



Inspire

Inspire Visiting Team Report **DRAFT**

Round Rock Christian Academy

800 Westwood Drive

Round Rock, TX 78681

Date of Visit

02/22/2026 - 02/25/2026

DRAFT

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Intro to the ACSI *Inspire* Team Report

Accreditation by a well-recognized agency is both a seal of approval for an educational organization and a demonstration of the school's commitment to continuous improvement. The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and early education program to clearly align their practices with their mission and philosophy of the school. Visiting team members from other like-minded organizations bring an understanding of the accreditation standards and culturally competent insights to the school under review. We believe that this pursuit matches the biblical directive of approving “things that are excellent” (Philippians 1:10, KJV). Through the accreditation process, schools have the opportunity to assess if they are all they intend to be in academic ideas and real-world application of learning; values, character, and spiritual formation; student and staff well-being; and biblical worldview development.

There is a past, present, and future aspect to accreditation.

Past – Through the accreditation self-study process, a school takes an honest look at itself. Surveys and committees focus on various aspects of the school to review evidence. The goal is to identify strengths and weaknesses, not from general impressions it has about its program, but from actual evidence and how that compares to accreditation standards. An appropriate vision for the future begins with an honest assessment of where you have come from.

Present – Once the evidence has been examined, committees share their findings with the leadership team and an analysis is completed. The most important areas the school needs to address are identified and turned into improvement goals with prioritized action plans. Assisting the school in that process is a visiting team made up of peers from like-minded schools. They read the school's self-assessment, review the evidence, and then compare it with what they see and hear through observations and interviews.

Future – As improvement planning permeates all levels of the school, finances, resources, hiring, and program development are impacted, and real change follows. Leaders will help staff, parents, and even students understand the vision and the community will unite around the vision that has been created. I Timothy 4:15 (NIV) tells us to “Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress.”

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the Accreditation Action Plan.

Introduction/Profile

Demographics Chart

Information	
School Name	<i>Main campus</i>
Address	800 Westwood Drive
City, State, Zip	Round Rock, TX 78681
Phone	512-255-4491
Head of School	Rebecca Blauser beckyblauser@rrca-tx.org

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

Introduction

Background and Overview

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.

Significant Changes:

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.

Response to Previous Recommendations:

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. (Indicators 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.

Team Response

The visiting team affirms the school's response to the previous recommendations. Based upon parent, student, and teacher interviews as well as the team's observations, the school culture reflects compassion, caring, and respect for others. The school counselor is actively involved in student culture, providing training, guidance, and one-to-one counseling for struggling students, encouraging them in their faith as they grow. According to interviews, the integration of Habitudes at the middle school level has provided a platform for growth in building Christlike character as teachers help students navigate the challenges of adolescence in today's society. The addition of fencing, a second school security officer, and the Pikmykid software system for afternoon pickup of students has successfully enhanced campus security.

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.	Rating
Indicator 1.1	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.	Highly Effective
Indicator 1.2	The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.	Highly Effective
Indicator 1.3	The school's admissions criteria and program expectations are clearly communicated to ensure alignment with its mission and goals.	Highly Effective
Indicator 1.4	The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.	Effective

Standard 2: Spiritual Formation and 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.	Rating
Indicator 2.1	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.	Effective
Indicator 2.2	Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.	Effective
Indicator 2.3	Faculty and staff model active church participation and encourage church involvement among students and families.	Highly Effective

Standard 3:	The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes	Rating
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Governance and School Leadership	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.	
Indicator 3.1	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.	Highly Effective
Indicator 3.2	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.	Highly Effective
Indicator 3.3	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)	Highly Effective
Indicator 3.4	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.	Highly Effective
Indicator 3.5	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.	Highly Effective
Indicator 3.6	School leadership collaboratively reflects on their team's effectiveness and develops plans for growth as appropriate for the leadership team structure. (See Appendix A- Leadership Section)	Effective

Purpose Domain Commendations

Indicator Number	Statement	Description	Evidence
1.1, 1.2	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. The school's	Round Rock Christian Academy excels in communicating and implementing its mission and statement of faith and achieving the desired expected student outcomes. Faculty, staff, and the board have worked collaboratively throughout the history of the school to update these documents to keep them relevant to the school community amidst tremendous enrollment growth, cultural shifts, and technological challenges and advances. These statements continue to serve as an anchor and a compass for current programming and future planning. All stakeholders (parents, students,	School Self-Study, Governing Body Interview, Administration Interview, Parent Interview

	mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.	faculty, and staff) interviewed by the visiting team expressed deep appreciation of and a strong dedication to the school's steadfast Christ-centered, college-preparatory education and family-oriented culture. They also hold the Head of School, Becky Blausner, in high regard for her professional leadership and down-to-earth, hands-on care for the entire school community.	
3.1, 3.3	The RRCA governing body demonstrates a clear, strong commitment to the mission and biblical foundation of the school. Board members understand their role and responsibility to set policy that supports the school's mission and vision and empowers the head administrator to implement those policies in the daily operations of the school.	The school board is self-perpetuating and composed of nine members: two parents of current students and seven parents of former students or community representatives. The composition of the board is diverse and represents a balance of board members with a long history with the school and others who have joined the board in the last few years. Board members have unanimous confidence in the head of school as a capable, effective leader. The relationship between the board and the head of school is characterized by unity, clear communication, mutual trust, and aligned strategic direction.	School Self-Study, Governing Body Interview, HOS Interview
3.4, 3.5	The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. 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.	The head of school evaluation form is comprehensive and reflective, providing valuable insight into her effectiveness while also giving room to assess areas of strength and growth. The board and head of school have built a strong, collaborative relationship built on mutual trust and respect, which gives stability to the school as a whole organization. The head of school leads with strength, integrity, character, and biblical wisdom. Based on the visiting team's interviews with a variety of stakeholder groups, the HOS is well-respected and trusted to make decisions in the best interest of the school and individual students. Becky Blausner has steadfastly maintained the school's mission and vision through significant enrollment growth over the past few years and has worked diligently with her leadership team to enrich policies and procedures that effectively serve the current needs of the school community. Becky and her team also continue to work on long-term planning to meet the ever-growing academic and physical needs of the student body, teaching staff, and extracurricular programs.	School Self-Study, Faculty/Staff Interview, Governing Body Interview, HOS Interview

Purpose Domain Recommendations

There are no recommendations for this domain.

Purpose Domain Comments

The school's governing board, administrative team, faculty, and staff exhibit a strong commitment to the school's mission statement and to the school's foundational Christian principles. The board, administration, and faculty expressed the need to review the mission statement and revise it for brevity and clarity.

The school is actively developing programs that are designed to fulfill the mission in the lives of students. The mission is reflected in professional development activities including weekly Bible studies, in the biblical integration found in the curriculum, in the purposeful design of extracurricular activities. Discipleship groups and a student retreat have been initiated in an effort to deepen the spiritual walk of secondary students.

In alignment with the school's mission as a Christ-centered, college preparatory school, admission standards include the recommendation that families be active church members. During the admission process, students take an admissions test, complete a writing sample, and prospective parents provide records from previous schools regarding discipline and learning differences. As is the case with the majority of Christian schools, the school is experiencing an increasing number of applications from students who have learning differences that need support from the classroom teacher or academic intervention.

RRCA's governing board and school administrators are dedicated to the spiritual formation and development of Christian character in the school's students. The board has written and effectively communicated the mission, statement of faith, and expected student outcomes to stakeholders. A written policy establishes a collaborative, systematic review of the mission and vision for effectiveness.

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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.	Rating
Indicator 4.1	The school fosters a Christlike 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.	Highly Effective
Indicator 4.2	The school fosters a culture in which students are known and supported through intentional connections with faculty and staff.	Highly Effective
Indicator 4.3	The school has established written policy, based upon biblical principles, for resolving conflicts.	Highly Effective

Standard 5: Stakeholder Engagement	The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.	Rating
Indicator 5.1	Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.	Highly Effective
Indicator 5.2	The school collects stakeholder feedback and data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.	Effective
Indicator 5.3	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.	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.	Rating
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Indicator 6.1	The school networks and engages with the surrounding community and local ministries, as appropriate.	Effective
Indicator 6.2	The school connects with national or global communities to provide opportunities for students to serve as appropriate.	Somewhat Effective
Indicator 6.3	Students are positively impacted by their engagement with local, national, and/or global communities.	Somewhat Effective

Relationships Domain Commendations

Indicator Number	Statement	Description	Evidence
4.1	The school fosters a Christlike 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.	RRCA's school culture is marked by caring teachers, staff, students, and families. In the teacher, parent, and student interviews, several comments were made on how relationships between all stakeholders are cherished. This is one of the main reasons that the school has high retention rates. There are resources in place with an academic advisor and LPC on campus to address student issues. Administrators are also available and approachable to support students and teachers. RRCA cares deeply about its students, staff, and families.	School Self-Study, Faculty/Staff Interview, Student Interview, Administration Interview, Parent Interview, Classroom Visits

Relationships Domain Recommendations

Indicator Number	Statement	Description	Evidence
6.2, 6.3	Develop ministry-focused opportunities for students to serve communities both nationally and internationally.	Develop ministry-focused opportunities for students to serve communities both nationally and internationally, calendaring them at times that do not conflict with other student events or commitments. Partnering with organizations such as Thirst Missions or Joshua Expeditions could offer well-organized, planned trips both domestically and internationally that provide students with opportunities to help families and communities build or rebuild facilities, conduct Bible and sports camps for students, and minister to the underserved in inner cities. These types of ministry and service projects would allow students to build practical physical and relational skills as they expand their biblical understanding of the Great Commission in practical ways and make ministry and learning tangible and more meaningful.	School Self-Study, Administration Interview, HOS Interview

Relationships Domain Comments

RRCA intentionally cultivates a Christlike culture that is evident in both word and practice. Compassion, respect, and sensitivity toward teachers, staff, students, and families reflect a biblical foundation. Members of the school community feel personally known and supported through meaningful relationships that extend beyond the classroom. Parents note multiple opportunities for meaningful involvement.

School leadership and faculty consistently highlight the strong sense of community among students, parents, and staff. These relationships provide prayerful and practical support during difficult times. Teachers and parents alike affirm that leadership and staff genuinely care for students and families.

Secondary students describe close relationships with teachers who support them academically, spiritually, and personally. While acknowledging occasional peer challenges, students share that teamwork in athletics, fine arts, and academics fosters unity and growth. One student credits a teacher with leading her to salvation and shaping her relationship with the Lord. Another student athlete emphasized the spiritual growth and camaraderie built through team relationships, regardless of competitive outcomes.

These relationships come from effective two-way communication with stakeholders via newsletters and community events like sporting games and school activities. An open-door policy further reinforces a culture of accessibility, shared responsibility, and collaborative decision-making among administration, faculty, students, and families.

In addition, RRCA thoughtfully gathers and analyzes stakeholder input, including participation in the Association of Christian Schools International Flourishing Schools Survey, to inform instructional and operational improvements. By engaging administration, faculty, students, parents, Board members, and alumni in this process, the school demonstrates a deep commitment to continuous growth and alignment with accreditation standards. Their emphasis on collaboration—through regular team meetings, in-service training, and open opportunities for faculty contribution—fosters unity, shared purpose, and a thriving school culture.

Overall, RRCA demonstrates excellence in fostering a unified, mission-driven community through intentional collaboration, stakeholder engagement, and consistent communication that honors Christ and serves others well.

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.	Rating
Indicator 7.1	The school provides a biblically-based instructional program that integrates a biblical worldview throughout each discipline.	Highly Effective
Indicator 7.2	The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.	Highly Effective
Indicator 7.3	A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.	Effective
Indicator 7.4	The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.	Effective
Indicator 7.5	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.	Highly Effective
Indicator 7.6	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)	Effective

Standard 8: Curriculum Planning	The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.	Rating
Indicator 8.1	Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas. ("Required elements are included in Standards Manual ")	Effective
Indicator 8.2	Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.	Effective
Indicator 8.3	Curriculum documentation is updated regularly through a collaborative review process.	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.	Rating
Indicator 9.1	The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.	Effective
Indicator 9.2	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.	Effective
Indicator 9.3	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.	Effective

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.	Rating
Indicator 10.1	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.	Effective
Indicator 10.2	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.	Highly Effective
Indicator 10.3	Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.	Effective

Teaching and Learning Domain Commendations

Indicator Number	Statement	Description	Evidence
7.1, 7.2	The school provides a biblically based instructional program that integrates a biblical worldview throughout each discipline. The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.	RRCA is committed to providing a rigorous, biblically based instructional program that seamlessly integrates a cohesive biblical worldview across every academic discipline. This foundational approach ensures that students are not only acquiring knowledge but are also learning to interpret and interact with the world through a biblical lens, fostering both spiritual and intellectual growth. A combination of instructional strategies is intentionally employed to actively promote student engagement, cultivate genuine curiosity, and ultimately develop a high degree of academic independence necessary for lifelong learning and Christian discipleship.	School Self-Study, Faculty/Staff Interview, Student Interview, Administration Interview, Parent Interview

Teaching and Learning Domain Recommendations

Indicator Number	Statement	Description	Evidence
8.2	Develop and implement a standard format for all subjects in the curriculum mapping program.	The school has worked collaboratively to develop and implement curriculum maps at all grade levels and content areas. While some subject areas are complete, there are some that are missing key components. A complete examination of curriculum maps and lesson plans would be beneficial, especially as new teachers are trained and update this living document.	School Self-Study, Faculty/Staff Interview, Administration Interview, HOS Interview, Manuals/School Documentation

Teaching and Learning Domain Comments

RRCA has a strong academic program that focuses on student engagement and ownership of their learning. RRCA has outstanding teachers who are spiritually strong, dedicated to their students' well-being, and passionate about their content areas. Teachers use instructional minutes with fidelity and create a culture of literacy across grade levels, using self-sustained reading as an early finisher activity. It is also evident from the teaching and classroom environments that students are learning through the lens of a biblical worldview.

As detailed in the self-study, there is a need to strengthen discipleship and academic purpose. Creating intentional avenues for students to take ownership of their faith through organized prayer gatherings, small-group Scripture engagement, and mentoring relationships will continue to influence them after graduation.

To further the mission of RRCA, instructional planning and professional development should consistently connect subject matter to a Christ-centered worldview. Designing learning experiences that challenge students to thoughtfully evaluate current societal and cultural topics through a biblical lens will prepare them to live out their convictions with wisdom and confidence.

Data collected from benchmark assessments informs decisions about the instructional program and enables teachers to set goals that include improving test scores. Although standardized scores declined due to the pandemic, RRCA has several areas of strength and continues to seek ways to address areas of needed growth. At the elementary level, the school employs an Interventionist to support students with learning gaps and disabilities. In the secondary, it is up to the teachers to incorporate accommodations for students to have them. For advanced students, the Discovery program provides extension and enrichment opportunities in addition to the on-level curriculum in the elementary school, and advanced measures such as AP and dual enrollment are offered in the high school.

Teachers and administrators are evaluated regularly, and growth plans are implemented when appropriate. RRCA employs many teachers with graduate-level degrees and certifications, which aligns with their mission to be a college-preparatory Christian school.

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Expertise Domain

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.
	Use Standard 11 Checklist – Share with visiting team chair either in person or virtual format during a pre-visit.

Standard 12: Staff Qualifications and Human Resources	The school maintains human resource policies and implements practices which ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.	Rating
Indicator 12.1	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.	Highly Effective
Indicator 12.2	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)	Highly Effective
Indicator 12.3	The school engages in succession planning and the development of emerging leaders. (Supporting materials forthcoming).	Effective
Indicator 12.4	The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance growth and development.	Effective
Indicator 12.5	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.	Effective
Indicator 12.6	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.)	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.	Rating
Indicator 13.1	The school prepares students for a successful transition between grade levels and division levels.	Effective
Indicator 13.2	The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.	Highly Effective
Indicator 13.3	The school has a process in place to identify and address the individual spiritual, academic, social, emotional, and physical needs of students.	Effective

Expertise Domain Commendations

Indicator Number	Statement	Description	Evidence
13.1, 13.2	The school prepares students for a successful transition between grade levels and division levels. The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.	The school conducts several informational sessions and events to ensure a successful transition between grade levels and division levels. RRCA has a strong commitment to preparing students for future success. By hosting a Career Fair, the school provides meaningful opportunities for students to explore career pathways and connect learning to real-world goals. Additionally, meeting individually with every 8th-grade student to develop a four-year high school academic plan demonstrates a clear dedication to personalized guidance and long-term achievement. These efforts reflect exemplary leadership in college and career readiness.	School Self-Study, Faculty/Staff Interview, Student Interview, Manuals/School Documentation

Expertise Domain Recommendations

Indicator Number	Statement	Description	Evidence
12.4	Develop a consistent evaluation system for non-instructional support staff that could include a list of measurable competencies such as professionalism, communication, reliability, and task management.	Evaluation of non-instructional support staff is an important factor in maintaining the professional integrity of all school programs. School leaders should develop a consistent evaluation system for non-instructional support staff that includes a list of measurable competencies such as professionalism, communication, reliability, and task management. Other components of this system should include customized evaluation criteria and performance indicators based on the core competencies for each non-instructional position, as well as sections for self-assessment and mutual goal-setting. All evaluators should be trained to	School Self-Study, Manuals/School Documentation

		use the system effectively and to provide constructive feedback.	
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Expertise Domain Comments

Round Rock Christian Academy is currently in compliance with all applicable laws and regulations, as verified by the Standard 11 checklist, and provides applicable training and appropriate supervision for all staff. RRCA's employment policies contribute to the stability in the work environment and provide clear expectations for all employees. Personnel are highly qualified for their positions and meet certification requirements, and all faculty and staff demonstrate a clear profession of faith in Christ.

RRCA has identified the need to develop emerging leaders to foster growth within the school community. By prioritizing the cultivation of internal talent, RRCA will strengthen its organizational resilience, improve staff retention through professional growth, and ensure that the school's leadership remains stable during periods of growth or transition.

RRCA has also indicated a need to implement a standardized evaluation framework for all non-instructional support staff to ensure operational consistency as the school grows. While the support team has expanded to meet enrollment growth, a formal process is needed to affirm responsibilities and provide documented feedback. Establishing this system will clarify professional expectations, improve institutional accountability, and ensure all personnel are aligned with the school's mission.

The college advisor conducts several informational sessions and events to ensure a successful transition between grade levels and division levels. RRCA has a strong commitment to preparing students for future success. By hosting a Career Fair, the school provides meaningful opportunities for students to explore career pathways and connect learning to real-world goals. Additionally, the advisor meets individually with each eighth-grade student to develop a four-year high school plan, indicating a strong commitment to every student's success through high school.

Resources Domain

Standard 14: Financial Oversight	The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.	Rating
Indicator 14.1	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.	Highly Effective
Indicator 14.2	The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.	Highly Effective
Indicator 14.3	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)	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.	Rating
Indicator 15.1	The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity. The school's marketing materials accurately represent the school.	Effective
Indicator 15.2	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.	Highly 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.	Rating
Indicator 16.1	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.	Effective
Indicator 16.2	Transportation policies and procedures are documented, implemented, and monitored.	Effective

Standard 17: Instructional Resources	The school curates and provides instructionally appropriate resources to support and enhance the educational program.	Rating
Indicator 17.1	The school identifies and provides appropriate physical and digital instructional resources that prepare students for success at the next educational level.	Effective
Indicator 17.2	Instructional resources include those with biblical and global perspectives.	Effective
Indicator 17.3	Staff and students are trained to responsibly utilize instructional resources that support teaching and learning.	Effective

Resource Domain Commendations

Indicator Number	Statement	Description	Evidence
15.2	The governing body and school leadership provide fair and equitable compensation for staff members at levels that promote employee well-being and aid in retention and recruitment of qualified staff.	RRCA compensates faculty at 80% of area public school teachers', which is a testament to the school's overall financial management and wise stewardship of its resources.	School Self-Study, Faculty/Staff Interview, HOS Interview
16.1	Round Rock Christian Academy's building and facilities are exceptionally clean, neat, organized, well-maintained, and developmentally appropriate for the students the school serves.	The school maintains a highly professional environment, with immaculate maintenance visible across all areas, including the cafeteria, gym, classrooms, offices, outdoor spaces, and even the driveways. This commitment to cleanliness and upkeep was noted by the students, who expressed pride in their excellent school facilities.	Student Interview, School Tour

Resource Domain Recommendations

Indicator Number	Statement	Description	Evidence
15.1	Continue developing the strategic plan with the addition of specific objectives, supported by defined metrics, as you expand the school's available resources, to meet	The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity. Continue developing the strategic plan with the addition of specific objectives, supported by defined metrics, as you expand the school's available resources to meet current and future debt service.	School Self-Study, Governing Body Interview, HOS Interview

	current and future debt service.	Consider strengthening the school's financial position through the establishment of an endowment.	
15.2	Prioritize ongoing improvements to staff compensation to strengthen employee retention and foster greatest job satisfaction.	The school is encouraged to develop a multi-year strategy to increase salaries and benefits, prioritize high-retention incentives, and ensure competitive pay across all employee groups to directly align compensation with the goal of strengthening employee retention and boosting job satisfaction.	School Self-Study, Administration Interview
16.1	Develop a structured process for documenting campus-wide maintenance tasks to enhance efficiency and inform future planning decisions.	Create and implement a campus-wide maintenance task management system to enhance efficiency, improve task prioritization, and inform future planning decisions. A well-structured maintenance plan would also generate actionable data for future budget and facilities planning. Expanding the current maintenance checklist to include detailed components such as the person responsible for given tasks or areas, a calendared routine maintenance list, separate from longer-term maintenance items, identified problem areas that require more frequent attention, and recommendations for long-term planning and life cycle management will assist maintenance personnel as they continue to effectively maintain the entire campus for a steadily increasing student population.	School Self-Study, Faculty/Staff Interview, Manuals/School Documentation

Resource Domain Comments

RRC has strong collaboration between the school board and administration in prioritizing financial planning and improving teacher salaries. By working together strategically and transparently, they demonstrate a clear commitment to supporting educators and strengthening the overall quality of education. The successful completion of the construction project while maintaining fiscal integrity stands as a testament to the school's foresight and prudent management during a tumultuous time for Christian schools.

Financial stewardship is one of RRCA's greatest strengths. Financial operations and business practices are guided by integrity and biblical principles. The school's finances are reviewed and noted as highly effective with annual audits confirming that funds are sufficient to sustain the future of the school.

As the governing body and school leadership engage in long-range planning to promote school viability and longevity, consider resources available to help establish an endowment that could be used to meet the continued financial needs of the school, including facilities, resources, and staff compensation and development. Creation and implementation of a campus-wide maintenance task management system will help to enhance financial efficiency, improve task prioritization, and inform future budget and facilities planning decisions.

Fundraising at the school is well-incorporated into the school culture and has become part of many of the school's traditions. Students, parents, and teachers are involved in fundraising events that are planned in advance. In interviews, parents and staff did not mention being overburdened by requests to give to the school. Fundraising efforts support the Annual Fund,

and the head of school has the authority to prioritize where Annual Fund resources will be used.

Teachers are compensated at 80% of public school teachers' rates, which is commendable given the school's overall budget. Compensation for teachers is fair and equitable and promotes employee well-being. RRCA has stated they will continue to prioritize improvements to staff compensation to strengthen employee retention and cultivate staff well-being. The school is encouraged to develop a multi-year strategy to increase salaries and benefits, prioritizing high-retention incentives and ensuring competitive pay across all employee groups to directly align compensation with the goal of strengthening employee retention and boosting job satisfaction.

RRCA provides safe, secure, well-maintained facilities for students, staff, and faculty. Students and parents noted the high level of care for the building and how it contributes to an overall positive school environment.

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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.	Rating
Indicator 18.1	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.	Effective
Indicator 18.2	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.	Effective
Indicator 18.3	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.	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.	Rating
Indicator 19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.	Highly Effective
Indicator 19.2	The school provides new personnel with adequate onboarding and support.	Effective
Indicator 19.3	The number of school leaders, faculty, and staff is sufficient for the scope of the school.	Effective
Indicator 19.4	Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.	Effective

Standard 20:	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.	Rating
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Student Wellness		
Indicator 20.1	From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.	Highly Effective
Indicator 20.2	The school provides instruction and programs that emphasize and encourage godly and healthy living habits.	Highly Effective
Indicator 20.3	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.	Highly Effective

Well-Being Domain Commendations

Indicator Number	Statement	Description	Evidence
19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.	All stakeholders commented on the positive, encouraging, Christ-like culture at RRCA. Parents, students, and faculty expressed appreciation for godly leadership, true concern, and hands-on help provided in practical ways to families and staff in need. Parents are appreciative of the head of school's availability and example of servant-leadership, as well as teachers' and coaches' consistent support and encouragement of their children. The students also expressed their appreciation for having teachers who know and love them where they are. The visiting team observed a calm, orderly peaceful environment across the campus.	Faculty/Staff Interview, Governing Body Interview, Student Interview, Administration Interview, Parent Interview
20.1, 20.2, 20.3	RRCA cultivates an emotionally healthy environment in which students are supported socially and emotionally. The school also provides mission-driven instruction, programs, and student activities that encourage godly living.	RRCA cultivates an emotionally healthy environment in which students experience support in their social/emotional development. The school employs a full-time LPC who serves all students, K-12. Students may seek a meeting via self-referral or recommendation. To further ensure student well-being, students participate in an ambassador program designed to help acclimate newly enrolled students to life at RRCA. The college advisor leads a variety of informational sessions and events designed to support smooth transitions between grade and division levels. The school demonstrates a strong dedication to preparing students for future success. Through the Career Fair initiative, the school creates valuable opportunities for students to explore potential career paths and connect their learning to real-world aspirations. In addition, the advisor meets one-on-one with each eighth grade student to develop a personalized four-year high school plan, reflecting a deep commitment to guiding every student toward success throughout high school. At the elementary level, the school employs an Interventionist to support students with learning gaps and disabilities. For advanced students, the Discovery program provides extension and enrichment opportunities in addition to the on-level curriculum.	School Self-Study, Faculty/Staff Interview, Student Interview, Administration Interview, Manuals/School Documentation

Well-Being Domain Recommendations

Indicator Number	Statement	Description	Evidence
18.1	Develop further and communicate safety and security procedures for volunteers in the event of a crisis while they are on campus.	The school has developed and implemented a comprehensive safety and security plan to ensure the protection of everyone on campus; however, the self-study revealed a need to further develop and communicate safety and security procedures to volunteers so they are fully equipped to respond appropriately in the event of an emergency on campus. Volunteers should be well-acquainted with campus maps, evacuation routes, identified safe areas, and all procedures for getting students quickly and safely to designated areas should an emergency arise. Training should encompass the school's entire safety and security policies and procedures and should be completed before volunteers are authorized to actively supervise students during campus activities.	School Self-Study, Manuals/School Documents
19.3	Consider expanding the administrative layer by adding assistant principals or dean of student positions to alleviate the current workload of campus administrators.	The school's remarkable growth and vibrant culture are a testament to the visionary leadership of the Head of School and the deep commitment of the administrative team. The principals demonstrate an exemplary level of dedication, working tirelessly to execute the school's mission and maintaining a high degree of alignment with the Head of School's vision. As the school continues to thrive, there is a timely opportunity to evolve the organizational structure to protect this momentum. To ensure that the high standards of instructional supervision, faculty support, and investment into student life programs remain consistent, the school should consider expanding the administrative layer -- perhaps through the introduction of assistant principal or dean of students roles -- to alleviate the current workload of the building leaders. Furthermore, by formalizing a leadership "pipeline" for faculty members who have expressed interest in advancement, the school can steward its internal talent, distribute the weight of daily operations more effectively, and ensure long-term institutional stability. Strengthening these support systems will allow the current leadership team to transition from a season of rapid growth to one of sustainable excellence far into the future, maintaining the school's DNA and multiplying the influence of the current leadership.	Faculty/Staff Interview, Administration Interview, HOS Interview, Parent Interview

Well-Being Domain Comments

RRCA operates and implements written policies and procedures reflecting a commitment to the health and safety of staff, students, and campus visitors. The school maintains comprehensive policies and a crisis management plan covering occupational safety, emergency response, and community coordination. In the event of a crisis, personnel have been designated to communicate with legal authorities. Student safety is a priority, demonstrated by the significant financial investment in security-related measures.

Child safety policies and procedures are in place, and training and conduct expectations are clear for students and staff. While staff and students undergo annual safety, anti-bullying, and harassment training, supplemented by regular drills, the school could consider expanding these resources and emergency training to include volunteers as well.

Faculty and staff interviews emphasize the supportive, approachable environment provided by the administration. RRCA's staff culture demonstrates a commitment to Christian community by offering weekly devotions, Bible studies, strong departmental connections, and an investment in work-life balance. This culture is bolstered by the Parent Support Team (PST) that provides quarterly meals, appreciation events, and encouraging notes. School leaders, faculty, and staff are sufficient for the scope of the school, but faculty and parents both commented that an assistant principal at both the elementary and secondary levels is warranted if funds are available.

RRCA cultivates an emotionally healthy environment in which students experience support in their social/emotional development. The school employs a full-time LPC who serves all students. Students may seek a meeting via self-referral or recommendation. To further ensure student well-being, students participate in an ambassador program designed to help acclimate newly enrolled students to life at RRCA. Student activities are consistent with the school's mission, varied in focus, and reflective of students' needs and interests. Parents and students comment positively on the offerings, ranging from athletics and performing arts to specialized academic clubs. These programs provide every student with meaningful opportunities to develop their talents and find a sense of belonging within the community.

Major Commendations

Indicator Number	Statement	Description	Evidence
Purpose Domain			
1.1, 1.2	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. The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.	Round Rock Christian Academy excels in communicating and implementing its mission and statement of faith and achieving the desired expected student outcomes. Faculty, staff, and the board have worked collaboratively throughout the history of the school to update these documents to keep them relevant to the school community amidst tremendous enrollment growth, cultural shifts, and technological challenges and advances. These statements continue to serve as an anchor and a compass for current programming and future planning. All stakeholders (parents, students, faculty, and staff) interviewed by the visiting team expressed deep appreciation of and a strong dedication to the school's steadfast Christ-centered, college-preparatory education and family-oriented culture. They also hold the Head of School, Becky Blauser, in high regard for her professional leadership and down-to-earth, hands-on care for the entire school community.	School Self-Study, Governing Body Interview, Administration Interview, Parent Interview
3.1, 3.3	The RRCA governing body demonstrates a clear, strong commitment to the mission and biblical foundation of the school. Board members understand their role and responsibility to set policy that supports the school's mission and vision and empowers the head administrator to implement those policies in the daily operations of the school.	The school board is self-perpetuating and composed of nine members: two parents of current students and seven parents of former students or community representatives. The composition of the board is diverse and represents a balance of board members with a long history with the school and others who have joined the board in the last few years. Board members have unanimous confidence in the head of school as a capable, effective leader. The relationship between the board and the head of school is characterized by unity, clear communication, mutual trust, and aligned strategic direction.	School Self-Study, Governing Body Interview, HOS Interview
Relationships Domain			
4.1	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.	RRCA's school culture is marked by caring teachers, staff, students, and families. In the teacher, parent, and student interviews, several comments were made on how relationships between all stakeholders are cherished. This is one of the main reasons that the school has high retention rates. There are resources in place with an academic advisor and LPC on campus to address student issues. Administrators are also available and approachable to support students and teachers. RRCA cares deeply about its students, staff, and families.	School Self-Study, Faculty/Staff Interview, Student Interview, Administration Interview, Classroom Visits, Parent Interview
Expertise Domain			
	The school prepares students for a successful	The school conducts several informational sessions and events to ensure a successful transition between grade levels	School Self-Study, Faculty/Staff

13.1, 13.2	transition between grade levels and division levels. The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.	and division levels. RRCA has a strong commitment to preparing students for future success. By hosting a Career Fair, the school provides meaningful opportunities for students to explore career pathways and connect learning to real-world goals. Additionally, meeting individually with every 8th-grade student to develop a four-year high school academic plan demonstrates a clear dedication to personalized guidance and long-term achievement. These efforts reflect exemplary leadership in college and career readiness.	Interview, Student Interview, Manuals/School Documentation
Well-Being Domain			
19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.	All stakeholders commented on the positive, encouraging, Christi-like culture at RRCA. Parents, students, and faculty expressed appreciation for godly leadership, true concern, and hands-on help provided in practical ways to families and staff in need. Parents are appreciative of the head of school's availability and example of servant-leadership, as well as teachers' and coaches' consistent support and encouragement of their children. The students also expressed their appreciation for having teachers who know and love them where they are. The visiting team observed a calm, orderly peacefulness across the campus.	Faculty/Staff Interview, Governing Body Interview, Student Interview, Administration Interview, Parent Interview
20.1, 20.2, 20.3	RRCA cultivates an emotionally healthy environment in which students are supported socially and emotionally. The school also provides mission-driven instruction, programs, and student activities that encourage godly living.	RRCA cultivates an emotionally healthy environment in which students experience support in their social/emotional development. The school employs a full-time LPC who serves all students, K-12. Students may seek a meeting via self-referral or recommendation. To further ensure student well-being, students participate in an ambassador program designed to help acclimate newly enrolled students to life at RRCA. The college advisor leads a variety of informational sessions and events designed to support smooth transitions between grade and division levels. The school demonstrates a strong dedication to preparing students for future success. Through the Career Fair initiative, the school creates valuable opportunities for students to explore potential career paths and connect their learning to real-world aspirations. In addition, the advisor meets one-on-one with each eighth grade student to develop a personalized four-year high school plan, reflecting a deep commitment to guiding every student toward success throughout high school. At the elementary level, the school employs an Interventionist to support students with learning gaps and disabilities. For advanced students, the Discovery program provides extension and enrichment opportunities in addition to the on-level curriculum.	School Self-Study, Faculty/Staff Interview, Student Interview, Administration Interview, Manuals/School Documents

Accreditation Action Items

Indicator Number	Statement	Description	Evidence
Relationships Domain			
6.2, 6.3	Develop ministry-focused opportunities for students to serve communities both nationally and internationally.	Develop ministry-focused opportunities for students to serve communities both nationally and internationally, calendaring them at times that do not conflict with other student events or commitments. Partnering with organizations such as Thirst Missions or Joshua Expeditions could offer well-organized, planned trips both domestically and internationally that provide students with opportunities to help families and communities build or rebuild facilities, conduct Bible and sports camps for students, and minister to the underserved in inner cities. By engaging in these ministry and service projects, students will gain practical experience that enhances their biblical understanding of the Great Commission. This tangible application of learning will make ministry more meaningful and allow them to develop both physical abilities and relational skills.	School Self-Study, Administration Interview, HOS Interview
Teaching and Learning Domain			
8.2	Develop and implement a standard format for all subjects in the curriculum mapping program.	The school has worked collaboratively to develop and implement curriculum maps at all grade levels and content areas. While some subject areas are complete, there are some that are missing key components. A complete examination of curriculum maps and lesson plans would be beneficial, especially as new teachers are trained and update this living document.	School Self-Study, Faculty/Staff Interview, Administration Interview, HOS Interview, Manuals/School Documentation
Expertise Domain			
12.4	Develop a consistent evaluation system for non-instructional support staff that could include a list of measurable competencies such as professionalism, communication, reliability, and task management.	Evaluation of non-instructional support staff is an important factor in maintaining the professional integrity of all school programs. School leaders should develop a consistent evaluation system for non-instructional support staff that includes a list of measurable competencies such as professionalism, communication, reliability, and task management. Other components of this system should include customized evaluation criteria and performance indicators based on the core competencies for each non-instructional position, as well as sections for self-assessment and mutual goal-setting. All evaluators should be trained to use the system effectively and to provide constructive feedback.	School Self-Study, Manuals/School Documentation

Resources Domain			
16.1	Develop a structured process for documenting campus-wide maintenance tasks to enhance efficiency and inform future planning decisions.	Create and implement a campus-wide maintenance task management system to enhance efficiency, improve task prioritization, and inform future planning decisions. A well-structured maintenance plan would also generate actionable data for future budget and facilities planning. Expanding the current maintenance checklist to include detailed components such as the person responsible for given tasks or areas, a calendared routine maintenance list, separate from longer-term maintenance items, identified problem areas that require more frequent attention, and recommendations for long-term planning and life cycle management will assist maintenance personnel as they continue to effectively maintain the entire campus for a steadily increasing student population.	School Self-Study, Faculty/Staff Interview, Manuals/School Documentation
Well-Being Domain			
18.1	Develop further and communicate safety and security procedures for volunteers in the event of a crisis while they are on campus.	The school has developed and implemented a comprehensive safety and security plan to ensure the protection of everyone on campus; however, the self-study revealed a need to further develop and communicate safety and security procedures to volunteers so they are fully equipped to respond appropriately in the event of an emergency on campus. Volunteers should be well-acquainted with campus maps, evacuation routes, identified safe areas, and all procedures for getting students quickly and safely to designated areas should an emergency arise. Training should encompass the school's entire safety and security policies and procedures and should be completed before volunteers are authorized to actively supervise students during campus activities.	School Self-Study, Manuals/School Documentation

Conclusion

Themes:

- RRCA school board's commitment to the school and unequivocal support for the head administrator
- Cultivation of a Christlike culture of the school characterized by compassion, consideration, respect, and support for others
- Unwavering dedication to providing affordable, high-quality, Christ-centered, college preparatory education from a distinctly biblical worldview
- Genuine love, respect, and appreciation for Becky Blauser, Head of School, expressed by all stakeholders
- Spiritual growth and camaraderie built through team relationships, regardless of competitive outcomes
- Integration of a biblical worldview throughout every discipline
- Significant enrollment during the pandemic that remains high to this date
- Strong academic program that focuses on student engagement and ownership of learning
- Fiscal integrity and stability
- Award-winning fine arts program

Overall Distinctives:

- Strong, capable head administrator who leads by example
- Financial stewardship
- Christlike culture that permeates every aspect of the school

General Direction of the School:

- Utilization of the Inspire self-study process to gain insight into where the school is and where they aspire to be
- Continued use of data analysis to drive instructional decisions and improve academic programs
- Collaborative strategic planning for the future that supports the school's Christ-centered focus and mission

Results of the Accreditation Process:

- The visiting team expressed high praise for the school's Christ-like, caring culture, dedication to providing a high-quality education from a biblical worldview, fiscal responsibility, and strong sense of community among all stakeholders.
- RRCA utilized the Inspire self study process to take a deep, reflective look at themselves through the lens of the six domains and determine areas of strength and growth.
- The visiting team suggested action items that support the school's prioritized goals.

Statement of Appreciation to the School:

The ACSI Visiting Team would like to express its heartfelt gratitude to the Round Rock Christian Academy community for warmly welcoming us during our time on campus. We appreciate the generous hospitality and the willingness of administration, faculty, staff, students, and parents to share openly and honestly about the school and provide requested documentation. The accommodations, meals, and personalized snacks were very much appreciated, and this visit has been a pleasure and a learning experience for each of us. We thoroughly enjoyed meeting everyone and gaining new friends. We are honored to serve alongside you in the ministry of Kingdom Education.

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Next Steps

The school will reflect on the Accreditation Action Items discussed with the visiting team and formulate those into an Accreditation Action Plan (AAP) using the template provided by the Divisional Office. The AAP must be submitted to the Divisional Office within the school's next annual report.

The school will receive the visiting team's draft within 30 days of the visit. A copy of the report will go to the ACSI Divisional Accreditation Commission for final approval. The commission may make changes in the report, if deemed necessary. They will determine the accreditation status and terms for the accreditation period.

The school will be expected to make progress on the AAP and continue to effectively meet the ACSI standards and indicators. The school will submit an annual report the Divisional Office to provide general updates, and a mid-term report to provide a detailed update on the school's progress toward completion of the AAP, faculty qualifications, and other information.

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Roster of Team Members

Chair (s):

Name	School	Title
Carolyn Creal	Trinity Christian Academy, Willow Park, TX	Director of Academic Services
Bob Yttredahl	Ovilla Christian School, Ovilla, TX	Head of School

Team Member (s):

Name	School	Title
Cindy Scobee	New Braunfels Christian Academy, New Braunfels, TX	Secondary Principal
Sabrina Garcia	Covenant Christian Academy, McAllen, TX	Middle & High School Principal
Teresa Reeck	The Christian School at Castle Hills, San Antonio, TX	Elementary Principal
Marilyne Dardenne	Trinity Christian Academy, Willow Park, TX	Director of Academic Innovation