

Inspire Self-Study

Round Rock Christian Academy

ACSI Self-Study



ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. The self-study is foundational, addressing all the other components of the process. Therefore, it requires the best efforts of the faculty to prepare an accurate, complete, and well-written document. The written self-study should be conducted by subcommittees that review, analyze, and evaluate every area of the school's program. A Steering Committee oversees the process and works with the subcommittees dedicated to examining each domain.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost
2. The complete support of the entire school community— administration, board, faculty, staff, and parents
3. A commitment to make any changes that the self-study brings to light for the betterment of the school and student learning

The self-study serves as the guiding document for the visiting team as they examine the school's compliance to the standards, adherence to their mission, and commitment to quality Christian education. The school shares information about the school's history, demographics, mission, results from surveys, and other pertinent data in order to help the reader understand the context of the school for the accreditation visit. Also included are any significant changes the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the accreditation action plan. If the school has been previously accredited, the school addresses whether the major recommendations have been completed or are continuing to be addressed in the current cycle of accreditation. A general rubric and tools are provided to help schools evaluate whether they are Highly Effective, Effective, Somewhat Effective, or Ineffective with the indicators. In addition to rating the standards/indicators based on a general rubric, the school provides evidence and lists strengths and areas for improvement in each Inspire domain. The school also provides a domain reflection based on analysis of the evidence and ratings.

The Inspire process is intended to stimulate thoughtful self-reflection and continuous school improvement. Therefore, the final task in the self-study is for the school to provide its top-priority goals that will most likely be included in the school's Accreditation Action Plan (AAP). The visiting team will pay special attention to these areas and determine if any additional goals should be considered. On their final day onsite, the visiting team will have a collaborative discussion with the school's leadership regarding priority areas for continuous improvement. Following the team visit, the school will create an AAP. This must be submitted to the ACSI Divisional office with the school's next annual report, and the school will report progress on AAP goals on each accreditation annual report.

Inspire Universal Rubric

Ineffective	Somewhat Effective	Effective	Highly Effective
- The trait either doesn't exist or is rarely observed. - If it does exist, there may be some significant problems in this area. - Needs improvement to meet the basic standard.	- The trait is not consistently observed, or by only some teachers/staff. - There are no significant deficiencies, but this area needs improvement. - Policies may be in practice but not in writing, or may be in writing but not implemented consistently. - Training is inconsistent.	- The trait is observed consistently in its implementation. - Policies are found in writing and implemented consistently. - Results are documented and communicated, and items are reviewed regularly. - Training occurs as needed. - A review process has been developed.	- The trait is consistent across levels and faculty. - The trait is well-supervised for fidelity, and there is care in implementation by leadership. - Staff go above and beyond requirements. - Results are consistently documented, evaluated, communicated, and used for school improvement. - Training is regular/ongoing. - Related policies are regularly reviewed, carefully implemented, and updated as needed.

Profile

School Profile

Head of School Name & Email

Rebecca Blauser beckyblauser@rrca-tx.org

Please provide Committee Chair Names

Committee Name	Committee Chair
Purpose Domain	Becky Blauser
Relationships Domain	Julie Grosser
Teaching & Learning Domain	Tiffany Jaksch and Seleta Carter
Expertise Domain	Kelly Counts and James Brenenstuhl
Resources Domain	Dan Headley
Well-Being Domain	Keilah Thompson

Steering	Becky Blauser
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School Demographics:

	Dual Accreditation	Grades Accredited	Enrollment in Accredited Grades
Main Campus	Round Rock Christian Academy	PK4 - 12th	758

Additional Campus Demographics (if applicable):

Additional Campus	Dual Accreditation	Grades Accredited	Enrollment in Accredited Grades	Address of Additional Campus
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Introduction

School Introduction and Update

Include a brief history, your school’s mission, an overview of your current school program/demographics, and a summary of your self-study process:

Round Rock Christian Academy was founded in 1975 as King David's Preschool. Within a decade, the school expanded to serve students from preschool through 5th grade. In 1997, RRCA achieved its first accreditation through the Association of Christian Schools International (ACSI) for Kindergarten through eighth grade. The following year, the school adopted its current name, Round Rock Christian Academy, coinciding with the addition of a high school program. RRCA attained full ACSI accreditation for Kindergarten through twelfth grade in 2000, which was also the first graduating class of seniors.

RRCA obtained its 501(c)3 non-profit status in 2011 and leased facilities from Central Baptist Church for many years. In 2014, the school purchased nine acres of land and, by the summer of 2020, moved into a new 50,000 square foot facility. In spring 2024, RRCA completed construction of the Crusader Athletic Facility, which includes a gymnasium, cafeteria, kitchen, athletic offices, and weight and training rooms. From humble beginnings to its current expansive campus, RRCA has become the longest standing private Christian school in Williamson County. The Academy is located in Round Rock, Texas—a city of over 140,000 residents—recognized nationally for its rapid growth, family-friendly environment, award-winning park system, strong economic development, and low property taxes.

RRCA is governed by a nine-member Board of Directors operating under the Carver governance model. The leadership team is comprised of the Head of School, Elementary Principal, Secondary Principal, Early Childhood Principal, and Athletic Director. The school operates under the following Mission Statement: Round Rock Christian Academy is a Christ-centered, college-preparatory school equipping and developing students to effectively integrate Biblical truth and academic learning into their daily lives to impact their community for Christ.

Currently, RRCA enrolls 758 students in prekindergarten through twelfth grade and employs 90 dedicated teachers, administrators, and staff who are committed to providing college-preparatory, Christian education and values to make a kingdom impact on students’ lives.

For the current accreditation cycle, RRCA implemented a comprehensive self-study process beginning with the formation of a Steering Committee composed of key administrative personnel. The committee reviewed all indicators and assigned preliminary ratings. During in-service meetings, faculty and staff independently reviewed the indicators and came up with their ratings for the same indicators. Members of the Administrative team chaired domain specific committees comprised of Board members, faculty, and parents. The committees reviewed and discussed each of the standards, indicators, and supporting evidence, and collaborated to determine a rating for each indicator. The Steering Committee then consolidated the three sets of ratings that had been gathered to form an overall rating for each indicator. Based upon all this comprehensive input, the Steering Committee identified key strengths and areas for improvement within each domain and prepared written documentation supported by evidence. Additionally, RRCA participated in the ACSI Flourishing Schools Survey to gain valuable input and feedback from all stakeholders, including Administration, Board members, faculty, staff, parents, students, and alumni.

List any significant changes since your last accreditation visit:

Since our last accreditation, we have made significant enhancements to better support our students and campus community. One major improvement was the addition of the Crusader Athletic Facility, which allows us to host physical education classes and athletic games on campus rather than having to rent external facilities for practices and games. We also expanded our Academic Advisor position to full time, providing students with greater guidance for academic success and future planning. Additionally, to address the emotional well-being of our students, our School Counselor is now available 30 hours each week, ensuring consistent support for students' social and emotional needs.

Discuss completion or any recommendation that continues to be an area for improvement :

1) Develop and integrate a faith-based comprehensive program to educate the Round Rock Christian Academy's community regarding bullying and intimidation.

We addressed this recommendation by prioritizing character development and faith integration across all grade levels. Elementary Chapels focus on core values and biblical principles, while Middle School discipleship classes use Habitudes to explore leadership and positive character traits. We proactively address issues as they arise, such as a recently implementing a lesson on racism for Middle School students. Additionally, our school counselor facilitates friendship meetings for students struggling with peer relationships, reinforcing a culture of kindness, accountability, and Christ-centered community.

2) Generate security protocol for the safety of students and staff that receive instruction in the portable buildings, gym, and outdoor space. (Indicator 6.11, 6.13)

This recommendation was addressed by implementing the Raptor emergency app, which enhances our ability to respond quickly to any campus safety concerns. Upon completion of the Crusader Athletic Facility, we were able to install fencing around the perimeter of the property, creating a secure and controlled environment for students, staff, and visitors. In addition, we strengthened our security team by adding a second School Marshal, further ensuring the safety and protection of our campus community.

School's Stakeholder Feedback and Surveys

Briefly describe the school's process for gathering stakeholder feedback for school improvement. Include specific stakeholder groups involved:

Our school uses several methods to gather feedback from the board, parents, students, and staff so we can make informed decisions and ensure that our stakeholders are heard. One of the main tools we use is surveys. These give us a chance to hear from different groups on a wide range of topics, from overall satisfaction to ideas for improvement.

We have administered the **Flourishing Schools survey**, and for students in grades 8–12, the **Flourishing Faith survey**. Overall, we had participation from 163 families, 361 students, 62 faculty and staff, and 8 Board members. These surveys help us better understand the well-being and spiritual growth of our students, and how connected stakeholders feel to our community. The results give a high level view of how RRCA is performing in areas that matter most to our mission.

In addition to these formal tools, we regularly gather feedback on everyday decisions and long-term planning. For example, we have asked for input on school calendar dates, which affect families and staff schedules, and on long-term projects such as the master plan for our campus. These conversations often happen through meetings, committees, and informal discussions, giving stakeholders a chance to share their thoughts and feel part of the process.

By combining surveys, informal and formal conversations, feedback is evaluated from daily operations to future planning. This approach helps us stay connected to our community and make decisions that reflect what matters most, while focusing on our mission. Going forward, we need to add more real-time feedback opportunities to continue to make informed decisions based on collaborative input.

Summarize the overall conclusions drawn from the feedback received:

As reflected in the Flourishing Schools and Flourishing Faith survey results, Round Rock Christian Academy demonstrates healthy organizational and spiritual health. Financial stability is a clear strength, with resources sufficient to operate effectively and a strategic financial plan and master facilities plan in place. The Board's strong financial planning ensures sustainability and positions the school for future growth. Additionally, when planning for change, leadership considers the impact on classrooms, students, and the overall program, reflecting thoughtful stewardship and a commitment to excellence.

The school also excels in data-informed decision-making, using metrics to gauge effectiveness and address challenges proactively. This approach supports continuous improvement and accountability. Faculty quality is another strength, as new hires are credentialed and experienced, ensuring academic rigor and spiritual mentorship for students. These operational strengths create a solid foundation for advancing the school's mission.

Spiritually, the community demonstrates a deep devotion to God and His Word. Parents and teachers express a strong desire to grow in understanding and living according to Scripture, fostering a unified culture of discipleship. Parents do their best to provide a healthy hedge of protection for their children, partnering with the school to safeguard hearts and minds from harmful influences. Administrators, staff, and students honor God and live in submission to His authority, creating an environment where faith is not only taught but modeled daily.

The Board affirms that Christian education must remain distinct in both content and pedagogy, ensuring that biblical truth permeates

curriculum and instruction. Administrators' commitment to their local church bodies further strengthens the spiritual integrity of leadership and reinforces the school's role as an extension of the church's mission. These combined strengths—operational excellence and spiritual vitality—position Round Rock Christian Academy to continue flourishing and equipping students to engage the world with a Christ-centered worldview.

The Flourishing School and Faith Index Surveys also revealed several key growth opportunities for Round Rock Christian Academy. First, students would benefit from more intentional efforts by staff to identify and affirm their individual talents, helping them see how these gifts fit into God's greater plan. Additionally, increasing staff awareness of students' struggles—whether academic or personal—can foster deeper care and support. Similarly, improving classroom inclusion and proactively addressing bullying will enhance students' perceptions of the school environment, ensuring that every student feels valued and loved. These steps will strengthen relationships and encourage students to embrace their identity in Christ and their God-given purpose.

Describe how the school plans to utilize conclusions to leverage strengths and develop goals for improvement:

The staff has analyzed the results of the Flourishing Faith Index and Flourishing School Survey to discuss areas of strength and opportunities for growth. The staff discussed each Opportunity for Growth with specific questions (see Document - Flourishing Schools Discuss combined) to determine the best methods to affect positive results with our students and families.

Leveraging Strengths

- **Faith Integration and Mission Alignment:** We will continue to build on a strong spiritual formation in teaching and the clear alignment with our mission by reinforcing faith-based instruction while maintaining rigorous hiring practices, ensuring employees are strong believers committed to the mission of RRCA.
- **Leadership and Community Support:** Servant leadership and spiritual health support for personnel will be sustained through mentoring programs and professional development that emphasize a biblical worldview and collaborative leadership.
- **Parent Partnerships:** High parental engagement will be leveraged to expand initiatives that encourage family discipleship and home-based spiritual practices.

Developing Goals for Improvement

- **Student Faith Engagement:** Address gaps in student spiritual practices and alumni faith connection by creating more structured opportunities for student-led prayer, Bible study, and peer mentoring.
- **Faith Integration in Academics:** Strengthen curriculum design and teacher training to help students see academic work as a reflection of God's character and biblical truth.
- **Cultural Engagement and Apologetics:** Develop classroom discussions and projects that equip students to apply biblical perspectives to social and cultural issues.
- **School Climate and Inclusion:** Implement strategies to improve kindness, inclusion, and anti-bullying efforts, ensuring a safe and welcoming environment for all students.

Teachers and staff are central to these improvement efforts and are actively engaged through group brainstorming and discussion.

Reflection questions guided teachers to:

- Identify strategies for faith integration in academics.
- Foster spiritual friendships and create safe spaces for questions and doubts.

- Partner with parents to encourage family prayer and Bible reading.
- Equip students for cultural engagement through classroom discussion and activities.

Purpose Domain

Purpose Domain

Standard 1: Mission, Beliefs, and Foundations

The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.

Why is this important?

“Where there is no vision, the people perish” (Proverbs 29:18). Foundational documents identify the underlying principles upon which the Christian school is established. The mission, based on biblical principles, provides direction and purpose for the organization. Expected Student Outcomes bring the foundational values to life and chart the course for every area of school programs. (Habakkuk 2:2, Matthew 22:36-40, Matthew 28:19-20, John 17:17, 2 Timothy 3:16-17)

The school’s mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders. (1.1)

HE

Highly Effective

The school’s mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership. (1.2)

HE

Highly Effective

The school’s admissions criteria and program expectations are clearly communicated to ensure alignment with its mission and goals. (1.3)

HE

Highly Effective

The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs. (1.4)

E

Effective

Standard 2: Spiritual Formation & Biblical Worldview Development

The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.

Why is this important?

“But grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18). Worldview determines the lens through which the world is seen, impacting values and life decisions. The goal of Christian education is to train students to think biblically and articulate their faith. Discipleship and mentoring provide opportunities for demonstrations of care, compassion, and respect for others reflecting Christlikeness. (Colossians 1:9-18, Colossians 2:8, Philippians 1:6, Philippians 2:12-13, Hebrews 5:14, 2 Peter 1:3, 5-8)

The school intentionally cultivates a biblical worldview and spiritual formation through school programs, assesses the effectiveness of those programs, and uses the results for school improvement. (2.1)

E

Effective

Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities. (2.2)

E

Effective

Faculty and staff model active church participation and encourage church involvement among students and families. (2.3)

HE

Highly Effective

Standard 3: Governance and School Leadership

The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.

Why is this important?

"Care for the flock that God has entrusted to you. Watch over it willingly, not grudgingly...because you are eager to serve God." (1 Peter 5:2)
Effective leadership builds trusting relationships and understands that human capital makes the biggest impact on a successful school. Leading from the heart attracts, develops, and inspires everyone in the school community to achieve their best. (Exodus 18:21, Luke 22:25-28, Romans 13:1, 1 Corinthians 15:58, Colossians 1:4-5, Colossians 3:17)

The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundations of the school. The governing body engages in systematic orientation for new members, self-evaluation, and professional development concerning governance best practices. (3.1)

HE

Highly Effective

The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic and succession planning, ensure the financial stability of the school, and review the accomplishment of the mission of the school. (3.2)

HE

Highly Effective

Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See [Guidelines and Requirements for Governance](#)) (3.3)

HE

Highly Effective

The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness. (3.4)

HE

Highly Effective

The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement. (3.5)

HE

Highly Effective

School leadership collaboratively reflects on their team's effectiveness and develops plans for growth as appropriate for the leadership team structure. (See [Standards Manual](#) - Appendix A- Leadership Section) (3.6)

E

Effective

SCHOOL: Purpose Domain Strengths; List here:

The school has a strong, collaborative relationship between the Board of Directors and the Head of School, characterized by clear communication, mutual trust, and aligned strategic direction.

The Board of Directors and Administration demonstrate a strong, shared commitment to remaining firmly grounded in the school's mission and biblical foundation, ensuring that all policies and programs are consistently guided by a biblical worldview.

SCHOOL: Purpose Domain Areas for Improvement; List here:

Develop a systematic process to analyze and assess the effectiveness of student programs.

Create intentional opportunities for emerging leaders to contribute meaningfully within the school.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

Round Rock Christian Academy demonstrates a strong commitment to its Christ-centered foundation, ensuring that all aspects of its educational program reflect biblical principles. RRCA prioritizes spiritual development alongside academic excellence, creating an environment where students are encouraged to integrate faith into every area of life. This unwavering dedication to a Christ-centered education shapes the culture of the school.

The governing body of the academy demonstrates informed and responsible leadership. Board members exercise discernment and wisdom in guiding the school's strategic direction, consistently balancing immediate needs with long-term sustainability. Their decisions reflect a deep sense of stewardship and accountability, ensuring that policies and practices remain aligned with the school's mission and values. This governance model strengthens institutional integrity and supports continuous improvement.

A notable strength of the academy is the collaborative relationship between the board and the Head of School. This partnership fosters unity, transparency, and clarity in decision-making, which contributes to organizational stability. Furthermore, the longevity of the school's administrative leadership team provides continuity and consistency, reinforcing trust among families, faculty, and staff. This stability has been instrumental in sustaining a thriving school culture and advancing the academy's mission.

Round Rock Christian Academy remains steadfast in its commitment to a mission-driven approach grounded in a biblical worldview. All programs and initiatives are evaluated through the lens of Scripture, ensuring that students are equipped both academically and spiritually. This focus on mission and biblical integration provides a clear sense of purpose and direction, preparing students to live out their faith and make a meaningful impact in the world.

While the Academy demonstrates excellence in many areas, an opportunity for growth lies in developing a systematic process to analyze and assess the effectiveness of extracurricular programs, including community service initiatives, clubs, and other student

activities. While steps have been taken to establish evaluation tools, further development and consistent assessment needs to take place to ensure these programs align with the school's mission and contribute to student development as godly young men and women.

Administration would like to create more opportunities for emerging leaders to make positive and meaningful contributions within the school. Some opportunities may include asking these individuals to take on a mentoring role, handle more responsibilities, or to lead collaborative projectives or initiatives. By prioritizing this goal, the academy positions itself to identify and strengthen the talents and skills of emerging leaders who can help sustain the school's mission and longevity.

Relationships Domain

Relationships Domain

Standard 4: Caring Environment and Positive School Culture

The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.

Why is this important?

“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble.” (1 Peter 3:8) Students flourish in a positive school culture that provides a supportive, encouraging, and challenging environment. When working and learning with people from diverse backgrounds and cultures, students become better equipped to engage their world with a global perspective. (Micah 6:8, Matthew 7:12, Mark 12:33, Ephesians 4:2-4, Colossians 4:5-6)

The school fosters a Christ-like culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family. (4.1)	E	Effective
The school fosters a culture in which students are known and supported through intentional connections with faculty and staff. (4.2)	HE	Highly Effective
The school has established written policy, based upon biblical principles, for resolving conflicts. (4.3)	HE	Highly Effective

Standard 5: Stakeholder Engagement

The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.

Why is this important?

“Live in harmony with one another.” (Romans 12:16) Open communication with families in the school community allows for mutual support, fosters clear expectations, and gives a deeper sense of belonging. When families and community members are engaged, students participate in their education more fully and gain advocates that encourage their success. (Proverbs 18:2 and 13, 1 Corinthians 10:31, 1 Corinthians 12:12, Ephesians 4:1-3)

Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability. (5.1)

HE

Highly Effective

The school collects stakeholder feedback and data, including survey and demographic data, and conducts analyses to improve instructional and operational practices. (5.2)

E

Effective

Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community. (5.3)

E

Effective

Standard 6: Community Engagement

The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.

Why is this important?

Community engagement builds deeper, stronger, and more trusting relationships between the school and the community. This increases the recognition and understanding of important issues that contribute to mutual support and growth. "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others." (Philippians 2:3-4) (Matthew 5:16, John 13:35, Acts 1:8)

The school networks and engages with the surrounding community and local ministries, as appropriate. (6.1)

E

Effective

The school connects with national or global communities to provide opportunities for students to serve, as appropriate. (6.2)

SE

Somewhat Effective

Students are positively impacted by their engagement with local, national, and/or global communities. (6.3)

SE

Somewhat Effective

SCHOOL: Relationships Domain Strengths; List here:

The school is committed to cultivating a nurturing and supportive culture where every student is recognized and valued.

The school demonstrates strong, consistent, two-way communication practices that promote meaningful engagement and collaboration between personnel and stakeholders.

SCHOOL: Relationships Domain Areas for Improvement; List here:

While RRCA provides avenues for service, the school recognizes the need to offer additional opportunities for students to serve at the national and global level.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

RRCA personnel are committed to fostering a Christ-centered culture characterized by compassion, respect, and care for every individual. This commitment is demonstrated through fostering an environment that is responsive to diverse backgrounds, cultures, and the unique needs of students and families. Intentional relationships between students and faculty ensure that each student is personally known and supported. RRCA demonstrates a strong and systematic approach to valuing and supporting students through practices that promote meaningful connections. Faculty and staff build meaningful relationships with students through Discipleship groups, homeroom classes, coach-athlete relationships, help classes, Bible classes, Fellowship of Christian Athletes (FCA), Crusader Ambassadors, Safety Cru, Shepherd Cru, and more. Additionally, faculty are encouraged to attend extracurricular events such as athletic competitions, choir concerts, CrusaderFest, fostering fellowship and community engagement. These efforts create opportunities for personal connection, spiritual growth, and individualized support, cultivating a culture of trust and belonging.

Students also have access to resources such as academic advising, counseling, and tutoring to support their academic, spiritual, and social-emotional development. This holistic approach aligns with the school's mission to nurture the whole student—academically, socially, and spiritually—while promoting engagement and success.

RRCA administration, faculty and staff strive to meet the needs of parents and students in a Christ-like manner. Recognizing that conflicts may arise, RRCA upholds biblical principles by maintaining written policies that promote harmony and integrity in conflict resolution. The Parent/Student Handbook outlines the Matthew 18 principle for addressing concerns, and formal grievance policies provide a structured framework for resolving issues.

The school is dedicated to engaging stakeholders in ways that strengthen community, foster accountability, and enhance institutional effectiveness. This commitment is reflected in regular, two-way communication that promotes transparency and encourages active participation. Communication occurs through multiple channels, including weekly parent newsletters, parent-teacher conferences, learning management platforms, athletics newsletters, school surveys, and social media, which provide timely information and invite feedback. Administration maintains an open-door policy to encourage ongoing engagement and feedback from faculty, students, and parents. These practices promote shared responsibility and collaborative decision-making, reinforcing partnerships between the school and its community. By prioritizing open dialogue, RRCA demonstrates its dedication to continuous improvement and alignment with accreditation standards.

The school also collects and analyzes stakeholder feedback, including surveys and demographic information, to inform instructional and operational practices. RRCA has participated in the ACSI Flourishing Schools Survey to gather insight from administration, faculty, students, parents, Board members, and alumni. Collaboration is a cornerstone of the school's culture, with faculty and staff invited to share ideas and solutions that contribute to ongoing improvement and foster unity and shared purpose. Regular team meetings and in-service training provide opportunities for collaboration and informed decision-making.

RRCA provides meaningful opportunities for community engagement and service that positively impact students and fosters relationships beyond the classroom. Through partnerships with local communities and ministries, students are encouraged to serve in ways that align with the school's mission. These experiences enrich students' spiritual development and emphasize the importance of impacting others for Christ through service. Students are encouraged to reflect on their service experiences and share how these opportunities influence their faith journey, often inspiring further involvement in community service.

While RRCA has facilitated national and international service opportunities—such as care packages for troops in Germany, a book drive for students in Uganda, and Operation Christmas Child through Samaritan’s Purse—expanding these initiatives remains an area for growth. Recent efforts to partner with Joshua Expeditions for mission trips within the United States did not generate sufficient student interest to proceed. These mission trips would have taken place at the same time as a planned choir trip to New York City. In future years, we plan to offer Fine Arts trips and mission trips on alternating years, therefore increasing the opportunity for more students to attend the service trip. Increasing opportunities for service at national and global levels allow students to engage in impactful experiences, fostering global awareness, leadership skills, and a deeper commitment to sharing Christ’s love beyond the local community.

Teaching and Learning Domain

Teaching and Learning Domain

Standard 7: Instructional Program

The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.

Why is this important?

At the heart of an excellent academic institution is a highly effective instructional program that closely aligns to the school's foundational documents. The teaching/learning process utilizes best practices, integrates biblically based learning experiences, and challenges learners to merge knowledge with wisdom in reaching their God-given potential. "Be transformed by the renewing of your mind." (Romans 12:2) (Daniel 1:19-20, Philippians 1:9-12, Philippians 2:5, Colossians 3:23-24, 2 Timothy 2:15, 2 Timothy 3:16-17)

The school provides a biblically based instructional program that integrates a biblical worldview throughout each discipline. (7.1)	HE	Highly Effective
The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence. (7.2)	HE	Highly Effective
A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels. (7.3)	E	Effective
The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success. (7.4)	HE	Highly Effective
The instructional program includes Bible as a required core subject. The school places a similar emphasis on Bible instruction as in other core subjects, incorporating engaging learning experiences and instructional strategies. (7.5)	HE	Highly Effective

Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See [Guidelines for Instruction from Outside Sources](#) and for [Outside Contracted Teachers](#)) (7.6)

E

Effective

Standard 8: Curriculum Planning

The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.

Why is this important?

“The plans of the diligent lead surely to abundance . . .” (Proverbs 21:5a) The curriculum guide captures the essence of information within the scope of a particular course or subject, containing essential questions and key concepts, to prepare learners for success. It serves as a current and accessible roadmap of instruction to guide students along their spiritual and educational journey. (1 Chronicles 28:19, Psalm 33:11, Proverbs 15:22, Proverbs 24:27)

Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas. (See [Standards Manual](#) - Appendix B - Curriculum Documentation Requirements.) (8.1)

E

Effective

Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments. (See [Standards Manual](#) - Appendix B - Curriculum Documentation Requirements.) (8.2)

E

Effective

Curriculum documentation is updated regularly through a collaborative review process. (8.3)

E

Effective

Standard 9: Assessment and Use of Learning Data

The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.

Why is this important?

As part of the teaching and learning process, teachers continually assess and make adjustments to ensure that each student’s educational needs are met. Analysis of data enables teachers to make quality decisions that impact daily instructional practices, promoting student growth. “And this I pray, that your love may abound still more and more in real knowledge and all discernment.” (Philippians 1:9) (Psalm 92:12, Proverbs 11:14, 2 Peter 1:5-8)

The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate. (See [Standards Manual](#) - Appendix C - Assessments) (9.1)

E

Effective

Collection of Data (Indicator 9.1) (2-3 paragraphs)

Summarize achievement data that best represents the overall picture of student performance for the last three years. Be sure to include

all grades/ages which the school gives standardized assessments. (Include any state-level, national, norm-referenced, and/or criterion-referenced assessments such as Iowa Assessments, ACT, PSAT, SAT, CLT, DIBELS, AP Tests, etc.)

Round Rock Christian Academy has consistently monitored student achievement through a variety of standardized assessments. All students in grades K–11 take the Iowa Assessments annually, providing a comprehensive measure of performance in core academic areas. In addition, students in grades 8–11 complete the PSAT, while juniors and seniors participate in ACT and SAT testing for college readiness. Our students consistently outperform at the local, state, and national levels on the SAT, reflecting strong academic preparation (See Documents–School Profiles). To further support instructional planning, benchmark assessments are administered twice a year for grades 2–11, and all elementary students receive a QRI reading assessment at the beginning, middle, and end of the year to ensure measurable growth in literacy.

While we have noticed some learning loss since COVID, we are beginning to see the data trend upward in key areas, indicating recovery and progress. Our school maintains a goal for students to achieve at or above the 80th percentile in Reading, Language, and Math on the Iowa Assessments. Achievement data is analyzed at the concept level to identify strengths and address gaps in learning. This analysis occurs not only by grade level but also in longitudinal cohorts, allowing us to determine whether challenges are isolated to specific groups of students or indicative of broader instructional needs. These insights inform departmental and grade-level goals, ensuring that instructional strategies are targeted and effective.

Overall, the data reflects a commitment to continuous improvement and academic excellence. By analyzing results from multiple perspectives, we are able to maintain high standards, support student growth, and align classroom instruction with our mission to prepare students for success both academically and spiritually.

The school analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data. (See [Standards Manual](#) - Appendix C - Assessments) (9.2)

E

Effective

Analysis of Data (Indicator 9.2) (2-3 paragraphs)

Describe the school’s analysis of student assessment data and summarize schoolwide trends that were discovered during the process of data analysis.

The data was analyzed as described above. Key strengths and areas for improvement were summarized for the school, however, departmental and grade level goals are more specific.

Iowa Assessments Summary: Strengths & Opportunities Across Grade Levels

Overview

This summary analyzed three years of Iowa Assessments data (2022–23, 2023–24, and 2024–25) to highlight **school-wide strengths** and **opportunities for growth** across grade levels.

Five Key Strengths

1. Early Elementary ELA Excellence

- Kindergarten ELA Total rose from **89th percentile** (2022–23) to **96th percentile** (2023–24).
- Grade 1 and Grade 2 maintained strong ELA performance (82nd and 85th percentiles respectively).

2. Vocabulary Strength Across Grades

- Consistently high performance: Kindergarten (90th), Grade 2 (90th–91st), and Grades 9–10 (80th+).
- Indicates robust word knowledge and context skills school-wide.

3. Mathematics Computation Proficiency

- Grade 2 computation: **93rd percentile** (2022–23) and **95th percentile** (2023–24).
- Upper grades show strong fraction and decimal computation skills.

4. Secondary Core Composite Stability

- Grades 9–11 Core Composite: **79th–84th percentile**, reflecting balanced performance across subjects.

5. Reading Analysis in Upper Grades

- Grade 8 excels in literary devices and author’s craft (100% vs. 91% national).
- Grade 7 strong in purpose/viewpoint (97% vs. 86%).

Five Opportunities Across Grade Levels

1. Listening Comprehension (Grades K–3)

- Grade 3 listening scores remain low (40th–45th percentile).
- Opportunity: Embed structured listening tasks and comprehension checks.

2. Middle School Reading (Grade 6)

- Reading dropped to **58th percentile**; ELA Total at **65th percentile**.
- Opportunity: Reinforce inference and text structure strategies.

3. Foundational Math (Grade 1)

- Math Total declined from **80th** to **63rd percentile**.
- Opportunity: Strengthen number sense and computation fluency.

4. Writing Conventions (Grades 3–4)

- Item analysis shows punctuation and capitalization below norms.
- Opportunity: Integrate mini-lessons and editing stations into writing.

5. Data Analysis & Statistics (Grade 6)

- Central tendency and variability items are significantly below national averages.
- Opportunity: Use real-world data projects to build conceptual understanding.

Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning. (See [Standards Manual - Appendix C - Assessments](#)) (9.3)

Utilization of Data (Indicator 9.3) (2-3 paragraphs)

Explain how data from assessments have been utilized to adjust instruction, make program modifications, or change conditions that support student learning.

Assessment data is intentionally used to inform instructional decisions and program adjustments across all grade levels. Teachers review spring assessment results at the end of the school year and again at the beginning of the following year to identify initial trends and areas of need. After the fall benchmark assessment, teachers analyze results to determine growth from the beginning of the year and to identify any new areas for improvement. The school board has established the 80th percentile as the benchmark for mastery in core academic subjects, providing a clear and consistent criteria for evaluating student performance. Concepts performing below this threshold are prioritized for targeted instructional focus. Elementary grade-level teams and secondary departments then identify three to five improvement goals based on the data, ensuring alignment and consistency across the school. Teachers determine the appropriate level of emphasis for each concept, adjust instructional pacing, and identify whether additional resources or supports are needed. These data-driven decisions guide instructional planning, resource allocation, and targeted interventions, strengthening the conditions that support student learning and continuous improvement.

Most recently, the secondary Math and English departments analyzed fall benchmark data and compared identified strengths and areas for growth to their beginning-of-year goals. Based on the results, the Math department concluded that continued emphasis is needed in the areas of number sense, fractions, decimals, and order of operations. The English department reached similar conclusions, noting that initial learning target goals continue to indicate opportunities for growth in writing mechanics and reading comprehension, with the exception of an emerging trend of decreased vocabulary scores. In response, English teachers plan to increase emphasis on *Wordly Wise* in Middle School and to implement intentional pre-reading vocabulary instruction at the high school level. The Science, Bible, and History departments support the English department goals by providing additional non-fiction reading and comprehension opportunities, writing tasks, and critical-thinking activities across content areas.

At the elementary level, teachers recently compared benchmark data with Iowa Spring 2025 assessment results. Both grade-level Math and English teams reflected on instructional practices implemented during the school year and made targeted adjustments. The Math team identified vocabulary and geometry as areas in need of improvement based on spring data and began spiraling geometry concepts into daily warm-ups and integrating skills from previous grade levels with current grade-level standards. Teachers also noted a decline in basic math fact fluency and implemented math fact assessments to isolate these skills. This approach helps students recognize the importance of mastering foundational math facts before progressing to multi-step problem-solving. Teachers continue to emphasize math vocabulary during instruction. The English team has continued to focus on reading comprehension and vocabulary development by emphasizing key vocabulary from reading passages and short stories prior to reading and by intentionally chunking texts to support student understanding.

Standard 10: Professional Development and Evaluation

The school plans and implements a coordinated program of professional development and evaluation that results in improved professional practice and increased student achievement.

Why is this important?

Lifelong learning, a growth mindset, and a focus on improvement are hallmarks of a maturing teacher and a flourishing school. Intentional

continuous professional development stems from a healthy culture where staff desire to better fulfill their calling as educators and further the mission and vision of the school. Enhancing scriptural understanding and professional practices equips staff to “carry out every good work” for the benefit of the entire school community. (Proverbs 15:22, Malachi 4:2, Colossians 1:28-29, Colossians 2:2-3, 2 Timothy 2:15, 2 Timothy 3:14)

The school's professional development program encourages a growth mindset among faculty and school leadership, focusing on best practices and meeting student needs. The professional development program includes training in the Bible, biblical integration, and Christian philosophy of education. (10.1)

HE

Highly Effective

A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, written goals, and growth plans appropriate for each position. Integration of a biblical worldview is included in the evaluation of instructional staff. (10.2)

HE

Highly Effective

Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement. (10.3)

E

Effective

SCHOOL: Teaching & Learning Domain Strengths; List here:

The instructional program is designed around a learner-centered approach, fostering active engagement and supporting students in managing their learning outcomes.

Biblical integration is evident in all core academic subjects and Bible is a core academic subject

SCHOOL: Teaching & Learning Domain Areas for Improvement; List here:

Establish a system to ensure outside providers align with the school's mission so that communication, oversight, and the integration of biblical truth are strengthened.

Enhance teacher practices by developing strategies that promote intentional and consistent assessment of expected student outcomes within classroom instruction.

Ensure consistent utilization of curriculum review planning documents across all departments to strengthen alignment and instructional consistency, and to verify that the chosen curriculum meets the current academic needs of students.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

The instructional program demonstrates significant strength in implementing instructional strategies that promote engagement, collaboration, and independent learning. Teachers consistently incorporate a variety of challenging and authentic learning experiences, including project-based learning, structured discussions, collaborative group work, technology-supported instruction, and hands-on applications that deepen student understanding and foster ownership of learning. Classroom observations and teacher lesson plans confirm that instruction is intentionally designed to motivate students and support higher-order thinking.

Bible class is firmly established as a main subject in all grade levels and is given the same priority as other core subjects. Instructional practices within Bible classes reflect strong pedagogical alignment with the school's mission, incorporating interactive strategies such as discussion-based learning, Scripture application, apologetics conversations, and reflective writing. Bible instruction is academically rigorous, spiritually formative, and intentionally planned to support students' growth in biblical knowledge and worldview development. All core subjects are biblically aligned with an emphasis as God the Creator and His design for order out of chaos and His redemptive nature.

Curriculum documentation for the instructional program demonstrates clear alignment among standards, learning objectives, instructional activities, and assessments. The school has created curriculum maps and unit plans that reflect clear, purposeful instructional design. This alignment ensures consistency across grade levels, supports instructional clarity, and helps teachers connect learning targets to assessment practices. The result is a well-organized, mission-aligned instructional program that supports student learning.

While the school partners with outside providers for programs such as Austin Community College dual-credit U.S. History, PSIA, Athletic teams, Speakers and Special Programs, oversight of biblical worldview integration is sometimes limited. Although these programs meet safety and academic guidelines, alignment with the school's mission is inconsistent. Strengthening communication and monitoring with outside partners will ensure alignment with the school's commitment to biblical truth formation.

Although curriculum review and revision documentation exists, the school needs to consistently use the formalized process for collaborative curriculum review and revision. Implementing a cyclical, schoolwide review process supported by dedicated collaboration time and administrative monitoring will ensure curriculum remains current, vertically aligned, and responsive to student needs and standards.

Expertise Domain – Standard 11

Expertise Domain

Every accreditation protocol must verify required elements for schools. Some of these items are included because they significantly impact the health and safety of students and others are included because they affect the organizational effectiveness of the school. Many are required by state law or other authorities. Examples of items that must be addressed are fire drills, background checks, and grievance policies (see the [Standard 11 Checklist](#) for a complete list). These items will be assembled by a school and shared with the visiting team chair either in person, or in a virtual format, during a pre-visit, allowing more time to be spent on conversations that promote school improvement during the actual team visit.

Standard 11: Legal and Ethical Compliance The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.

Why is this important?

“Let everyone be subject to the governing authorities, for there is no authority except that which God has established.” (Romans 13:1) Abiding by

legal requirements is important for upholding biblical values, maintaining a witness for Christ, and protecting students and staff. Transparency and accountability build trust with legal authorities, employees, parents, students, and the community at large. (Proverbs 19:20, Titus 3:1-2)

* Local jurisdictions may have varying requirements for private schools in these areas. At minimum, schools must comply with local requirements. Where the local jurisdiction does not have requirements for private/religious schools, it is expected that the school will meet what is required of other schools in the area and/or consult with their accreditation director.

Team Chair: If an item is NOT effectively fulfilled, marked the 'Refer to Visiting Team' column, note what is missing, and review at the visit. At the time of the visit, if the applicable item is still not effectively fulfilled, the visiting team will include a recommendation within the Expertise Domain (referencing Standard 11) in the visiting team report.

Document(s)		Supporting Document Upload	Additional Document Upload (If Needed)	Additional Document Upload (If Needed)
1.	Liability Insurance	24 26 E&OC POL 1222024 New Policy.pdf	25 26 PKGC POL eff 07.01.25 65UUNBG90W6.pdf	25 26 UMBC POL eff 07.01.25 65RHUBG9C27.pdf
2.	Conflict of Interest policy	Conflict of Interest Policy.pdf	No document provided	No document provided
3.	Organization chart	RRCA org chart 2025.pdf	No document provided	No document provided
4.	Nondiscrimination Statement – student/employee	Non Discrimination.docx	RRCA application.pdf	No document provided
5.	Discipline policies	Discipline HBK 2025.pdf	No document provided	No document provided
6.	Length of school year/Instructional hours* (N/A for EE programs)	Instructional Minutes.pdf	No document provided	No document provided
7.	Background checks*	Volunteers and Driver Tracking.xlsx	RRCA background check forms feb 2025.pdf	No document provided
8.	Student records are private and secure (offsite digital or fireproof storage)	20251028_161046.jpg	20251028_161046_1.jpg	No document provided

9.	Plan for transfer of records on closure (N/A for EE programs)	School Closure Transfer of Records Agreement.docx	No document provided	No document provided
10.	Vehicle insurance and inspections	25 26 AUTC POL eff 07.01.25 65UENBG90X7.pdf	Auto Registration.pdf	No document provided
11.	Building evacuation plans posted	Evacuation Maps Whole Campus.pdf	Evacuation Maps.pdf	No document provided
12.	Documentation of required drills	Drills as of October 2025.pdf	No document provided	No document provided
13.	Fire extinguishers/AED* (incl. listing and location)	fire extinguisher locations fire inspection_1.pdf	aed locations_1.docx	No document provided
14.	Fire/Food/Health inspections*	fire extinguisher locations fire inspection_2.pdf	inspection report_2.pdf	food permit_1.pdf
15.	Acceptable use policies for staff/students	tech Acceptable Use Policy July 2025.pdf	No document provided	No document provided
16.	Health policies and records: immunization, allergy, communicable disease, medication, etc.	Health policies.pdf	No document provided	No document provided
17.	Accident/emergency medical forms	Medical Questionnaire 2025.pdf	11 new student health forms.pdf	11 student accident and claim forms.pdf
18.	First aid, CPR, blood borne pathogens training	cpr_1.xlsx	No document provided	No document provided
19.	EE Programs: Separated isolation area for sick children supervised by qualified staff	No document provided	No document provided	No document provided
20.	EE Programs: Written policy for toy and classroom sanitation	No document provided	No document provided	No document provided

ACSI Inspire Standard 11 Checklist Evidence Guide

1. **Liability Insurance** – documents showing current liability insurance.
2. **Conflict of Interest Policies** – verbiage in board policy manual and faculty handbook addressing conflict of interest for board members and staff. Conflict of interest in board discussions, board membership, business dealings for both board and faculty
3. **Organization Chart** – a diagram showing the governance model and organization of leadership.
4. **Nondiscrimination Statements** – there should be two statements: one regarding employees and one for students. These statements need to be broadly published and comply with IRS guidelines.
5. **Discipline Policies** – biblically based discipline policies published in appropriate handbooks.
6. **Length Of School Year/Instructional Hours*** – calendar showing days in session, policy indicating hours of operation/length of the day and number of days (demonstrating compliance with the state/local requirements). This can vary from state to state or internationally.
7. **Background Checks***- policy requiring background checks; evidence that all employees and volunteers are current.
8. **Student Records Are Secure, Data is Private** – student records must be secured in a fireproof location or backed up electronically off-site (evidence observed on-site). The school has policies on confidentiality and the process for viewing student records.
9. **Plan For Transfer of Records on Closure** – document indicating where records will be housed if the school closes, with the name of a contact at that location.
10. **Vehicle Insurance and Inspections** – copies of vehicle insurance policies and paperwork verifying vehicle inspections have been regularly completed.
11. **Building Evacuation Plans** – this will be observed onsite during a tour of the facilities. Signage must be in all public areas and every classroom.
12. **Documentation of Required Drills** – evidence that required drills have been completed – fire, shelter in place, lock down, etc. This can be a document on which dates, times, etc., are logged.
13. **Fire extinguishers/AED*** - this will be observed onsite, but also would include listing and locations, and evidence of inspection of equipment.
14. **Fire/Food/Health Inspections*** - inspection verification for fire, health and safety, and food services. This may also include boiler, elevator, or other inspections as required by the state/local jurisdiction.
15. **Acceptable Use Policies** – document which students and staff sign regarding acceptable use of technology (could be included in faculty and family/student handbooks or be a separate document).
16. **Health Policies and Records: Immunization, Communicable Disease, Medication, etc.** – policies would be found in faculty and/or family/student handbooks. Policies would include required immunizations, follow up procedures on immunizations, dispensing and storage of prescription and non-prescription medications, guidelines for school attendance when a student is ill, notification of student allergies, field trip procedures, etc.
17. **Accident, and Emergency Medical Forms** – blank forms can be reviewed prior to onsite visit, however actual records will need reviewed onsite.
18. **First Aid, CPR, Blood Borne Pathogens Training** – documentation of staff training for these areas.

Expertise Domain

Standard 12: Staff Qualifications and Human Resources

The school maintains human resource policies and implements practices that ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.

Why is this important?

"The student is not above the teacher, but everyone who is fully trained will be like their teacher." (Luke 6:40 NIV) A truly excellent faculty combines competence in their teaching with a heart to serve. Christian schools that create and nurture a healthy professional culture based on biblical principles will encourage longevity and passion for educating the next generation. (2 Corinthians 3:4-5, 1 Timothy 4:12, James 3:1)

The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics. (12.1)

HE

Highly Effective

The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and school leadership meet current ACSI requirements for certification/licensing or an approved alternative. (See [Meeting Indicator 12.2](#)) (12.2)

HE

Highly Effective

K-12 Instructional Faculty:

Please use the document [Certified Positions](#) to know who needs to be certified.

- 80% of instructional faculty should be certified to meet Indicator 12.2.
- If your school participates in the School-Based Professional Development (SBPD) program, select "No Data Available" and upload your SBPD Monitoring Tool as your evidence.

Certified Positions - Instructional Faculty

Please provide the number of Instructional & Professional faculty at your school who ARE currently STATE OR ACSI CERTIFIED as of 6 weeks prior to the visit:	51
Please provide the TOTAL number of Instructional & Professional Faculty (full and part time) who are required to be certified. <i>Do not count Instructional Faculty who are in their first year at your school OR teachers who hold waivers.</i>	52
The percentage will be automatically calculated.	0.98%

Non-Degreed Faculty: Please list the names of any K-12 non-degreed faculty and identify if these faculty hold a **current ACSI waiver**.

If you do not have any non-degreed faculty, select the "No non-degreed faculty" checkbox.

Name	Position/Grades Taught	Holds current ACSI Waiver
Brandy Johnson	Musical Theatre (7th - 12th)	Yes
Jessica Hunt	Music PK, K and 1st (Waiver Application Pending)	No

K-12 Administrative Staff (HOS, Principals, Exec Director):

Please use the document [Certified Positions](#) to know who needs to be certified.

- 100% of administrative staff should be certified to meet Indicator 12.2.
- If your school participates in the School-Based Professional Development (SBPD) program, select "No Data Available" and upload your SBPD Monitoring Tool as your evidence.

Certified Positions - Administrative Staff

Please provide the number of Administrators (School Leadership) at your school who ARE currently STATE OR ACSI CERTIFIED as of 6 weeks prior to the visit: <i>This category should include Executive Director, Head of School, and/ or Principals.</i>	4
Please provide the TOTAL number of administrators (School Leadership) at your school (full and part-time) who are required to be certified. <i>This category should include Executive Director, Head of School, and/ or Principals.</i> <i>Do not count Administrators who are in their first year of Administration at your school.</i>	4
The percentage will be automatically calculated.	1.00%

The school engages in succession planning and the development of emerging leaders. (See [Succession Planning & Leadership Development](#)) (12.3)

E

Effective

The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance growth and development. (12.4)

E

Effective

The school maintains written human resource policies that reflect current law, implements ethical employment practices, delivers applicable training, and provides appropriate supervision of all staff. (12.5)

E

Effective

School leadership ensures staff members know and understand the professional and ethical expectations of their respective positions (such as personal boundaries, conflicts of interest, copyright infringement, confidentiality, etc.) (12.6)

HE

Highly Effective

Standard 13: Student Support Services

The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.

Why is this important?

Since each student is created by God with unique abilities and needs (Psalm 139:14), guidance and support services empower students to discover their unique learning styles and provide them with a pathway for success. These services encourage students through key stages of their development and prepare them for future success as they grow "in wisdom and stature, and in favor with God and man." (Luke 2:52) (Jeremiah 29:11, Jeremiah 33:3, Ephesians 2:10, 2 Timothy 3:16-17)

The school prepares students for a successful transition between grade levels and division levels. (13.1)

E

Effective

The school provides opportunities for exploration of careers and academic counseling to prepare students for future success. (13.2)

HE

Highly Effective

The school has a process in place to identify and address the individual spiritual, academic, social, emotional, and physical needs of students. (13.3)

E

Effective

SCHOOL: Expertise Domain Strengths; List here:

Policies and Procedures as specified in the Standard 11 Checklist are clear and comprehensive.

The application and interview process ensures all employees profess a Christian faith and desire to serve in the ministry of Christian Education.

The school ensures students are well-prepared for successful transitions between grade and division levels through strong academic programs and support systems, while also providing Secondary students with opportunities to explore college and career paths for readiness at the next educational stage.

SCHOOL: Expertise Domain Areas for Improvement; List here:

The school is committed to cultivating emerging leaders by providing intentional opportunities that leverage individual strengths and foster growth.

Develop a consistent system for evaluating non-instructional support staff that reinforces excellence and supports the school's mission.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

RRCA complies with all applicable laws and regulations for operating its school programs effectively and efficiently. Written policies and procedures are communicated with stakeholders on our website, in the Faculty Handbook and Parent/Student Handbook, and the Board Policy Manual. The school is in compliance with the Standard 11 checklist and has documented evidence of each requirement.

All employees are required to provide a clear testimony of faith and comply with RRCA's Statement of Beliefs and ethical standards as part of the application process. Faculty and staff are qualified for their roles and responsibilities within the school, and administration and instructors meet current ACSI requirements for licensing and certification as 96% of RRCA teachers, excluding new faculty, hold a current ACSI certification.

As part of the Inservice Professional Development, our Head of School provides training to all staff pertaining to professional and ethical expectations, personal boundaries, confidentiality, etc. to ensure employees understand the expectations in these areas that are potential liabilities for the school. RRCA faculty and staff are encouraged to maintain high standards of integrity and serve the ministry without reproach.

RRCA prepares Secondary students for a successful introduction to the school with a New Student Orientation that allows students to explore the school, ask questions of teachers, and be partnered with a student mentor to support them in the transition. Students who are transitioning to the Secondary level are provided opportunities to meet with the appropriate principal and address concerns as well as technology training for the Learning Management System, Canvas, that they will utilize in middle and high school.

High school students have numerous opportunities to explore career interests as well as academic counseling, and college or university options. RRCA invites successful professionals from our community in various fields such as medical, legal, law enforcement, and entrepreneurial, to visit the campus and discuss the aptitude, education, and resources necessary to pursue their specific careers.

Speakers also candidly share about spiritual challenges, ethical issues, and how they have overcome adversity in their careers. RRCA hosts a College Information Night for sophomores, juniors, and their parents, led by our academic advisor. Throughout the school year, both Christian and secular colleges visit RRCA to showcase their campuses, share the benefits they offer, and answer questions from our high school students.

One area for growth is in cultivating emerging leaders to foster growth within the school community. Administration would like to create more opportunities for emerging leaders to make positive and meaningful contributions within the school. Some opportunities may include asking these individuals to take on a mentoring role, handle more responsibilities, or to lead collaborative projects or initiatives. By prioritizing this goal, the academy positions itself to identify and strengthen the talents and skills of emerging leaders who can help sustain the school's mission and longevity.

Another important area for growth is the development of a consistent evaluation system for non-instructional support staff. Evaluations can be valuable to assess non-instructional roles, affirm responsibilities, and clarify expectations moving forward. As the school population has increased significantly in the last few years, RRCA has added several support personnel to meet the demand, yet providing the necessary written feedback for growth has not been a seamless process.

Resources Domain

Resources Domain

Standard 14: Financial Oversight

The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.

Why is this important?

"An overseer, as God's steward, must be above reproach and be found trustworthy." (Titus 1:7) Good stewardship of resources enables a school to govern and operate effectively while educating students with excellence. Financial transparency and integrity build trust and accountability between leadership and the school community. (Proverbs 10:9, Titus 3:8, Hebrews 13:18, 1 Peter 4:10)

Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience. (14.1)

Highly Effective

HE

The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes. (14.2)

HE

Highly Effective

The school's finances are reviewed* by an independent CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (*See [Meeting Indicator 14.3](#)) (14.3)

HE

Highly Effective

Standard 15: Resource Planning

The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school's mission.

Why is this important?

Schools that prioritize planning will be better positioned for vitality and long-term health as they provide an optimal environment for the growth and development of well-rounded students. High quality planning demonstrates visionary leadership and faithful stewardship of God's provisions. "The heart of man plans his way, but the Lord establishes his steps." (Proverbs 16:9) (Proverbs 3:5-6, Proverbs 6:6-8)

The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity. (15.1)

HE

Highly Effective

The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff. (15.2)

E

Effective

Standard 16: Facilities and Transportation

The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school's mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.

Why is this important?

"Whoever dwells in the shelter of the Most High, will rest in the shadow of the Almighty." (Psalm 91:1) Well-designed and well-maintained school facilities provide a welcoming environment conducive to active learning, positive behavior, and student engagement. Safe and secure transportation also contributes to an enriching educational experience. (Proverbs 21:20, Proverbs 24:27, Matthew 25:21, 1 Corinthians 14:40, Titus 3:1)

The school facilities are safe, secure, and well-maintained. Written procedures regarding facility maintenance are routinely implemented with appropriate documentation. Facilities are organized and developmentally appropriate for the students served. (16.1)

E

Effective

Transportation policies and procedures are documented, implemented, and monitored. (16.2)

E

Effective

Standard 17: Instructional Resources

The school curates and provides instructionally appropriate resources to support and enhance the educational program.

Why is this important?

"How much better to get wisdom than gold, to get insight rather than silver!" (Proverbs 16:16) Students' hearts, minds, and imaginations are engaged when instructional resources are challenging, rigorous, multi-sensory, and bring diverse perspectives into the conversation. Materials that bring content to life assist teachers in providing a more complete learning experience. Well-chosen resources can help students connect concepts to reality and further develop their worldview. (Psalm 119:1-2 and 130, Proverbs 4:13, Philippians 4:19)

The school identifies and provides appropriate physical and digital instructional resources that prepare students for success at the next educational level. (17.1)

E

Effective

Instructional resources include those with biblical and global perspectives. (17.2)

E

Effective

Staff and students are trained to responsibly utilize instructional resources that support teaching and learning. (17.3)

E

Effective

SCHOOL: Resources Domain Strengths; List here:

The school demonstrates excellent financial management with effective budgeting, sound policies, and annual audits that ensure long-term sustainability.

SCHOOL: Resources Domain Areas for Improvement; List here:

- Prioritize ongoing improvements to staff compensation to strengthen employee retention and foster greater job satisfaction.
- Develop a structured process for documenting campus-wide maintenance tasks to enhance efficiency and inform future planning decisions.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

Round Rock Christian Academy demonstrates a strong commitment to providing a safe, supportive, and Christ-centered learning environment. The facilities are well-maintained and designed to foster student success. Financial stewardship remains one of RRCA's greatest strengths. The budgeting process and financial policies are highly effective, and annual audits confirm that funds are sufficient to sustain the future of the school. These practices, combined with successful long-range planning, provide a solid foundation for achieving strategic goals—including facility improvements and instructional enhancements—without compromising financial stability.

Looking ahead, RRCA has identified two key improvement goals. First, we will continue efforts to improve staff compensation in order to assist with employee retention and job satisfaction, recognizing that competitive salaries are essential for maintaining a high-quality faculty and staff. Second, we will develop and implement a system for documenting all campus-wide maintenance activities. This will

strengthen accountability, improve preventive maintenance, and support long-term planning for facilities management. These goals align with our mission to provide high-quality, Christ-centered education and support a thriving learning community.

Well-Being Domain

Well-Being Domain

Standard 18: Health and Safety

The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.

Why is this important?

Schools that are attentive to health and safety demonstrate their love for students and staff in a tangible way. Vigilant commitment to the ongoing awareness and management of risk shows competence and integrity to the school’s stakeholders. “You are my place of safety and protection. You are my God and I will trust in you.” (Psalm 91:2) (Leviticus 25:18, Psalm 91:1-4, Proverbs 11:14)

A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis. (18.1)

E
Effective

Policies and procedures which promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers. The school provides appropriate training on harassment, intimidation, and bullying for staff and students. (18.2)

E
Effective

The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal/mandated reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established. (18.3)

E
Effective

Standard 19: Staff Wellness

The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.

Why is this important?

A healthy, Christ-centered work environment allows employees to thrive socially, emotionally, and professionally and fosters creativity, collaboration, and a sense of well-being. As a result, students grow and flourish in an atmosphere where teachers display the Fruit of the Spirit and Christ-like attitudes. “That all may go well with you and that you may be in good health, as it goes well with your soul.” (3 John 1:2) (Proverbs 4:20-22, Mark 6:31)

The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community. (19.1)

HE
Highly Effective

The school provides new personnel with adequate onboarding and support. (19.2)

E

Effective

The number of school leaders, faculty, and staff is sufficient for the scope of the school. (19.3)

E

Effective

Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance. (19.4)

E

Effective

Standard 20: Student Wellness

The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.

Why is this important?

Students who feel safe and cared for at school are more likely to flourish educationally, think creatively, and connect socially and emotionally with peers and adults. When students feel safe, they are able to embrace wisdom in their heart and find pleasure in knowledge (Proverbs 2:7-10). "He is at my right hand, I shall not be shaken. Therefore my heart is glad, and my whole being rejoices." (Psalm 16:8b-9a) (Job 16:11; 1 Thessalonians 2:7-8, 11-12; 1 Timothy 6:3-7)

From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development. (20.1)

HE

Highly Effective

The school provides instruction and programs that emphasize and encourage godly and healthy living habits. (20.2)

HE

Highly Effective

The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students. (20.3)

HE

Highly Effective

SCHOOL: Well-Being Domain Strengths; List here:

The school provides a Christ-centered working environment characterized by positive relationships, mutual encouragement, prayer support, and Christian community.

From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.

SCHOOL: Well-Being Domain Areas for Improvement; List here:

While the school has a well-developed and comprehensive security plan in place, steps can be taken to further develop and communicate procedures for volunteers in the event of a crisis while they are on campus.

SCHOOL: Based on analysis of indicator ratings, strengths, and areas for improvement, reflect on your school's distinctives and challenges in this domain area:

RRCA has developed and implemented a comprehensive written school safety plan to ensure the protection of students, staff, and volunteers. The school continues to prioritize safety through significant investments, including the deployment of school marshals, installation of bullet-resistant glass, security cameras, magnetic door locks, perimeter fencing, and a controlled-access main office. In recent years, RRCA has adopted additional technology to manage both emergency situations and routine arrival/dismissal procedures, ensuring a secure chain of custody. Staff and students receive regular training through drills and in-service sessions; however, an identified area for improvement is providing volunteers with sufficient training and resources to effectively utilize safety technology and respond appropriately during emergencies.

Clear policies are in place to promote social and emotional well-being and address issues such as harassment, intimidation, and bullying. The school offers training for staff and students on these topics and maintains a written Harassment Policy within the Parent/Student Handbook. Additionally, policies addressing child abuse and neglect are outlined in the Faculty/Staff Handbook, and all staff are trained on mandatory reporting requirements and professional conduct expectations.

RRCA fosters a Christ-centered work environment that supports and encourages personnel to pursue a healthy lifestyle. Positive relationships, prayer support, and a strong sense of Christian community are evident through weekly devotions, Bible studies, and informal departmental connections. The Parent Support Team (PST) enhances staff morale through quarterly meals, Faculty/Staff Appreciation events, and encouraging notes throughout the year.

Adequate leadership and staffing are maintained, and new personnel benefit from structured onboarding and ongoing support, including a dedicated orientation prior to in-service training. Expectations are designed to promote a healthy work-life balance. Employees are encouraged to actively participate in their local church, recognizing that spiritual engagement equips them to address the challenges of teaching with discernment and grace. Paid Time Off (PTO) is available so the employee can take time for personal and family needs, and staff are supported in attending their children's school events and activities. RRCA pays the majority of the health insurance premium offered to full-time employees, and the insurance provided includes annual well visits as well as a wellness plan with great perks for those who participate. Other benefits provided to employees are a 401K match, short-term and long-term disability insurance, a life insurance policy, and optional dental and vision insurance.

For students, RRCA provides a distinctively Christian environment where they feel safe, supported, and encouraged to pursue Christ daily. Teachers build meaningful relationships with students through Bible and discipleship classes, shared prayer concerns, and teacher attendance and support of students at extracurricular events (such as athletics and fine arts). Emotional well-being is prioritized through access to a school counselor who assists with social and emotional challenges and develops individualized plans for student success.

Instruction and programs emphasize godly and healthy living habits. Elementary students attend weekly chapel services, while secondary students participate in monthly chapels and regular discipleship classes focused on community building and spiritual growth. Middle school classes incorporate Habitudes to reinforce spiritual disciplines and healthy habits. Physical health is also supported through elementary physical education and a robust athletics program for grades 5–12, promoting fitness, strength training, and teamwork. All activities align with the school's mission and reflect the needs and interests of its students.

Conclusion

SCHOOL: Based on the school’s analysis of evidence, indicators, areas for improvement, and reflective questions, list the high-priority areas which you believe should be ongoing improvement goals. The Visiting Team will pay special attention to these areas and will determine if any additional goals should be recommended. The final day of the visit, your leadership team and the visiting team will engage in collaborative discussion of these high priority goals. Following the team visit, you will create and submit an Accreditation Action Plan (AAP) including goals, timelines, and how the plan will be monitored. Each year of your accreditation term, you will report AAP progress through your Annual Report.

Articulate 3-5 Prioritized Goals for Improvement, based on ACSI Inspire indicators, and reflect on why you have chosen each.

Prioritized Goal
Develop a consistent system for evaluating non-instructional support staff that reinforces excellence and supports the school's mission.
Develop a structured process for documenting campus-wide maintenance tasks to enhance efficiency and inform future planning decisions.
Prioritize ongoing improvements to staff compensation to strengthen employee retention and foster greater job satisfaction.
While the school has a well-developed and comprehensive security plan in place, steps can be taken to further develop and communicate procedures for volunteers in the event of a crisis while they are on campus.

RESPONSE - 1

Prioritized Goal

Develop a consistent system for evaluating non-instructional support staff that reinforces excellence and supports the school's mission.

Reflection

(1-2 paragraphs)

This goal reflects our dedication to fostering a culture of continuous improvement and accountability across all areas of school operations. Establishing a consistent evaluation system for non-instructional support staff reinforces the principle that every team member contributes significantly to the school's mission and overall success. It also enables Administration to confirm that roles are aligned with our mission, clearly defined, fairly distributed, and essential to the school’s overall function.

To meet this goal, Administration will ensure that all non-instructional support staff will have the opportunity for self-evaluation and an annual review. This includes office staff, maintenance staff, athletics staff, and non-instructional aides. Annual reviews, combined with opportunities for self-evaluation, encourage ownership of responsibilities and reinforce a shared commitment to excellence. In addition, evaluations promote accountability, clarify expectations, and foster open communication regarding future responsibilities. This process will also serve to affirm each team member and their importance in advancing the school's mission and purpose.

Prioritized Goal

Develop a structured process for documenting campus-wide maintenance tasks to enhance efficiency and inform future planning decisions.

Reflection**(1-2 paragraphs)**

This goal reflects our commitment to creating a proactive and organized approach to campus maintenance that supports operational efficiency and long-term planning. Moving from a leased space into a new campus, followed by the addition of the Crusader Athletic Facility and extra classrooms, has introduced new infrastructure, equipment, and systems that require consistent care. As RRCA continues to grow, the complexity of managing facilities increases significantly.

A structured process for documenting maintenance tasks is essential to ensure preventive care, inform planning and decision-making, and promote operational efficiency. This process will protect the school's investment, ensure a safe and welcoming environment for students and staff, and support the school's mission through operational excellence. By implementing a structured maintenance documentation system, we position RRCA to manage growth responsibly and plan strategically for the future.

Prioritized Goal

Prioritize ongoing improvements to staff compensation to strengthen employee retention and foster greater job satisfaction.

Reflection**(1-2 paragraphs)**

Competitive compensation is essential for attracting and retaining high-quality employees in an increasingly competitive educational environment. When employees feel appropriately compensated, they are more likely to remain committed, engaged, and motivated to deliver excellence in their roles.

In recent years, Administration and the Board of Directors have taken deliberate steps to enhance the salary scale for employees, and we recognize that this should remain a priority. Salary adjustments must be approached strategically and sustainably, balancing fiscal responsibility with the need to reward and support staff. Prioritizing improvements in compensation affirms the value of every team member and creates a workplace where people feel respected, supported, and inspired to contribute their best work.

Prioritized Goal

While the school has a well-developed and comprehensive security plan in place, steps can be taken to further develop and communicate procedures for volunteers in the event of a crisis while they are on campus.

Reflection

(1-2 paragraphs)

Although the school has a well-developed and comprehensive security plan in place, ensuring that volunteers are adequately prepared for crisis situations is an important next step in strengthening campus safety. Volunteers often play a vital role in supporting school operations, but they may not be fully familiar with emergency protocols or the expectations during a critical incident. This gap can create uncertainty and hinder an effective response when time and clarity are essential.

Developing and clearly communicating procedures for volunteers during a crisis will ensure that volunteers can respond appropriately, reduce confusion, and promote confidence in how to handle an emergency situation while on campus. Meeting this goal will require creating and providing accessible resources—such as written guidelines, orientation sessions, and/or quick-reference materials—and integrating these into the school's overall safety plan. Equipping volunteers with clear crisis procedures will reinforce the school's culture of preparedness and ensures that every individual on campus can contribute to a safe and orderly response during emergencies.

SCHOOL: Reflect on the “whole experience” of this accreditation journey. Please share any final thoughts on what this has done for your school, what you learned about your team, how you might want to approach the next cycle, etc:

As we reflect on our self-study journey for accreditation, the structured approach that we use has provided us with assessment consistency for each accreditation cycle. We begin with leadership team assessments, followed by staff and committee evaluations to ensure that each perspective is represented and heard. By integrating these findings into a comprehensive analysis and engaging both teachers and the board in review, we feel that we have created a process that is collaborative, transparent, and mission-driven.

A recurring challenge throughout accreditation cycles has been the frequent changes in accreditation platforms. These shifts hinder long-term planning and complicate efforts to maintain consistent documentation. For the next cycle, we hope for greater stability in platforms and expectations, which would allow us to streamline processes and focus more on meaningful improvement rather than procedural adjustments. Consistency will be critical to sustaining efficiency and reducing administrative burden.

The incorporation of the Flourishing School and Faith Surveys provided valuable insights into our culture and areas for growth. These tools highlighted strengths and offered areas for improvement. The addition of the Faith Index this year brought to light areas with student doubts regarding their faith. As faculty and staff, we were able to discuss these areas and identify some potential strategies to help our students feel more confident in their faith.

One key observation was that many teachers do not recognize they are already meeting numerous standards within the teaching and learning domain. This disconnect often leads to unnecessary stress and feelings of being overwhelmed. Moving forward, we need to prioritize strategies to alleviate this pressure through clearer communication, recognition of achievements, and professional development that reinforces confidence in their practice.

The self-study process continues to serve as an essential instrument for the ongoing improvement of Round Rock Christian Academy. It provides a structured framework to evaluate our practices, confirm alignment with our mission, and engage all stakeholders in meaningful reflection and dialogue. This process not only ensures accountability but also reinforces our shared commitment to striving for excellence in every aspect of our school community. Looking ahead, our focus will be on reducing stress for teachers by clarifying expectations, celebrating achievements, and fostering a collaborative environment that empowers staff. By maintaining transparency

and consistency in our processes, we aim to create a culture where accreditation is viewed not as a burden, but as an opportunity for growth and affirmation. Our goal is to position Round Rock Christian Academy to thrive in its mission and serve our community well as we educate young minds and cultivate hearts for His kingdom.

Accreditation Recommendation Ballot

This page is to be completed by reviewers during the site visit.