

**Module 1: Assignment**  
**Walls Elementary School Profile**

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## **Introduction**

Walls Elementary School, located in Kent, Ohio, is part of the Kent City School District (KCSD). The school serves approximately 356 students across kindergarten through fifth grade, with a dedicated staff of educators committed to student success and well-being. This profile provides a comprehensive overview of the building and district, including demographics, staffing, district policies, school culture, and comparisons to similar schools in Ohio. It draws on state report card data, district documents, and professional literature related to school culture and educational leadership.

## **Demographics and Enrollment**

According to the 2023–2024 Ohio School Report Card data, Walls Elementary serves a racially and economically diverse student population. The student body includes:

- 71% White, non-Hispanic students
- 11.9% Black, non-Hispanic students
- 10.7% Multiracial students
- 4.1% Asian or Pacific Islander students
- 22.7% students with disabilities
- 50.2% economically disadvantaged students

The school's enrollment has been gradually declining over the past five years, from 408 students in 2019–2020 to 326 in 2023–2024.

## **Staff and Professional Qualifications**

Walls Elementary has:

- 16 general education teachers
- 3 special education teachers
- 1 music teacher, 1 physical education teacher, 1 art teacher, and 1 library specialist
- 61% of teachers with a master's degree
- 100% of teachers with at least a bachelor's degree

Teacher evaluations indicate the majority are rated “Accomplished” or “Skilled,” reflecting a strong teaching faculty committed to continuous growth.

### **School Performance and Challenges**

The school received a 3.5-star overall rating on the 2024 Ohio School Report Card, meeting state standards in Achievement, Progress, and Early Literacy. However, Walls faces challenges with chronic absenteeism, which has risen from 11% in 2020 to 25.3% in 2024. Additionally, out-of-school suspensions for disruptive behavior have remained consistent over two years (seventeen in 2022–23 and nineteen in 2023–24), with fewer than ten incidents across other categories.

### **District and School Culture**

The Kent City School District's mission, vision, and strategic goals emphasize student well-being, inclusive learning environments, and community partnership. However, a notable policy shift occurred in spring 2025 when equity and inclusion task forces were paused in response to federal political pressures. This pause has implications for DEI work across buildings, including Walls Elementary.

Faculty handbooks emphasize a calm, structured, and positive climate. Student expectations prioritize safety, emotional regulation, and active listening. Walls has

established systems for food waste reduction and student leadership, which reflect a broader cultural emphasis on sustainability and student voice.

### **Applicable District Policies**

Several KCSD policies shape school operations:

- JGDA, JGD, and JGE outline student discipline procedures, due process, and suspension/expulsion standards.
- GCN-1 and AFC-1 govern teacher evaluation processes, requiring teachers to respect student diversity.
- JN ensures wellness and nutrition standards are upheld.
- AFI affirms academic freedom while balancing instructional responsibility.

However, terms like “diversity” and “inclusion” appear sparingly in district policies, and “equity” is absent altogether. This indicates an area for growth in aligning policy language with contemporary educational leadership frameworks.

### **Professional Capital Framework**

As Hargreaves and Fullan (2012) explain, successful schools invest in professional capital, which includes human, social, and decisional capital:

- Human capital: Staff qualifications, experience, and effectiveness
- Social capital: Collaborative structures, trust, and relationships
- Decisional capital: Teachers’ ability to make sound, professional judgments daily

Walls Elementary demonstrates strong human capital with a well-qualified staff. Social capital is evident in the supportive, organized environment described in the faculty handbook. Opportunities to enhance decisional capital include continued development

of instructional autonomy and leadership opportunities for mid-career teachers (Hargreaves & Fullan, 2012).

### **Comparisons to Similar Schools**

Compared to two similar schools—Newton Elementary (Licking County) and Fulton Elementary (Clark County)—Walls has similar enrollment and poverty levels but higher percentages of teachers with master’s degrees and lower chronic absenteeism than Fulton. Unlike Fulton, which has 100% economic disadvantage, Walls has a mixed student body with more support systems in place. Newton Elementary has a comparable profile and overall rating, but Walls demonstrates greater teacher stability and qualification levels.

### **Conclusion and Next Steps**

Walls Elementary School serves a diverse population with a strong, qualified faculty and a foundation for inclusive, effective instruction. Continued investment in professional capital—especially for mid-career teachers—combined with renewed focus on DEI leadership and chronic absenteeism reduction, will help sustain and enhance the school’s success. This profile provides a base for future improvement planning and leadership development work throughout this course.

## References

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