

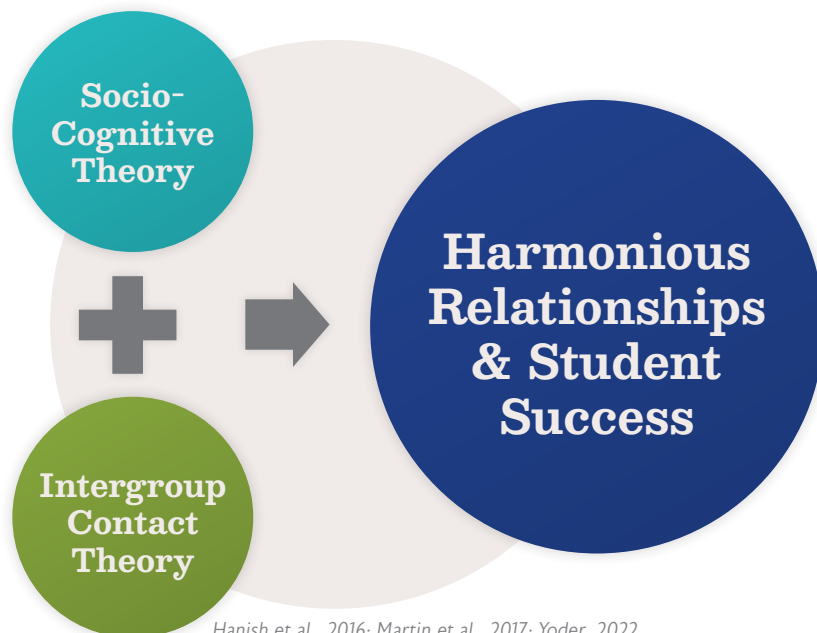
Harmony Curriculum Research Story

By Nick Yoder, PhD

Today's schools face pressing challenges, highlighting the urgent need to prioritize social, personal, and academic development. Nearly **50%** of American K–12 teachers report feeling burned out often, and **60%** of teachers report reduced job satisfaction post pandemic. **Nearly 90%** of public schools report negative impacts on well-being from the COVID-19 pandemic. Youth anxiety and depression rates have doubled, chronic absenteeism has risen to 33%, and over 300,000 educators and staff have left their positions. Additionally, reading and math scores in 2023 have declined compared to 2020 according to NAEP.

Relationship-Driven Programs

Harmony Curriculum's foundation and refresh are grounded in over 30 years of research and theory, drawing on intergroup contact and socio-cognitive development frameworks to provide routines and activities that foster harmonious relationships and support social, personal, and academic success. *See right column for outcomes.*



- 13% increase** in academic achievement
- Decreased emotional distress and externalizing behaviors
- Improved prosocial behaviors
- Reduced symptoms of depression and anxiety
- More likely to reach future-ready milestones (e.g., graduation rates, postsecondary enrollment)
- Improved school climate (e.g., *sense of safety and belonging, better attitudes about school*)
- Reduced bullying and cyberbullying
- A cost-benefit analysis of **\$11 return to every \$1 spent**
- Improved adult outcomes (e.g., *less burnout, stronger relationships, lower levels of job-related anxiety*)
- Wide support from families (**93%**) and employers (**92%**)

Cipriano et al., 2023; Early Intervention Foundation, 2021; Greenberg et al., 2016; Jones et al., 2015; Pew Research Center, 2022; Smith & Low, 2013; Taylor et al., 2017; Wallstreet Journal, 2016

Evidence-Base of Harmony

A decade of research shows Harmony's relationship-building activities significantly benefit students in multiple ways, meeting Tier 3 ESSA criteria.

DeLay et al., 2016; Hanish et al., 2023; Miller et al., 2017; Xaio et al., 2023



Academic Achievement



School Enjoyment



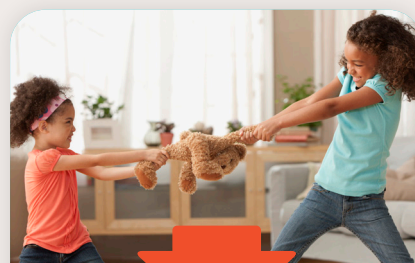
Class Connection



Interactions with Diverse Peers



Prosocial Behavior



Aggressive Behavior

Harmony Curriculum Implementation Over Time

Two years of implementation revealed the following:

- ▶ **90% of educators** continued implementing Everyday Practices.
- ▶ Educators increased the use of Lessons & Activities (**72% in year 1 to 79% in year 2**).
- ▶ Educators noted improvement in relationship skills (e.g., self-awareness, self-management, responsible decision-making).
- ▶ Students noted improvements in themselves and their peers' ability to actively listen and stand up for unfair behavior (e.g., bullying, discipline, safety, relationships).

Morrison et al., 2021



Harmony Curriculum Refresh Case Study

 Survey responses from educators across 17 schools in four districts revealed:

86%

were (very) satisfied with the program.

88%

thought the program was flexible and adaptable.

89%

(strongly) agreed that Harmony met their students' well-being needs.

85%

(strongly) agreed that students found the lessons and activities engaging.

95%

(strongly) agreed that Harmony helped students build life skills.



Educators also stated how Harmony benefited their students:

- Helped their students ask their peers questions when they are sharing.
- Noticed gains in their students' self-esteem in other academic areas because they practiced giving and receiving encouragement.
- Noticed the environment was better because students paid attention to the needs and feelings of students more.

Yoder et al., 2022

Partner Data Stories

These numbers showcase the positive impact educators have seen after implementing the Harmony Curriculum in their classrooms.

- One principal saw an increase of **88%** TO **91%** in attendance due to their Harmony work.
- One educator noted that a higher percentage of her classroom reached levels 3 and 4 on Smarter Balance ELA and Smarter Balance Mathematics compared to her school.

ELA	Mathematics
83%	54%
OF CLASSROOM	OF CLASSROOM
44%	37%
SCHOOLWIDE	SCHOOLWIDE
- **97% OF EDUCATORS** report learning about strategies to integrate social, personal, and academic development into instruction through Harmony's professional learning.
- Districts note that they use the Harmony Curriculum to help **reduce chronic absenteeism, increase a sense of belonging, and promote academic learning.**



Continued Research

Harmony Academy was awarded a **\$4 MILLION** U.S. Department of Education, Education and Innovation Research (EIR) grant to identify evidence-based strategies to integrate Harmony within academic instruction.

Harmony Academy is partnering with the American Institutes for Research (AIR) to understand the degree to which Harmony Curriculum's implementation affects students' social, personal, and academic skills.

Harmony Academy continues to conduct internal research with district partners by engaging in research-practice partnerships to understand best approaches for supporting students, educators, and families.