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ABSTRACT

This report marks a midpoint in the Annenberg $500 million challenge to improve public schools. It comes at a time when evidence from the Annenberg Challenge's first projects has started to accumulate--and to suggest that the program is indeed having a beneficial impact on students, schools, and communities. This report also furnishes early lessons that have much to tell about effective school reform. In preparing this report, the Challenge's national office drew upon the findings of the independent research teams that evaluate each project. As an interim report, this one captures work in progress. The Annenberg Foundation sequenced its grant awards so that the work of the first could inform those that followed. Even the six oldest Challenge projects featured in this report (New York City, Los Angeles, Chicago, Philadelphia, the San Francisco Bay Area, and a national consortium of rural sites), therefore, stand at different stages of development, as do the local evaluations that chart their progress. Appendices provide additional information concerning principal investigators of Annenberg Challenge Research Teams, Challenge Site Evaluation Reports, and additional data concerning grants. (DFR)

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Citizens Changing Their Schools

A MIDTERM REPORT OF THE ANNENBERG CHALLENGE

April 1999

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Preface

THIS REPORT MARKS A MIDPOINT in Walter H. Annenberg's $500 million challenge to improve public schools, what he aptly called a citizen's "crusade for the betterment of this country." It comes at a time when evidence from the Annenberg Challenge's first projects has started to accumulate – and to suggest that the program is indeed having a beneficial impact on students, schools, and communities. And it furnishes early lessons that have much to tell about effective school reform.

In preparing this report, the Challenge's national office at Brown University drew upon the findings of the independent research teams that evaluate each project. Like any interim report, this one captures work in progress.

Although Ambassador Annenberg announced his generous gift in December 1993, the Challenge took time to lay the groundwork for its ambitious structure, which called on private citizens and educators to coalesce around their own strategies for school improvement. The Annenberg Foundation also sequenced its grant awards so that the work of the first could inform those that followed.

Even the six "oldest" Challenge projects featured in this report, therefore, stand at different stages of development, as do the local evaluations that chart their progress. But these varied trajectories do not diminish the importance of the findings summarized here.

As the national office takes stock at midterm, it keeps looking for answers to these pressing questions: Can a financial contribution of whatever magnitude unleash an array of other gifts – not just of money but of courage and vision and energy – that make their way to America's schoolchildren and help them learn? Can citizens outside the entrenched systems of public schools help change the way those systems work?

At this halfway point, the Challenge continues to believe they can. When citizens joined by educators bring commitment and fresh ideas to the business of reforming our nation's public schools, it asserts, students will prosper. This report contains early evidence for that conviction.

Barbara Cervone

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Who We Are: Challenge Matching Grants*

LARGE URBAN GRANTS

SITE	GRANT NAME	GRANT AWARD	DATE AWARDED
Bay Area (San Francisco)	Bay Area School Reform Collaborative (BASRC)	$25 million	August 1995
Boston	Boston Annenberg Challenge	$10 million	October 1996
Chicago	Chicago Annenberg Challenge (CAC)	$49.2 million	March 1995
Detroit	Schools of the 21st Century Initiative	$20 million	October 1996
Houston	Houston Annenberg Challenge	$20 million	January 1997
Los Angeles	Los Angeles Annenberg Metropolitan Project (LAAMP)	$53 million	December 1994
New York City	New York Networks for School Renewal (NYNSR)	$25 million	November 1994
Philadelphia	Children Achieving Challenge	$50 million	April 1995
South Florida	South Florida Annenberg Challenge (SFAC)	$33.4 million	January 1997

RURAL SCHOOL REFORM

SITE	GRANT NAME	GRANT AWARD	DATE AWARDED
(National)	Rural Challenge	$50 million	August 1995

ARTS EDUCATION GRANTS

SITE	GRANT NAME	GRANT AWARD	DATE AWARDED
Minnesota	Arts for Academic Achievement	$3.2 million	July 1997
(National)	Transforming Education Through the Arts Challenge	$4.3 million	April 1996
New York City	Center for Arts Education	$12 million	July 1996

SPECIAL OPPORTUNITY GRANTS

SITE	GRANT NAME	GRANT AWARD	DATE AWARDED
Atlanta	Urban Atlanta Coalition Compact	$1.5 million	June 1997
Chattanooga	Success for All Students	$2.5 million	May 1995
Chelsea, Mass.	The Boston University/Chelsea Partnership	$2 million	July 1996
Salt Lake City	Vanguard Initiative	$4 million	December 1996
West Baltimore	Baltimore New Compact Schools	$1 million	March 1996

*In addition to the 18 matching grants listed above, the Annenberg Foundation awarded several outright grants to support school reform nationally, including those to the Annenberg Institute for School Reform and New American Schools. The outright grants account for the remainder of Annenberg's $500 million gift.

Ambassador Annenberg's $500 million gift to the nation's public schools, unveiled at the White House in December 1993, set out an unprecedented challenge to an American public increasingly vocal about the need for school improvement. His gift combined his idealistic belief in America's democratic obligation to educate all our children well with a practical plan that would galvanize communities, in their own best interests, to take the necessary tough political steps to do so.

Five years later, the last of the Annenberg funds has been allocated. The first grant, to support small schools in New York City, was announced in fall 1994. The last, to spur arts education as a lever for school improvement in Minneapolis, was announced in summer 1997. Just as the Annenberg Foundation has staggered the awards of its Challenge grants, so, too, has each project staggered its grants to schools. Thus, while some schools have been working with Challenge funds for three years, others have just begun.

Today, 18 locally designed Annenberg Challenge projects are under way, involving partnerships with almost 400 school districts in nearly 40 states. Nine of these, involving pledges of anywhere from 10 to 53 million Annenberg dollars, focus on some of the nation's largest urban school districts. One spans all of rural America. Three focus on the arts. Five grants, ranging in size from $1 to $4 million, support innovative efforts in smaller urban districts.

Overall in the Annenberg Challenge, approximately 2,400 schools have been funded, with the potential in 1999 alone to affect nearly 1.5 million students. Approximately $490 million in matching local funds had been raised by the end of 1998, and more than a thousand local partners – including businesses, independent reform groups, and not-for-profit agencies – are currently engaged in the implementation of the Challenge reforms.

The Challenge's broad impact is beginning to emerge in all of its projects, but especially its first six: New York City, Los Angeles, Chicago, Philadelphia, the San Francisco Bay Area, and a national consortium of rural sites.

And at this midpoint in the work of these first projects, important lessons are also emerging from the particular design of the Challenge initiative – lessons that shed new light on what works and what doesn't in large-scale systemic school reform.

A Better Option for School Change

These findings offer a compelling alternative to two current theories of reforming public education that are attracting greater attention: privatization through vouchers and increased centralization of authority over a community's schools.

The Challenge rests on a different set of values. Local citizens and communities must join as partners in improving their schools, it asserts, and public-private coalitions can provide the tool to achieve progress.

This design has lent the Challenge two distinctive features.

- **First, the Challenge embraces *pluralism*** – multiple strategies for bringing good schools to life and expanding their numbers. These diverse strategies emerged from local conversation and circumstances, local priorities and leadership, as the Annenberg Foundation invited each project to develop its own plan for reform. The New York Networks plan, for example, bears its uniquely "New York" stamp, the result of its extensive experience with small alternative schools; whereas the Philadelphia plan is unique in its extraordinary effort to redesign the big-city school system.

Yet the Challenge also advances a singular vision of good schools: schools with high standards, where all children are known well; schools with a clear vision of where they are headed and how to get there; schools with a professional climate of teacher collegiality and reflection; schools that include parents and the community as collaborators.

▶ **Second, the Challenge relies on *intermediary organizations* as agents of change** – organizations neither of the system nor wholly outside it. School reform does not happen on its own; it requires facilitation, and Challenge projects have stepped forward to play this role.

Such intermediaries have heretofore attracted little scholarly attention or analysis. Often in the form of independent public-private partnerships, they cross organizational boundaries to intervene at critical points both up and down the educational system. They galvanize new resources from public and private sources. They educate, advocate, develop programs, and coach people in managing change. And they bring to school improvement the private creativity and civic mobilization that policy-driven reform alone cannot provide.

Against the Odds, Making a Difference

As promising as this "intermediary organization" strategy appears to be, it is also difficult. Coalitions take time to coalesce. Working up and down the educational system, from state house to schoolhouse, is a formidable task. Acting as an educator, advocate, program developer, monitor, and coach – as well as galvanizing new resources for change – makes for a very full plate. Finding common ground between insiders and outsiders in our nation's biggest urban school districts inherently invites tension.

Nonetheless, the evidence at mid-point indicates that the Annenberg Challenge is making a difference in schools and communities.

- **However complicated to build and sustain, the collaboration it asks of local actors has focused attention on critical issues, brought forward diverse voices, and seeded new alliances supportive of reform.**
- **Its call for local design and flexible implementation has yielded an unusual level of energy among citizens and school people alike.**
- **It is leaving small yet encouraging footprints in the larger educational system.**
- **Most of all, its focus on changing schools has set in motion promising strategies that are improving student learning.**

The Challenge eschews magic bullets; instead it supports local citizens in coming together to change their schools. This approach, we believe, offers a compelling alternative to centralized controls or privatization for those who would improve our public education systems. In the pages that follow, we examine further what we are learning from the Challenge's overall design, then summarize some of the ways the first Challenge projects are benefiting schools, students, and the system alike.

Early Lessons from the Challenge

An initiative as large and complex as the Annenberg Challenge teems with lessons about improving public education. Many of these are familiar: translating standards into changed classroom practice requires abundant time and support for teachers; leadership is crucial; the institutional constraints on developing teachers' capacity to teach well are profound; too few children enter our nation's urban schools ready to learn. Yet several new lessons have also emerged from the independent evaluations that are closely following each of the first six Challenge projects:

I. Local context and design are crucial to a reform effort's success.

Many school reform efforts emphasize implementing a program adopted from another site or a national "vendor," or generated by a granting organization. The Challenge, instead, required that those wishing to receive Annenberg funds convene local planning coalitions to lay the groundwork for the reform efforts to follow. These coalitions had to name the problem they wished to tackle; plan solutions; and gain local support from a large array of participants, including funders, civic leaders, school leaders, reformers, universities, and elected officials. Each of the first six Challenge projects created a design for change that emerged from its particular local context, and that had its own starting point:

- New York City's Challenge aimed to create a critical mass of good small schools, networked to each other, with substantial autonomy, legitimacy, standing, and influence in the larger system.
- The transient Los Angeles population had created an unstable learning environment for students, and the Los Angeles Unified School District's own reform initiative was struggling to extend its reach when the Los Angeles Challenge came up with its plan for neighborhood "School Families" that would institute coherent K-12 reforms.
- Chicago's Challenge sought to build on the city's 1988 reform movement giving local schools more autonomy, but to extend it through community partnerships that would help schools make the fundamental changes necessary to improve teaching and learning.
- With a new and reform-minded superintendent, Philadelphia's Challenge launched a sweeping whole-district plan aimed at raising standards and attracting state support and funding for the ailing city schools.
- So many different school reform efforts competed in the San Francisco Bay Area that its Challenge initiative aimed to bring more coherence to the region's initiatives, helping them collaborate, focus their efforts, and engage in sustained inquiry and action concerning the results.
- As rural schools and communities struggled for their survival, the Rural Challenge aimed to revitalize both, by nurturing a mutual effort among schools and their communities to strengthen education by creating new connections with local cultures, environments, histories, and economies.

This emphasis on local context and design invites a keen appreciation of the volatility and dissension that mark so many urban school districts today. Five years ago, when Annenberg announced his challenge, few

Each Challenge project is "tailor-made" by and for its particular community, and this local context and design have proved a powerful stimulus to collaboration, innovation, and action.

foresaw the political charge that American public education would soon take on, with vastly different theories for improving public schools competing for primacy and often colliding.

Despite this turbulence, the Challenge's encouragement of local design and ownership of school reform has proven a powerful stimulus to collaboration, innovation, and action. For example:

- New York City's Challenge (the New York Networks for School Renewal) began in 1995 with 80 small schools. It has since added 60 new schools and, with some 50,000 students attending its 140 small schools, is now bigger than most of the nation's school districts. Concurrently, the city's school chancellor has embraced small schools as a key part of his strategy for improving public education, and has established a special office to oversee their creation. When he recently selected six city schools for a new charter school program, he chose five from the New York Networks project, citing their "proven instructional and managerial track record and a history of entrepreneurial success."

- In Philadelphia, the Children Achieving Challenge has mobilized reform efforts on various fronts at once. For the first time, all eligible children now attend full-day kindergarten. Parent participation and volunteerism have increased. Children and families have better access to social services. Student and staff attendance have improved significantly. Teachers are receiving increased opportunities for professional development. The district now directs a greater share of its resources to instruction. Implementing the recommendations of a private sector task force saved the district $29 million during 1996 and 1997. And test scores show improved student performance in reading, mathematics, and science for two consecutive years.

- The Rural Challenge has brought together 32 rural sites – from Alaska to Alabama, Maine to Texas – that ask students, teachers, and local citizens to create a "curriculum of place." Students draw upon their surroundings as sources of learning and learn by doing, in the process making real contributions to their communities. In Parish, Alabama, for example, students discovered high concentrations of lead in the school water supply, then found similar levels in municipal water. As a result of their two-year investigation, the town installed a new water system. Students in Minnesota discovered deformed frogs in their back yards and joined an international Internet group testing various hypotheses for this world-wide phenomenon. In Oregon, students are restocking rivers with salmon raised in their own hatcheries.

Each of these examples has a "tailor-made" quality that derives from the perceived needs of its particular community, and which depends on local coalitions for its design and implementation. The Challenge believes this local context and design have been critical to their success.

II. To improve, schools need an "intermediary" that offers vision, focus, support, and pressure in equal amounts.

School reform does not happen of its own accord. The business of improving schools requires intense, ongoing facilitation – and one cannot expect this help to come from within. Caught up in the status quo, conventional organizations like schools, districts, professional groups, and universities cannot easily act as catalysts for redefining it, or for refocusing policies and reform agendas that include their own. In the case of districts and schools, their leadership is predictably unstable, and their policies highly subject to political turbulence.

In their special role as "intermediary organizations," Challenge projects have stepped up to play this facilitator's role, crossing boundaries in order to inspire ***vision***, to supply ***focus***, to lend ***support***, and to apply ***pressure***. For example:

- The Bay Area School Reform Collaborative has set out a two-pronged **vision**. Because it believes that schools will improve only when those working in and around them learn new, different, and better ways of operating, it has created a regional learning community – a Collaborative – of schools, districts, support providers, and funders that engage in inquiry and then reflect upon results, leading to new approaches for improving schools. Concurrently it has laid out a vision of school-wide change and identified leadership schools that might exemplify this vision. It strives to champion these beliefs and ideas in what it does and says.

  Within this larger vision, though, BASRC has demanded that schools within the Collaborative pick a **"focused effort"** to which they will apply themselves diligently: improving literacy, for example – figuring out which children are lagging most in their learning, why they are lagging, and then creating strategies to address their needs.

  BASRC then provides **support** in countless ways: summer institutes for school teams coupled with monthly "workdays" during the school year; links to technical assistance providers and classroom coaches; electronic communication among schools; research and development initiatives tied to issues confronting all schools. Its yearly Collaborative Assembly gathers educators, funders, school reformers, and community members (nearly 1,000 in 1998) to share their progress in changing schools.

  But it also **pressures** schools, holding them accountable to the high expectations it has set. Schools must demonstrate each year, before a rigorous review board of fellow educators, that they are making progress against a common set of standards called "rubrics." They must annually involve parents and other members of the community in at least one day-long accountability event where they share and review evidence of progress. Teachers, administrators, and parents form cross-school Critical Friendships, then visit one another during the year to offer critical feedback as well as support. BASRC recently made headlines when it withdrew funding from one of its 86 Leadership Schools.

Challenge projects exert leverage in crucial "in-between" places where connection and dialogue are badly needed.

In their role as intermediaries, Challenge projects also have gained access to and exerted leverage within strategically crucial "in-between" places where connection and dialogue are badly needed, yet largely absent. For example:

- Both the New York and Los Angeles Challenge projects have launched special programs to support and press for the professional development of new teachers, a critical problem in both cities. In each case, the new program unites parties that previously had not worked together toward this goal. In New York, the New Educator Support Team links the board of education with the teachers union; in Los Angeles, Design for Excellence: Linking Teaching and Achievement (DELTA) brings together two major foundations to work with California State University and several districts.

- Both the Philadelphia and the Los Angeles Challenges exert pressure to link K-12 schools in clusters or feeder patterns, to foster more coherence in student learning experiences across the grades. They support these new connections with new management structures and coaching to inspire and focus the schools' work in areas like literacy, technology use, and family outreach.

- Greater Philadelphia First, a group of thirty-five leading local businesses, and the Philadelphia Education Fund played pivotal roles in keeping the district's reform effort on track. In particular, they helped the district convene eight task forces to address specific aspects of Superintendent Hornbeck's ten-point agenda. The task forces launched broadly representative work teams – involving people in and outside schools – that developed concrete plans for implementing the Children Achieving Challenge.

An effective intermediary requires authority. Standing as they do outside the traditional educational hierarchy, Challenge projects began with the philanthropic authority that comes with having money. Yet each has also gained moral, political, and practical authority – by virtue of acquired expertise and doing good work.

III. Reform demands resilience in the face of changing circumstances.

Many funders, school reformers, and educational researchers look to constancy and "faithful implementation" as evidence of a program's success. In our experience, though, successful school reform efforts evolve and change in response to changing circumstances and new information. This resilience helps them confront the inevitable dilemmas of implementation without sacrificing their core principles.

Although each Challenge project began with its own theory and strategies for improving student achievement, all shared a commitment to organizational learning: to test their assumptions, to assess their efforts on an ongoing basis, and then to learn from and respond to that learning. As they work with partners and schools to carry out their plans, Challenge projects consider when and how to adapt and when to hold fast. This reasoned flexibility – made all

the more possible and necessary by the Challenge's encouragement of local design nested in local context – has been a source of strength, not weakness. For example:

- Initially, some Challenge projects overestimated the readiness of schools and partner organizations to take advantage of opportunities and resources for change. They underestimated the time and support needed to reach that readiness point. In response, creating energy and vision for reform became part of the early assistance they offered schools.

  When the second round of proposals from newly formed school networks in Chicago fell considerably short of the first, the Chicago Challenge temporarily suspended its grantmaking and diverted its energy to building the capacity of schools to assess their needs better and create bolder plans. Once it resumed grantmaking, the proposals it received were far more promising. Similarly, when the supply of external partners able to help schools did not meet the demand, the Chicago Challenge added to its agenda the task of building the capacity of external partners.

  Few of the portfolios schools submitted for entrance into the Bay Area School Reform Collaborative met its high standards, so the Collaborative provided schools with coaches to help improve their portfolios, encouraging schools to reapply until they were admitted. This investment and process ended up strengthening not only portfolios but also schools. In the words of one teacher, the portfolio review process "was the best professional development experience" she and her school had ever had.

  The Rural Challenge employed a cadre of regional "scouts" as it began the search for schools and communities ready to enact its vision of place-based learning. But even these forerunner sites needed help making real the hoped-for partnership between school and community, so the Rural Challenge turned its corps of temporary scouts into a group of permanent, experienced "stewards" able to support and assist these sites.

- Some Challenge projects started by seeking breadth in the changes they sought and the places they worked. Others began by working more deeply in fewer schools. All have learned that they must provide for both breadth and depth, and that one does not lead necessarily to the other. Reform initiatives must spread broadly enough to touch a substantial number of schools, yet root reforms deeply enough to make a significant difference in every school. As they aim for whole-school change, they must also help schools focus and sequence their change efforts, tackling only a few areas at once.

  The Los Angeles Annenberg Metropolitan Project (LAAMP) began by casting a wide net, providing grant support to 28 School Families in the 4,000 square mile Los Angeles basin, encompassing 247 schools and 200,000 students. The learning plans submitted by School Families were equally ambitious. However, this initial emphasis on breadth, LAAMP soon realized, might not yield the substantial and lasting changes it also sought. It began supporting deeper work in a handful of School Families, coupled with a push for all School Families to narrow their focus, concentrating on literacy and one or two other areas.

As it carries out its reform plan, each project tests its assumptions, assesses its efforts, and considers when to adapt and when to hold fast.

The Rural Challenge, in contrast, purposely decided to develop a small though diverse set of exemplary sites that could prove possible its vision of school-community integration. Yet the Rural Challenge always aspired to create a broad grassroots movement of rural schools and communities "getting better together." To ignite this movement, it launched a state and national policy program and reached out to new partners. It added to its portfolio schools and communities far less prepared than its initial grantees to create a "curriculum of place."

- School reform invariably occurs within a political context. As intermediary organizations, Challenge projects are potentially well positioned to act as political advocates. But such advocacy requires acumen and judgment: knowing when and how to listen; whether to engage or disengage from a potential conflict; how to use a particular political climate to advantage; whether and when to make alliances, and with whom. Every Challenge project has struggled with these issues, adjusting and learning along the way. For example:

  Within months after Chicago's Challenge grant was announced, the city's educational landscape dramatically changed. A new school reform act imposed a high-stakes centralized accountability system on schools – just as the Challenge set out to deepen the *decentralization* launched by the city's previous school reform act of 1988, encouraging schools to connect more closely with their communities and personalize their learning environments. Rather than placing itself in opposition to – or aligning with – the new initiative, the Chicago Challenge decided to continue along a parallel track, hoping that its emphasis on teaching and learning and community leadership would eventually dovetail with the city's more centralized efforts. Recently, it has sought out opportunities to engage productively with the mayor-appointed school administration and to publicize its successes.

  The New York Networks began with a plan to create a "Learning Zone" – a deregulated "charter district" within the larger school system – where in exchange for autonomy, the project's small schools would hold themselves to the highest standards of accountability. A sudden change of school chancellors put this plan in jeopardy. Chancellor Cortines had endorsed the concept; his successor, Rudolph Crew, did not. The New York Networks considered lobbying the state legislature to authorize the Learning Zone, but decided against it. They considered pushing their case aggressively with the new chancellor, but ultimately focused on working collaboratively with him on his own agenda. Recently, Crew announced a plan to create two "demonstration zones" within the city's school system, drawing upon the Networks' original Learning Zone for ideas.

How the Challenge Is Helping Schools

The Annenberg Challenge assumes that a key ingredient in improving student learning is helping schools change. And a growing body of research suggests the conditions under which student learning increases and the strategies most likely to create those conditions in schools. Challenge projects have embraced many of these strategies, attempting to enact them on a large scale and to back them up with extra resources and support.

Schools must wrestle along the way, however, with a potentially paralyzing status quo. Inadequate time and resources make it hard for teachers to learn new ways, particularly on the job where research suggests it happens best. Schools and teaching loads are too large for teachers to know students well. The habit of keeping parents and community at arm's length dies hard, and structural constraints reinforce the tradition of schools working in isolation from one another. Accountability systems neither encourage nor help schools to adopt reflective methods for continuous improvement.

In spite of these barriers, Challenge projects are making headway in each of the following areas:

▶ **High standards.** Student achievement, most believe, rises when schools implement high standards for what students should know and be able to do. While Challenge projects differ in their ideas about who should set standards and how progress is best measured, they concur that standards matter. For example:

- The Bay Area School Reform Collaborative asks schools to use standards development as a catalyst for bringing together teachers to talk about students and outcomes and for focusing their reform efforts. Some schools develop their own standards; some adapt them from other sources to fit their priorities. In the schools where standards seem to have taken hold most, teachers use common planning time to collectively examine student work, create rubrics for evaluating the work, and develop consensus about what constitutes quality. After one school set clear grade level standards for reading, its teachers created assessments and collected data based on the standards. The number of first graders reading at grade level increased from 12 percent in September to 39 percent in June, and second-grade reading jumped from 12 to 70 percent at grade level.

- Philadelphia created district-wide curriculum standards, then launched "content institutes" and curriculum frameworks to help teachers use the standards. Although getting teachers fully on board – as expected – is taking several years, test scores have risen for two years in a row.

▶ **Developing teachers' capacity to teach well.** What teachers know and can do is a critical influence on what students learn. And teacher learning is most powerful, research suggests, when it deepens subject matter knowledge, promotes collegiality and reflection, and occurs on the job. Challenge projects have taken this research to heart and increased significantly opportunities for such learning. For example:

- Teachers in Chicago Annenberg Challenge schools participate in professional development activities at significantly greater rates than teachers in non-Challenge schools, researchers have found. That professional development is more focused and sustained, connects more to their students' needs and their schools' improvement goals, and provides more opportunities for teachers to work and learn collaboratively.

- As well as sponsoring a major teacher-education initiative, the Los Angeles Annenberg Metropolitan Project has put in place 116 professional learning communities known as Critical Friends Groups in eight School Families. In some schools there are multiple groups, bringing their efforts closer to mainstream. Researchers cite the groups' potential to help teachers support and push one another and take steps to change their classroom practice.

- In the Bay Area, BASRC has funded professional development closely merged with the daily work of teachers at school, using school "coaches" or other on-site support services rather than outside workshops or conferences. Schools choose the support that meets the needs of their teachers and students, using tools teachers can develop and use every day at school. In Summer Leadership Institutes, teams meet for five days to plan for the coming school year, assess their school's program, create an action plan for addressing gaps, then develop a strategy for measuring progress in closing these gaps.

In the summer of 1998, it is worth noting, over 20,000 teachers from Challenge-supported schools took part in intensive professional development activities. In Philadelphia, from 1996 to 1998, the number of teachers and principals engaged in summer professional development seminars increased from 900 to 5,300.

▶ **Personalizing school environments.** The more students feel connected to and known well by their teachers and classmates, research shows, the more motivated they are to view school positively, to avoid negative behaviors – and to learn. Challenge projects have worked to personalize learning by creating small schools or breaking large schools into smaller academies or learning communities.

- The average student population in New York City's public schools is roughly 1,500. In New York Network schools, it ranges from 300 to 500. The positive benefits of the project's small schools, from parental satisfaction to student retention, continue to emerge. One school, the Frederick Douglass Academy in Harlem, boasted the highest reading and math scores in its district and the third highest SAT scores among New York City schools: 95 percent of its first graduating class were headed to selective four-year colleges.

- Chicago's Challenge supports 30 small schools, and also personalizes schools by increasing the number of trained adults who work with students. Each school network is linked to an external partner, bringing into the classroom outside resources such as artists and museum educators. Other programs, such as "buddy" readers or training for parents to assist in classrooms, also result in more attention for students.

- Most Philadelphia schools have divided themselves into small heterogeneous learning communities of fewer than 400 students as part of their reform effort. More than 130 small learning communities have been formed in high schools and over 600 in elementary/middle schools. "The small learning community allows students to see our teachers all of the time," a student at Gratz High School explains. "I have the same teachers every year and really feel like we have a relationship... Before, students were just numbers unless they stood out and did something extraordinary."

▶ **Linking schools to one another.** Personal and professional connections among teachers and from school to school directly influence the success of school reforms, research shows.

Challenge projects have all fostered informal and formal networks based on trust and common purpose – envisioning "systems of schools" in contrast to "school systems" – and through them hope to encourage teacher learning and school-to-school accountability. The presence of community and university partners in such networks especially stands out in the Challenge approach.

- The Chicago Challenge includes 49 school networks, ranging in size from 3 to 15 schools, for a total of 223 schools. Forty-three external partners – including universities, museums, community groups – serve as a technical assistance hub to each of these networks. In a survey conducted by Chicago researchers, two thirds of the principals report that network participation has provided useful resources for school improvement, with over 90 percent reporting moderate school improvement as a result, including new curricular programs and practices, new opportunities for teacher professional development, and refocused school priorities.

- The Rural Challenge understands the toll extracted by isolation in rural areas and insisted that all its grants form clusters of schools to provide mutual support. Clusters range in size, including: the Navajo Nation, the 19 pueblos in New Mexico; state-wide efforts in Alaska, Alabama, Georgia, Maine, Minnesota, Nebraska, and South Dakota; a network of five schools spread across Tennessee, Georgia, and North Carolina; the Northeast Kingdom in Vermont; and several groups of neighboring districts in California, Wisconsin, and South Texas. Clusters share resources, offer common development for teachers who are often the single members of their academic department or specialty, trade effective community development processes, and encourage one another onto more intensive change.

- In Los Angeles, LAAMP's 28 School Families – composed of a high school and the elementary and middle schools that feed into it – have developed a wide range of governance structures and activities to promote cross-school exchange and collaboration. Work teams, which typically have representation from all schools in a Family, allow for family-wide conversations about reform. Transition teams ease the movement of students from one grade level to another. Some School Families hold family-wide professional development days; some share instructional "coaches."

▶ **Developing strong community relationships.** Research documents the positive links between strong school and family partnerships and high student achievement, including higher grades, test scores, attendance, graduation rates, enrollment in post-secondary education, and fewer placements in special education. Parents develop greater confidence in schools from such partnerships, and teachers have both higher opinions of engaged parents and higher expectations for their children.

- All Rural Challenge funding supports community revitalization and connects student learning to the community. Students have helped re-establish local newspapers; provide data for state and federal environmental protection agencies; map vegetation; and monitor watersheds and species. Much of the work relates to local environments, history, and literature; community members act as resources and mentors. In Howard, South Dakota community members joined students to develop a community historical museum within the school. In Kasigluk, Alaska – where some houses are still lit by seal-oil lamps – students, parents, and community elders worked together for the past year to create a World Wide Web site that celebrates their learning and publishes their writing.

- Philadelphia has recruited almost 15,000 new parent and community volunteers to work in schools. Three-hundred-fifty local employers now provide apprenticeships for 3,500 eleventh- and twelfth-grade students. A Family Resource Network is redefining the relationships among district- and school-level student support staff, teachers, and community organizations serving youth and families.

- Los Angeles School Families have initiated parent education, parent centers in schools, and school activities involving parents. For example, over 50,000 parents completed a free eight-week course on how to be more active in their children's education. A reading fair for parents and students in one School Family drew 2,000 participants this year. A special program, Parents as Learning Partners, has established voice-mail systems for teachers and lending libraries for parents in 29 schools in three School Families.

▶ **Meaningful accountability systems.** Challenge projects seek to have schools value and internalize a kind of accountability that provides direction for improvement, using data and evidence as tools for guiding their change efforts. They aim for a balance between school-level autonomy and district and state authority.

- The New York Networks has developed a set of principles for good school practice to form the basis of cross-school accountability. Within some of the many networks that connect the project's small schools, for example, teachers compare graduation requirements and student portfolios.

- The Bay Area School Reform Collaborative requires its Leadership Schools to engage in an ongoing "cycle of inquiry" about a specific area like literacy. They formulate a researchable question, design instruction, teach and collect data, look carefully at the evidence from student work, and then adjust their classroom practice and their ideas about teaching and learning. Schools must also involve parents and the community in annual "accountability events" to help them understand standards and assessment and go over evidence of student progress.

- Under Children Achieving, all Philadelphia schools have two-year performance targets based on a calculation that includes student test scores in three subjects, promotion or graduation rates, and staff and student attendance. To be eligible for rewards, schools must exceed their performance targets and reduce the proportion of students scoring below Basic or not tested by 10 points. Of 249 Philadelphia schools, 145 exceeded their targets, and all but eight schools made progress toward their goals. Schools serving the poorest children made as much progress as schools serving more affluent populations.

- The Rural Challenge's Colorado Rural Charter School Network – created to deconsolidate large rural districts and save children from long, difficult, and in winter, sometimes dangerous bus rides – has invented a peer evaluation system for its work. Each of the cluster's five schools is visited by teams from the other schools, who look with experienced eyes at the areas identified by the host school. Participants have found that outsiders can bring great authority to conversations about areas needing improvement.

How Students Are Benefiting

Annenberg funds, unarguably, are aimed at schoolchildren most in need. The majority of the nearly 1.5 million children attending schools supported through the Annenberg Challenge are poor and minority:

- **In Chicago, New York, and Philadelphia, 80 percent receive free or reduced lunch. Close to 80 percent of the Rural Challenge's funds are invested in communities where poverty is the norm.**
- **Ninety percent of the students in New York and Chicago Challenge schools are children of color, 80 percent in Philadelphia, 76 percent in Los Angeles, 60 percent in the San Francisco Bay Area, and roughly half in the Rural Challenge.**
- **Many are newcomers from immigrant families. Approximately one-quarter of the children in Challenge-supported schools in Los Angeles and one-fifth in the Bay Area speak limited English.**

For many of these students, attending school has gone hand in hand with academic failure. Three-quarters of Los Angeles Challenge grants, for example, went to schools where less than half of the students scored at or above the national average on the Stanford Achievement Test. In Detroit, a more recent Annenberg Challenge project, one out of every four students drops out each year, and only three out of ten ninth-grade students graduate.

Challenge funds cannot reverse the pervasive inequalities in this country's social and economic situation, but they aim to drive a wedge into the educational system that can open opportunities for poor children not only to learn but to thrive. The first six Challenge projects are at different stages with regard to collecting data that show how students are benefiting, but promising signs include the following:

- Some 50,000 New York City students (5 percent) now attend one of 140 small public schools sponsored or created with Challenge assistance. These students are both more of color and poorer than students in the rest of the city's schools, with comparable prior academic performance. The first research report on student achievement for New York Networks' small schools has found that the proportion of NYNSR students in grades three through eight who read at or above the national norms increased from 36 to 41 percent in a single year (spring '96 - spring '97). Unlike most research, the analysis compared the progress of the same NYNSR students from one year to the next, using student-level data provided by the Board of Education rather than school-level data. In high school, New York Networks schools show the city's lowest dropout rates, making them the most productive of all the city's schools in terms of cost per graduate. At 11 high schools, 81 percent of the first graduating classes were accepted into college, a rate well above that of high school students in the rest of the city or state.

- Rural Challenge students now spend 10 to 20 percent of their time on projects connecting student learning to real work in the community. The quality of student work and the level of student engagement continue to strengthen, a Harvard University-based team of researchers observed in their most recent evaluation report. Many students in Rural Challenge schools, the researchers noted, study history by becoming historians of their local towns. They study science by analyzing their watersheds, or raising fish for commercial use, or mapping and documenting the trees, birds, and mammals in their regions. They learn grammar and syntax by producing widely read community newspapers. In addition, students face real-life

accountability by sharing their work at school board meetings, legislative hearings, community meetings, and state conventions.

- Under Philadelphia's Children Achieving Challenge, all eligible children in the district now attend full-day kindergarten for the first time. Student attendance has improved district-wide. Students and their families have better access to social services through the schools; the district's Family Resource Network has helped more than 2,500 students obtain health insurance and primary care physicians. Finally, test scores have shown improved student performance in reading, mathematics, and science for two consecutive years, 1997 and 1998. In grades four and eight, the number of students scoring at or above basic level in reading, math, and science has increased at least 10 points from 1996 to 1998. Gains for eleventh graders ranged from 3.4 points in science to 8.2 points in reading.

- In Chicago, teachers from three elementary schools in the Whirlwind Artslab network are using curricula and techniques drawn from the arts to improve reading skills. A controlled research study found that the Basic Reading through Dance curriculum, developed by Whirlwind, improved students' skills up to 79 percent more than their peers' in several key reading areas. Another Whirlwind curriculum, which links reading comprehension to drama, boosted scores on the Iowa Test of Basic Skills by 33 percent more than those of a control group. At another Chicago school, a school-wide focus on literacy – including a revamped curriculum, a daily hour-and-a-half block for reading/language arts, professional development for teachers, including training in the Junior Great Books program – is yielding dramatic results. The percentage of students at the Amelia Earhart Elementary School scoring at or above the national average on reading tests improved from 28 percent in 1991 to 80 percent in 1998, with similar gains in math of 38.9 to 85 percent.

- Within the Los Angeles Unified School District, elementary schools in 13 of the 14 LAAMP School Families showed improved performance on standardized tests. Seven of the 12 middle schools and 40 percent of the participating senior high schools showed improved student performance as well. LAAMP School Families, researchers from UCLA and USC report, are giving the county's highly mobile student population a better chance of encountering consistent policies for curricula, instruction, assessment, and discipline as they move to a new school.

- With BASRC's help in San Francisco, John Muir Elementary School brought the district's second-to-worst reading scores up by 16 points over four years, and all signs point to continuing progress. The school received funds for an improved library, books, computers, and a parent educator, among other things. To combat nationwide trends that show Latino students lagging behind other groups, Tennyson High School, another BASRC Leadership school in Hayward, is in its fourth year of several aggressive programs aimed at preparing Latino students for college. Three years ago, only 65 of the school's 1,600 students took the PSAT exams; this year, 265 took this warm-up to the SATs. In addition, sophomore students in the program who took an English-proficiency exam commonly given to freshmen in the California State University system achieved an average score equal to that of the first-year college students. Tennyson predicts that almost 80 percent of the 300 students in the program will be college-ready by June 1999.

How the Challenge Is Influencing the Larger Educational System

The Annenberg Challenge stands out for its work on many levels of the educational system at once. This determination to take a systemic approach, coupled with the size of Annenberg's gift, fueled expectations that the Challenge could help school districts overhaul themselves – overnight.

Though tiny compared to public schools' budgets, Challenge funds seek strategic ways to make small but significant changes in the system.

In truth, the private resources made available through the Challenge are infinitesimal compared to the public resources that sustain schools. (In 1993, for example, Chicago had a projected deficit in its school budget of $415 million, nearly equal to the size of the entire Annenberg pledge). Nonetheless, Challenge projects have looked for strategic opportunities to make small but significant changes in the larger educational system. Their status as intermediary agents allows them to work in partnership with districts, exerting vision and focus, pressure and support in equal parts. For example:

- The New York Networks has made key alliances with Schools Chancellor Rudolph Crew and other current system leaders. For instance, the New York City Board of Education established an Office of New School Development, with a former New York Networks principal to head it. The administration and the project have cooperated in efforts to achieve greater decentralization of budgeting authority, with one network serving as a pilot site for the system's new Performance Driven Budgeting program. The New York Networks and the administration are also working together to call attention to the potential of new state assessment policies to undo the curricular identities and performance-based assessments established by many of the small schools.

- The Los Angeles Unified School District (LAUSD) has put $4 million into seven School Families of its own, modeled after LAAMP's School Families. The DELTA program, which links School Families, districts, and California State University, is pushing teacher education in the Los Angeles basin; the LAUSD and California State University recently agreed to fund four more professional development centers within the district (in addition to the two funded through LAAMP). The staff of LAAMP now works with the district's instructional leaders to provide technical assistance in literacy, technology, and schools' use of data to improve instruction.

- Bay Area schools were designated BASRC Leadership Schools only when their districts also embraced the project's vision, and 60 of the region's 118 districts, representing 77 percent of Bay Area students, are now members of the Bay Area School Reform Collaborative. Some districts adopted the Collaborative's portfolio process for district-wide use. The state has accepted BASRC's Critical Friends Visits as a way to fulfill its call for "school quality reviews."

- BASRC also supports five regional research and development initiatives: one on school-to-career, one on technology, and another connecting K-12 schools and area teacher education programs. A fourth

supports school and district leaders, responding to data about high turnover among principals; a fifth focuses on equity and improving achievement among students of color. These initiatives have catalyzed a diverse set of organizations, funders, and partners, prompting at least one new regional organization.

- The Rural Challenge sponsors research on important K-12 policy issues that affect rural communities: the impact of school size on student learning, of long bus rides on student achievement and drop-out rates, of recent finance litigation on rural schools. It advocates for policies that strengthen the relationship between school and community. The Rural Challenge has created a position paper on community-developed standards; it filed an amicus brief in a West Virginia court case fighting school consolidation; and it has provided information and testimony to support universal access to the Internet for rural communities.

- School at the Center, a Rural Challenge partner in Nebraska, has recruited schools and communities throughout the state to develop plans that include economic development (especially entrepreneurship), housing, community-based science, distance learning, and local heritage. It is piloting an alternative accreditation process for small, remote schools. It is analyzing how the state's curriculum frameworks fit with the kind of community-based work Rural Challenge schools are doing, and it works with other large curricular initiatives such as that of the National Science Foundation. And with two state universities, it is revamping teacher education to suit the needs of rural places.

- The Chicago Challenge has partnered with other active school reform organizations and at least thirteen foundations in Chicago to support the "Successful Schools Project," a citywide effort to report successes and lessons learned from the past ten years of Chicago school reform. It has collaborated with the city's leading business organization, the Civic Committee, with several foundations, and with the Chicago Public Schools to support principal recruitment and development efforts. And it has funded leadership development aimed at increasing the number and quality of candidates for Local School Councils.

What Lies Ahead

As the first Challenge projects reach middle age, several challenges within the Challenge come into starker focus.

First, it must continue to discern the actual impact of each project on students. The Challenge wishes not simply to introduce new structures, or opportunities for professional development, or community involvement in schooling, but through such means to benefit students. It must always close that vital loop, reaching beyond program implementation to assess what those programs mean in the lives of young people.

Citizens can help change entrenched public school systems in fundamental ways.

Challenge projects must also use their status as intermediary change agents to further influence educational policies and to spread best practices. As well, the Challenge must ensure that the experience gained and analyzed along the way in the first projects informs the development of newer Challenge projects.

Finally, the Challenge must prepare for its own metamorphosis, developing strategies for continuing the work once Annenberg funding ends. The Bay Area School Reform Collaborative, for example, has created a "2001" committee to plan for this transition. The Rural Challenge has already designed a successor organization, called the Rural School and Community Trust. In Chicago, the Challenge has launched the Chicago Public Education Fund, intended to provide long-term funding for school reform and to cement the partnership between school district, business, and civic leaders.

As they face these tasks, Challenge projects must stay ever alert. Their thinking and actions must incorporate the persistent challenges and provocative lessons emerging from this remarkable effort to make a positive difference for those too often neglected. As a public-private coalition pursuing fundamental educational change, each Challenge project must keep in mind the following:

- **To sustain local support, it must remain attentive to local priorities and contexts, work to inspire new vision, and educate new constituencies.**
- **To succeed in improving student learning, it must use its special position as a boundary-crossing "intermediary organization" to work "up the system" and "down the system" at once.**
- **To influence educational policies and structures, it must forge strong relationships with the very bureaucracies it seeks to change: districts, states, teachers unions, and teacher education programs.**
- **To touch the lives of students, it must reach into schools and classrooms, spreading best practices and influencing the professional development of teachers without creating impossible demands on time and budgets.**
- **It must advocate for high standards, yet help the parties closest to the students play a key role in judging the effectiveness of the schools.**

- **In a context of widening social and economic gaps between rich and poor, it must strengthen mutual ties between schools and the community, including parents, and build the political will to educate all students.**

- **It must reach enough schools to make an impact on the larger system, yet root reforms deeply enough to make a significant difference in every school.**

- **It must aim for whole-school change, yet also help schools focus and sequence their change efforts, tackling only a few things at once.**

- **It cannot assume the readiness of schools and partner organizations to take advantage of opportunities for fundamental change. The players involved need substantial time and support to reach that readiness point.**

- **It must objectively analyze what constitutes reasonable success given the time and resources provided.**

- **It must work for new, more flexible systems that accommodate the priorities of all citizens, not just those the educational bureaucracy currently serves best.**

Can citizens outside the entrenched systems of public schools help change the way those systems work in fundamental ways? The Challenge continues to believe that they can – and as the Challenge projects go forward, they test that belief.

At their best, the projects adjust, change, take risks, mature. They build on action, then thoughtful reflection, then more action and more reflection; the effects of any one experience or intervention can take years to show up.

Nonetheless, five years into the life of the Challenge, its first six projects are starting to show important signs that this ambitious and idealistic effort is indeed reaching schoolchildren. The cross-site research community of the Annenberg Challenge will continue to chart this impact closely in the years ahead.

What legacy, in the end, do we hope the Challenge will leave? In addition to better schools and robust partnerships for change, we hope it will include an enduring faith that, as citizens, we can do better for all students by responding with creativity and tenacity to their diverse needs.

Appendices ▶

Principal Investigators of Annenberg Challenge Research Teams

Challenge Site Evaluation Reports

Total Grant Payments by Fiscal Year

Matching Grants Timeline

Scope of Local Grantmaking

How Big Is Big?

Partial Listing of Challenge Contributors

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Challenge Site Evaluation Reports

(As of February 1999)

Bay Area

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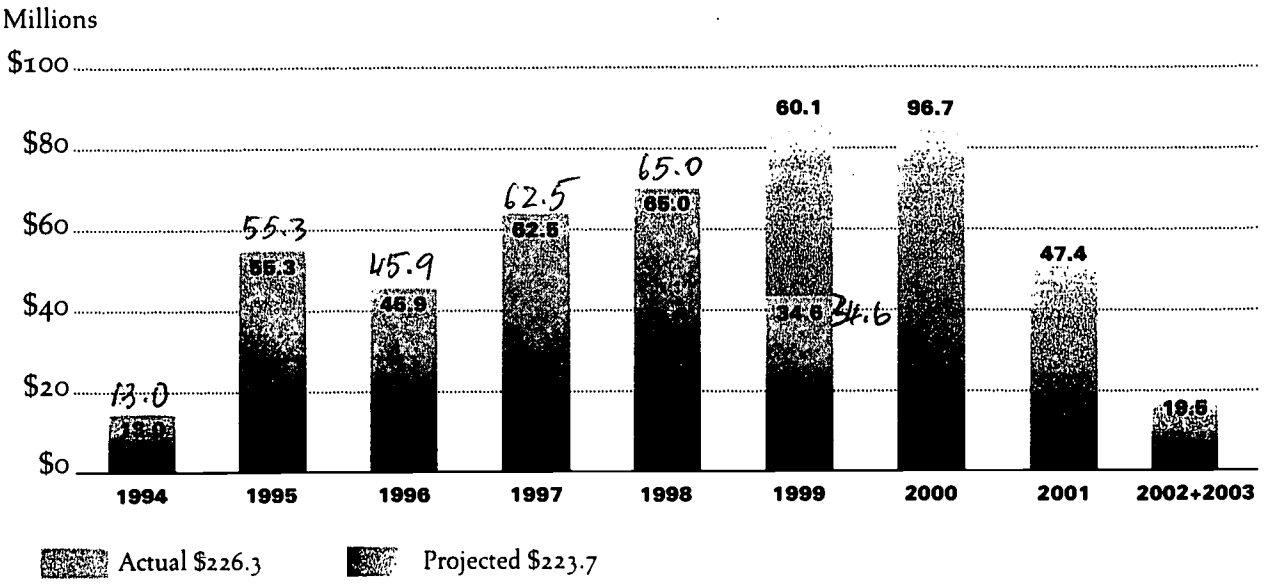
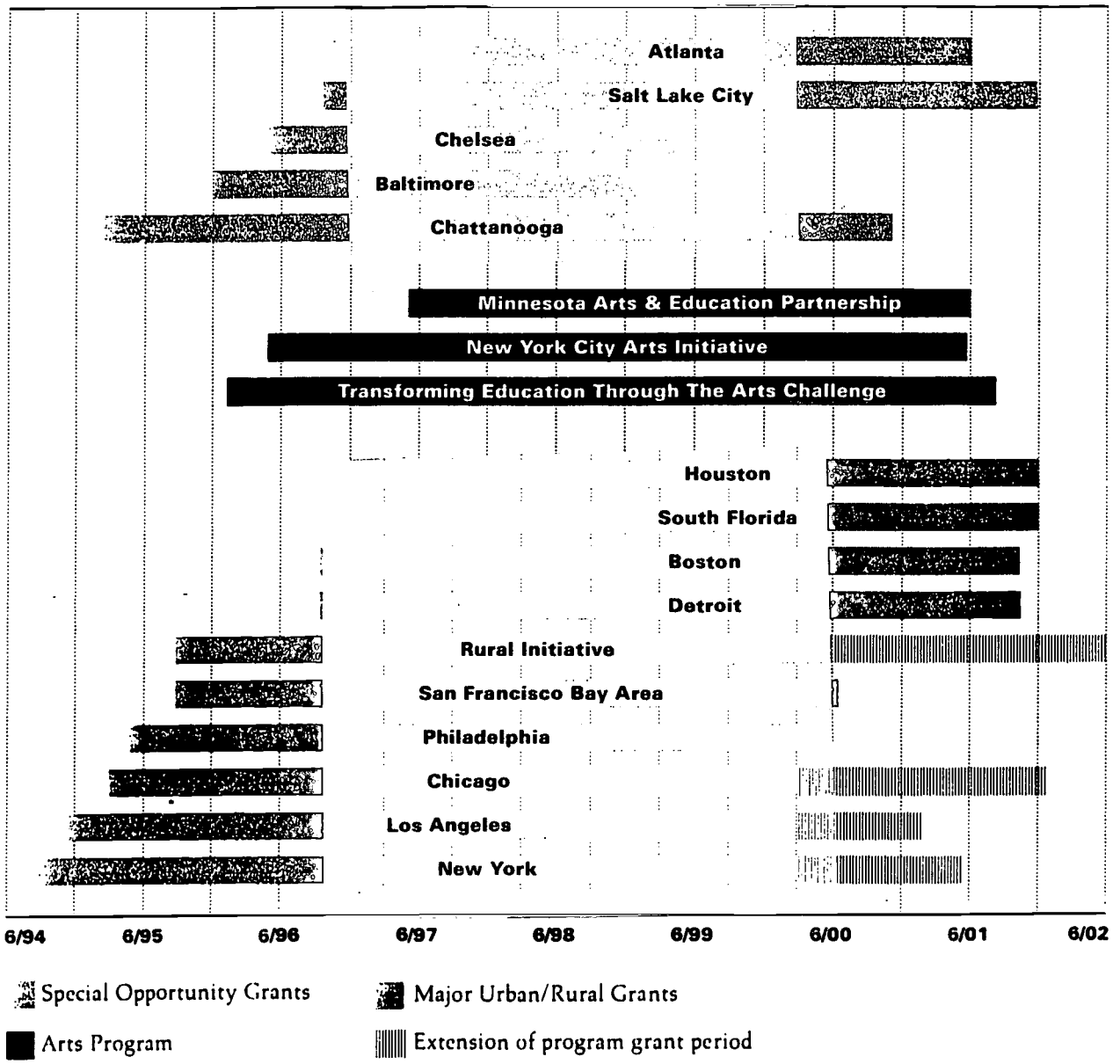
Total Grant Payments by Fiscal Year

(As of December 31, 1998)



Matching Grants Timeline



Scope of Local Grantmaking

Major Urban & Rural Grants

CHALLENGE SITE	AREA CHALLENGE DRAWS FROM	LOCAL CHALLENGE SITE GRANT RECIPIENTS	NUMBER OF DISTRICTS	NUMBER OF SCHOOLS	NUMBER OF TEACHERS*	NUMBER OF STUDENTS*
Bay Area	6 Bay Area counties	86 Leadership Schools	38	86	3,480	72,300
		Area Total	118	1,214	37,200	772,300
		Challenge %	32%	7%	9%	9%
Boston	Boston Public Schools	62 schools	1	62	1,000	27,000
		Area total	1	128	2,330	63,000
		Challenge %	-	48%	43%	43%
Chicago	Chicago Public Schools	61 networks	1	223	10,520	171,600
		Area total	1	559	27,190	430,230
		Challenge %	-	40%	39%	40%
Detroit	Detroit Public Schools	20 clusters	1	84	2,120	63,700
		Area total	1	261	10,080	183,000
		Challenge %	-	32%	21%	35%
Houston**	6 Houston area school districts	76 schools	6	76	3,990	67,200
		Area total	6	429	23,000	400,000
		Challenge %	-	18%	17%	17%
Los Angeles	Los Angeles County	28 School Families	15	247	8,720	210,100
		Area total	81	1,700	69,800	1,600,000
		Challenge %	19%	15%	12%	13%
NY Networks	New York City Public	26 networks	32	140	3,560	51,700
		Area total	32	1,100	63,550	1,100,000
		Challenge %	-	13%	6%	5%
Philadelphia	Philadelphia Public Schools	22 clusters (districtwide)	1	257	12,500	217,200
		Area total	1	257	12,500	217,200
		Challenge %	-	100%	100%	100%
Rural Challenge**	All of rural America	32 projects	196 (in 30 states)	767*	14,520	169,300
South Florida**	Broward, Dade, and Palm Beach Counties	98 school/ business/civic partnerships	3	178	15,490	258,900
		Area total	3	627	38,300	719,000
		Challenge %	-	28%	40%	36%

**Approximate number*

***School selections ongoing*

Arts Projects

CHALLENGE SITE	AREA CHALLENGE DRAWS FROM	LOCAL CHALLENGE SITE GRANT RECIPIENTS	NUMBER OF DISTRICTS	NUMBER OF SCHOOLS	NUMBER OF TEACHERS*	NUMBER OF STUDENTS*
Minnesota Arts**	Minneapolis Public Schools	32 Schools	1	32	1,500	19,300
		Area Total	1	102	4,395	48,880
		Challenge %	-	31%	34%	39%
Transforming Education through the Arts Challenge	All of America	6 clusters	31	35	1,500	24,000
NYC Arts**	New York City Public Schools	61 schools 100 partner organizations	24	61	2,000	40,000
		Area total	32	1,100	63,550	1,100,000
		Challenge %	75%	6%	3%	4%

Special Opportunity Grants

CHALLENGE SITE	AREA CHALLENGE DRAWS FROM	LOCAL CHALLENGE SITE GRANT RECIPIENTS	NUMBER OF DISTRICTS	NUMBER OF SCHOOLS	NUMBER OF TEACHERS*	NUMBER OF STUDENTS*
Atlanta	3 Atlanta area school districts	7 Schools	3	7	360	3,700
		Area Total	3	171	7,600	121,800
		Challenge %	-	4%	5%	3%
Chattanooga	Hamilton County Public Schools	district-wide	1	82	3,000	45,000
		Area Total	1	82	3,000	45,000
		Challenge %	-	100%	100%	100%
Chelsea, MA	Chelsea Public Schools	district-wide	1	8	300	5,500
		Area Total	1	8	300	5,500
		Challenge %	-	100%	100%	100%
Salt Lake City	Salt Lake City Public Schools	district-wide	1	36	1,350	25,600
		Area Total	1	36	1,350	25,600
		Challenge %	-	100%	100%	100%
W. Baltimore	Baltimore City Public Schools	3 schools	1	3	80	1,400
		Area Total	1	183	6,000	107,400
		Challenge %	-	1%	1%	1%
Challenge TOTAL			**387 districts**	**2,384 schools**	**85,990 teachers**	**1,473,500 students**

**Approximate number*

***School selections ongoing*

Comparison of Selected Urban Annenberg Grants to their City's School Budget

CHALLENGE SITE	5-YEAR ANNENBERG GRANT	AVERAGE ANNUAL ANNENBERG ALLOTMENT	ANNUAL CITY SCHOOL BUDGET	ANNENBERG PERCENTAGE OF ANNUAL SCHOOL BUDGET
Boston	$ 10 million	$ 2 million	$ 547 million BPS 99	0.36%
Chicago	$ 49.2 million	$ 9.8 million	$ 3.4 billion CPS 99	0.28%
Detroit	$ 20 million	$ 4 million	$ 1.1 billion DPS 95-96	0.36%
Los Angeles	$ 26.5 million*	$ 5.3 million	$ 5.8 billion LAUSD 97-98	0.09%
New York Networks	$ 25 million	$ 5 million	$ 10 billion NYC BOE 98-99	0.05%
Philadelphia	$ 50 million	$ 10 million	$ 1.8 billion PSD 97-98	0.55%

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