

## Future Ready Schools Districts

One of the SLIDE project's national partners is Future Ready Schools (FRS), a network of districts nationwide that encourages innovation in education by providing district and school leaders with tools and resources they need to create better learning environments by adopting evidence-based practices. Due to the success of Future Ready Schools and its allied program, Future Ready Librarians, we wondered if there was any relationship between a district signing the FRS Pledge and the district ratio of librarian FTE per school as well as the probability that FRS districts have been more likely to sustain librarian staffing over time.

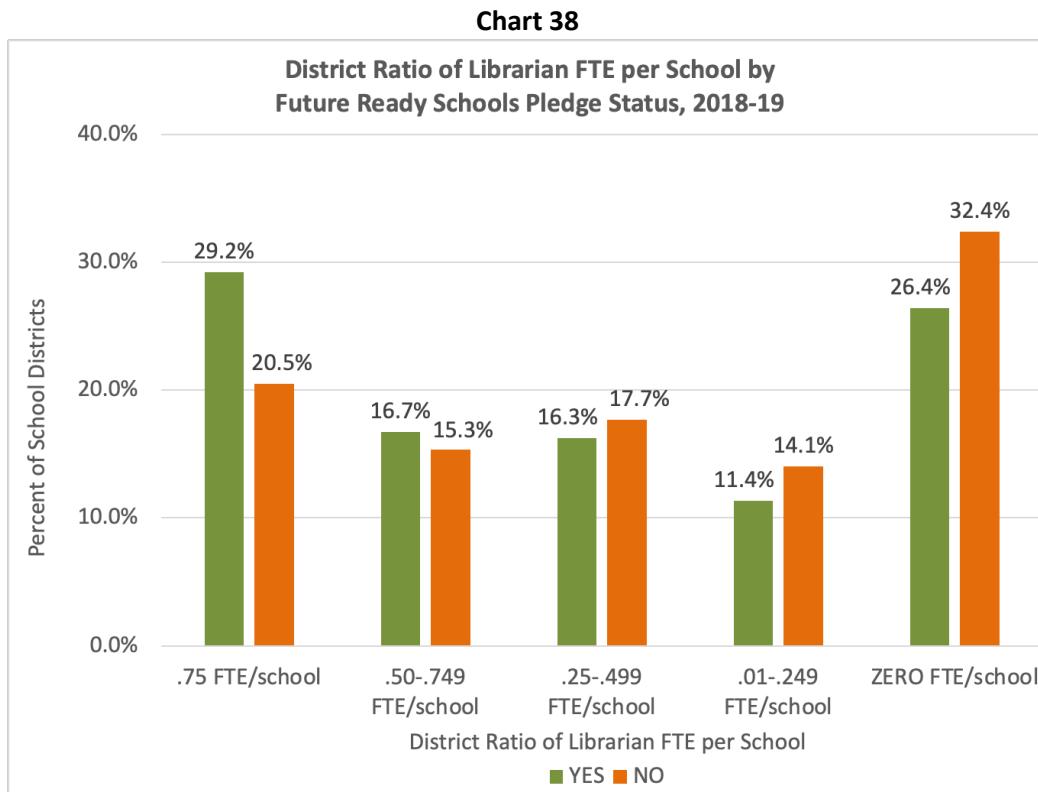
### The Future Ready Schools Pledge

1. **Foster a culture of collaborative leadership.** FRS district leadership teams are composed of leaders at all levels who work collaboratively to transform teaching and learning to a more learner-centered approach.
2. **Provide rigorous academic content for all students to build life skills.** In an FRS district, curriculum, instruction, and assessments are aligned tightly with and designed to engage students in personalized, technology-empowered, and deeper learning experiences that build life-long learning skills.
3. **Empower personalized professional learning opportunities.** FRS districts strive to provide all educators with access to professional learning experiences that are personal and authentic.
4. **Help schools and families transition to anytime, anywhere learning.** High-quality, high-speed technology and infrastructure within an FRS school district are essential to advancing authentic, learner-centric experiences.
5. **Rethink the use of space and time.** Learner-centric experiences in an FRS district require changes in the way instructional time is allotted and how the learning space is designed.
6. **Focus on long-term sustainability.** In FRS districts, the transition to learner-centered, technology-empowered experiences requires strategic short- and long-term budgeting as well as creative leveraging of resources.
7. **Share and mentor for continuous improvement.** FRS districts understand that transformation is a process, not an event. Regardless of where FRS districts fall on the implementation continuum, they work diligently toward a system of continuous improvement districtwide, with emphasis on its lowest-performing schools and student subgroups (Future Ready Schools, n.d.).

### *Is a district participating in Future Ready Schools associated with its level of librarian staffing?*

There was a significant, positive relationship between a district being a FRS Pledge signatory and its level of librarian FTE per school. Three out of 10 districts (29.2%) that had signed the FRS Pledge by 2018-19 had .75 or more librarian FTE per school that year. Only 1 out of 5 non-FRS districts (20.5%) had that highest level of librarian staffing. Conversely, almost a third of non-FRS districts (32.4%) reported no librarians for 2018-19, while only a quarter of FRS districts (26.4%) reported an absence of librarians. (See Chart 38 in which yes indicates that a district had signed the FRS Pledge by the 2018-19 school year and no indicates that it had not.)

**In 2018-19, districts that had signed the Future Ready Schools (FRS) Pledge were more likely to provide the highest level of librarian staffing (.75 FTE or more per school) and less likely to have no librarians. Between 2015-16 and 2018-19, FRS districts were more likely to have kept librarians and less likely to have been without them.**



***Is a district's FRS status a predictor of whether or not it has sustained librarian staffing over time?***

Similarly, Future Ready Schools status was somewhat related to whether or not districts retained librarians between 2015-16 and 2018-19. More than 7 out of 10 FRS districts (71.4%) had librarians consistently during this period, while fewer than two-thirds of non-FRS districts (64.7%) did so. Conversely, fewer than 1 out of 5 FRS districts (19.2%) were without librarians all 4 years, while a quarter of non-FRS districts (24.5%) had no librarians during that time. (See Chart 39.)

These findings should encourage other researchers to investigate in more detail the relationship between Future Ready Schools (FRS) status and not only librarian staffing, but librarian success at teaching students and collaborating with teachers. This data point is a snapshot in time. A district may have been involved in FRS for several years or signed the pledge only recently. If merely being an FRS Pledge signatory—perhaps even a very new one—is related to librarian staffing levels, there must be more to learn about the role of FRS and Future Ready Librarians in activating the potential of librarians to foster school and student success.

Chart 39

