Data systems and dashboards: To support the goals we have set and the project-based learning and custom day initiatives, all stakeholders will need robust data to ensure each student is receiving relevant and timely feedback they will need to make progress toward their goals, and to monitor system-wide progress toward goals. Stakeholders will need access to a variety of data about students, including real-time data and information on students' learning styles and preferences, as well as social-emotional information that may have an impact on an individual's learning. Our current data system, with dashboards customized to each end user, will support students, teachers, and parents to provide personalized content to meet the needs of all students.

An Overview of the Educational Program

The educational program emphasizes the core subjects (Math, Reading/ELA, Science, Social Studies) and Engineering and Technology as part of the STEM efforts in K-12. Students will be given intense and extended instruction especially in Math and ELA/Reading.

In terms of curriculum support and extra-curricular programs, the non-negotiables of the education model include but are not limited to:

After-School Program (extended days and weeks): Harmony DC PCS believes that after-school programs and Saturday schools are essential for students' success. Identified low achieving/struggling students are required to receive additional tutorials in small groups. For advanced students, extracurricular activities are designed to satisfy their needs. Many club activities and the sports are also offered for students to attend.

Tutoring in all grade levels: The main goal of the program is the academic improvement that yields positive outcomes in reducing dropout rates. Tutoring is offered to students after school and on Saturdays. Students who identified for placement in after-school tutoring are required to attend; Saturday tutoring is invitation-based. Harmony Tutoring program is offered free of charge to students to increase students' attendance. Harmony DC Tutoring Program aims to achieve the following:

- Increase students' mastery of academic skills.
- Improve students' self-esteem and self-confidence.
- Improve students' attitudes toward school: reduces dropout rates, truancies, and tardiness.

- Help students break down social barriers and create new friendships.

Students enrolled for the tutoring program receive the following:

- Individual instruction—lessons are tailored to individual students’ learning styles and levels of understanding.
- Instruction free of competition—students’ progress at their own pace.
- Private instruction, apart from whole class instruction.
- Increased praise, feedback, and encouragement beyond what they might receive from one teacher.
- Closer monitoring (from the teacher and tutor) that maximizes time on task.
- Skills demonstrated instead of just verbalized.

Field Trips: In addition to classroom instruction, regular field trips to academic resources in and around DC, such as museums, art galleries, science centers, are planned every year to support our curriculum in science, history, art, and technology.

School Project Fair: Through the School Project Fair, students present their projects to the community and the school. Parents, surrounding communities, and professionals from colleges and companies are invited to this annual event. Students are provided the opportunity to practice their public speaking and presentation skills.

Student Clubs: Student clubs such as the drama club, math club, science club, chess club, dance club, photo/film/art club, school newspaper and magazine team, yearbook team, and debate team are encouraged and supported by Harmony DC PCS. Harmony asks our faculty members and parents to donate at least four hours a week to support student club activities. Students learn to work together, take responsibility in a team environment, and compete with other schools as real-world experience.

Awards and Prizes: Students who demonstrate good citizenship are recognized with awards and prizes. Good citizenship includes strong work skills and ethics, leadership, and good behavior, such as being respectful to others and others’ opinions. Students are recognized with awards and prizes for their participation in the mentorship program, community service, student clubs, and athletic program.

Science Fair Projects, Science Demonstrations by Students: Harmony’s Science curriculum incorporates project-based learning at multiple levels. It requires students to perform self-initiated research using scientific inquiry and experimentation. Through these techniques students are required to produce a science fair project, participate with a science Olympiad team, or prepare a demonstration related to a scientific knowledge. Students who are willing to pursue science fair projects may also participate at regional, state, national, and international levels to compete with other projects. To produce more advanced projects students are also encouraged attending research groups at local universities and labs. The Harmony Science Department also supports these students working with professors and researchers at local universities with the Scientific Research and Design curriculum. Students may also opt in to prepare a demonstration of a scientific knowledge in the areas of physics, chemistry, biology, or math. These demonstrations are prepared solely by student efforts and are all designed to teach and enrich scientific knowledge through hands-on experience. Students prepare a 5-10 minute video of the demonstration and make a presentation of the subject to their own classroom and other classrooms.

University Collaboration Program: To create a college going culture, trips to universities for all students are essentials. During these trips, students interact with academicians, graduate students and participate in academic and non-academic activities. Additionally, students visit laboratories, and learn about college life.

Parent Involvement Efforts

Harmony communicates with parents often for curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. Harmony uses a variety of communicative techniques such as our School Handbook, Weekly Newsletters, School Website, Teachers Websites, School Reach (phone call system), Parent/Teacher Conferences, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys, Harmony Parent web sites, parent workshops, Open House, Back to School Night, Report Cards, benchmark results, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

COVID-19 Response

Harmony DC started the 2021-2022 school year with in-person instruction. Few students were approved for online instruction. All staff and contractors were required to be fully vaccinated against Covid-19. 20% of students and staff were tested for Covid-19 weekly. All students and staff were tested for Covid-19 before entering the building after a long break. All classes and main areas had air filters. School had a full-time nurse to help with close contact tracing for Covid-19 cases. All students and staff were provided with personal computers. Our counseling department provided counseling services to the students.

II. SCHOOL PERFORMANCE

Performance and Progress

Harmony DC has goals that connect to its mission in terms of preparing students for college. Putting Math, ELA, and STEM subjects in focus, Harmony set the following goals throughout the operation of its new charter in Washington, DC.

Goal #1: Harmony creates an environment where the students will develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in school, college, and the world beyond.
MET

- **Evidence:** Implementation of STEM curriculum, implementation of Second Step Program for charter education classes in grades K-5, organizing school-wide science fair and STEM festival, participation in regional Robotics competition, home visit program performed by faculty, organizing summer camps for Robotics and Engineering programs, and organizing education field trips.

Goal #2: Harmony DC engages its students with a robust STEM program, including engineering and coding.
MET

- **Evidence:** 100 percent of Harmony students are provided a STEM program that involves engineering and coding instruction.

Progress Towards Meeting Charter Goals

As its tenth-year charter review, Harmony DC will earn 50% of the possible PMF points in two of the most recent three years and not under 45% in any of the past five. Harmony DC achieved 45.4% PMF in school

year 2017-2018 and 53.5% PMF in school year 2018-2019. State assessments have not been administered in the school year 2020-2021, and state assessments are not used for the 2021-22 school year due to the current public health crisis.

Harmony DC created a robust academic program that includes a high-quality Tier-1 instruction and intensive intervention and student support system. Students receive standards-aligned instruction daily while also given unique opportunities to learn at their own pace.

All of Harmony DC's students are either in an academic enrichment or intervention program. In addition to high-quality instruction, students meet with their teachers in small groups for extra support to work on above grade level material or to close achievement gaps.

Based on the end of year assessment results students were given in Spring 2022, 43% of Harmony DC students showed improvement on their Beginning of Year assessment data. School continuously track student achievement and progress through NWEA assessments, ANET assessments, running records, and weekly assessments. Students mostly take assessments either in small groups or one-on-one with the teacher for more reliable data.

Unique Accomplishments

In its eight year of operation, Harmony DC PCS accomplished following noteworthy achievements:

- In March 16, 2019, Harmony DC PCS organized DC wide Math Contest for 4th and 5th grade students. More than 90 students from DC public, charter and private schools participated in the math contest.
- In February 15, 2019, Harmony DC PCS organized DC wide STEM festival. More than 35 students participated in the festival and demonstrated STEM projects such as Wimshurst Machine, Surface Air Tension, Single Cartesian Diver, Reversible Thermoelectric Demonstrator, Bed of Nails, Mini Hovercraft, etc. to the judges, parents, and community members.
- A second grader at Harmony placed first in the Congressional App Challenge in November 2017.
- In December 2017, Harmony DC PCS organized its 4th Annual Science and Engineering Fair at its campus. About 75 students from Kindergarten to 5th Grade prepared science fair projects and presented to the judges, parents, and community members.
- Harmony DC PCS students participated and received awards in DC STEM Network's STEM Fair held on June 4, 2018.

List of Donors

Amount (Total \$)	Donor
400,000	Harmony Education Foundation

DATA REPORT

School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Harmony DC PCS
PCSB	Campus Name: Harmony DC PCS - School of Excellence
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 141

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	13	15	19	17	15	22	21	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 3.50%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.08%
PCSB	In-Seat Attendance: 78.80%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 12.10% (17 students)*
PCSB	Midyear Entries: 2.10% (3 students)*
PCSB	Promotion Rate (LEA): 100.00%
School (SY20-21)	College Acceptance Rate: NA

School (SY20-21)	College Admission Test Score: NA
PCSB (SY20-21)	Graduation Rate: N/A

Faculty and Staff Data Points

School	Teacher Attrition Rate: %46.67
School	Number of Teachers: 15 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary: Average: \$ 67,181 Range -- Minimum: \$ 59,717 Maximum: \$ 75,028
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. <i>2 employees-</i> <i>1st employee- salary \$112,750.02 + stipend \$6,375 (total- \$119,125)</i> <i>2nd employee- salary \$109,006.84 + stipend \$550 (total- \$109,556.84)</i>

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

- A. Staff Roster for 2021-2022 SY
- B. Board Roster for 2021-2022 SY
- C. Unaudited Year-end 2021-2022 SY Financial Statement
- D. Approved 2022-2023 SY Budget

A. STAFF ROSTER FOR 2020-21 SY

Name	Position	Qualifications
Erika Barnes	PK Lead Teacher	M.A. Early Childhood Education
Latia Bowles	Special Ed. Teacher	B.A. in Social Work
Deyanna Briggs	Dedicated Aide	High School Diploma
Ronet Butler	Kindergarten Teacher	B.A. in Political Science
Xavier Carroll	Dedicated Aide	High School Diploma
Tamia Coleman	PK Teacher Aide	High School Diploma
Evren Culha	Principal	M.Ed. in School Leadership
Sharifa Cummins	Dedicated Aide	High School Diploma
Abike Dedo	ELA Teacher	B.A. in Political Science
Temple Evans	Special Ed. Teacher	B.A. Psychology
Ashley Funes	Secretary	B.S. Middle School Education
Harry Freeman	Math Interventionist	B.S. in Computer Science
Tramika Garris	Administrative Assistant	High School Diploma
Asia Jones	Special Ed. Teacher	M.A. in Teaching
Genevieve Loving	Counselor	M.S. in School Counseling
Grandville Martin	Dean of Students	B.S. in Business
DaVaughn Montgomery	Reading Interventionist	B.A. in Sociology
Kimberly Morris	Special Ed. Teacher/Coordinator	B.A. in History
Victoria Moten	Teacher Aide	B.A. in Sociology
Jasmine Murray	1st Grade Teacher	B.S. Elementary Education
Duane Nelson	Teacher Aide	High School Diploma
Aniya Pendergrast	PK Lead Teacher	B.S. Human Ecology
Kevin Schools	Operations Assistant	Associate Degree
Phyllis Shepherd	Math Interventionist	M.Ed. in Special Education
Nozim Sodikov	Math Teacher	M.A. in Business Administration
Sherelle Strickland	PK Teacher Aide	A.A. Early Childhood Education
Elif Turkey	Math Interventionist	B.A. Language Arts
Muhammet Turkey	Chief Executive Officer	Ed. D. in Educational Leadership
Selmani Yazici	Math Interventionist	M.S. in Mathematics
Jina Zhang	Math Teacher	M.A. in Biblical Studies

B. BOARD ROSTER FOR 2021-2022 SY

Board of Directors

The Board is the policy-making body within the Harmony school system and has overall responsibility for the curriculum, annual budget, and facilities. The Board has complete and final control over school matters, within limits established by state and federal laws and regulations.

Name	Role	Date of Appointment
Dr. Yalcin Akyildiz	President	11/10/2018
Charles Lincoln IV*	Treasurer	6/13/2019
Julia Irving*	Secretary	3/20/2018
Brian Sylvester*	Member	4/29/2018
Tyree Batchelor*	Parent-Member	11/9/2021
Ethnyéalita Fisher*	Parent-Member	11/9/2021
Guvanch Yazgeldi	Member	2/8/2022

*Board member who is D.C. resident.

C. UNAUDITED YEAR-END 2021-2022 SY FINANCIAL STATEMENT

Harmony DC PCS
 July 2021 through June 2022
 Unaudited Financial Statement

Income Statement	Actual
Revenue	
State and Local Revenue	3,503,290
Federal Revenue	1,037,152
Private Grants and Donations	400,235
Earned Fees	10,319
Donated Revenue	31,930
<u>Total Revenue</u>	<u>4,982,925</u>
Expenses	
Salaries	1,901,095
Benefits and Taxes	410,219
Contracted Staff	178,011
Staff-Related Costs	20,499
Rent	383,002
Occupancy	
Service	158,299
Direct Student Expense	487,992
Office & Business Expense	455,196
Contingency	0
<u>Total Expenses</u>	<u>3,994,313</u>
Operating Income	988,612
Extraordinary Expenses	
Depreciation and Amortization	96,564
<u>Total</u>	
Extraordinary Expenses	96,564
<u>Net Income</u>	<u>892,048</u>

D. APPROVED 2022-2023 SY BUDGET

Harmony DC PCS
FY23 Budget

		SY22-23
Revenue		
	State and Local Revenue	3,862,112
	Federal Revenue	664,140
	Earned Fees	57
	Revenue Total	4,526,308
Expenses		
	Salaries	2,122,755
	Benefits and Taxes	469,499
	Contracted Staff	55,000
	Staff-Related Costs	27,012
	Rent	378,102
	Occupancy Service	167,729
	Direct Student Expense	541,225
	Office & Business Expense	503,610
	Contingency	45,263
	Expenses Total	4,310,196
NET ORDINARY INCOME		216,113
Extraordinary Expenses		
	Depreciation and Amortization	152,180
	Extraordinary Expenses Total	152,180
TOTAL EXPENSES		4,462,376
NET INCOME		63,933