



**EANES ISD
COMPREHENSIVE NEEDS ASSESSMENT
2026**

As part of our commitment to providing an excellent education for every student, our district engages in an annual Comprehensive Needs Assessment (CNA). This process allows us to take a thoughtful and comprehensive look at how our students are performing, how our programs are supporting their growth, and how we can continue to strengthen the educational experience we provide. By bringing together a variety of information including student learning data, program outcomes, and feedback from staff, students, and families, we are able to develop a well-rounded understanding of both our successes and our opportunities for continued growth.

In Texas, this process is guided by the Texas Education Agency and serves as the foundation for our district and campus improvement plans. The CNA ensures that our goals, strategies, and use of resources are aligned to the needs of our students and community. Just as importantly, it reinforces our responsibility to be intentional, data-informed, and focused on outcomes that matter most for student success.

We share this information with you in the spirit of transparency and partnership. Our schools are places of strong achievement, dedicated educators, and continuous learning. The CNA reflects that ongoing journey. It highlights areas of strength we are proud of, while also identifying where we can grow so that every student is supported, challenged, and prepared for the future. We are grateful for the trust you place in us and value your role as partners in this important work.

Executive Data Summary

Eanes ISD demonstrates strong overall academic performance, with students consistently performing above state and regional averages. Analysis of multiple data sources reveals both strengths and opportunities for improvement. Internal achievement data, including DIBELS and MAP Growth assessments, indicate consistent student growth across grade levels; however, variability in outcomes across student groups and campuses persists. While literacy data (DIBELS) shows improvement from beginning- to middle-of-year benchmarks and math data (MAP) reflects typical growth in RIT scores across grades, both data sources indicate that growth is not consistently accelerated for all learners. These trends indicate that while systems are strong, they are not yet producing equitable and accelerated outcomes for all students.

I. Data Sources Used

This Comprehensive Needs Assessment incorporates a wide range of qualitative and quantitative data sources to ensure a comprehensive and accurate analysis of district performance and system effectiveness.

State & Federal Accountability

- Texas Academic Performance Reports (TAPR)
- Results Driven Accountability (RDA)
- State Performance Plan (SPP)
- Federal Report Cards (ESSA)

Student Performance & Growth

- STAAR assessment data (TAPR detailed reports)
- NWEA MAP Growth data
- Early Literacy (DIBELS)
- TELPAS (English language proficiency)

College, Career, and Military Readiness (CCMR)

- CCMR outcome reports
- CTE program data
- ACT/SAT performance data

Perception & Climate Data

- Student climate surveys
- Parent climate surveys
- CTE interest survey

District & Program Documents

- District Improvement Plan (DIP)
- ESSA Title I, Part
- A District Plan and Family Engagement Policy
- Parent & Family Engagement (PFE) framework
- Mission and strategic goals

Demographic & Operational Data

- PEIMS Snapshot
- Staffing and program participation data

Financial & Resource Data

- FIRST (Financial Integrity Rating System of Texas)
- ESSA Maintenance of Effort (MOE)
- IDEA-B MOE compliance review
- Per-pupil expenditure reports
- Budget and expenditure summaries

II. District Profile and Key Demographics

Enrollment and Student Population

Eanes ISD serves approximately 7,700 students, with an average daily attendance of approximately 7,300 students. The district represents a small to moderate-sized system with a wide range of academic programming and student needs.

The district serves multiple student populations, including students receiving special education services, emergent bilingual students, economically disadvantaged students, and students participating in advanced academic programs.

A notable trend is the increasing population of students receiving special education services, which has implications for staffing, resource allocation, and instructional support systems.

Financial Context

The financial situation is not stable due to lower enrollment, increasing expenditures and state funding formulas. Financial limitations may be a primary barrier to improvement.

Summary

Eanes ISD is a high-performing, resourced district with strong academic outcomes. However, increasing complexity in student needs presents emerging areas of focus that require strategic system alignment.

III. Areas of Strength

High Overall Academic Achievement

The district consistently earns an A rating (94), reflecting strong student performance across grade levels and content areas. STAAR results demonstrate high levels of proficiency, particularly at the Approaches level.

Students in key subgroups perform above state and regional averages, indicating strong foundational instructional systems and supports.

Early literacy data indicates strong growth, especially in Kindergarten, suggesting effective foundational instruction.

Strong Financial Integrity and Compliance

The district maintains a FIRST rating of A (Superior), with clean audits and no material weaknesses. Compliance with State and Federal Expectations

Results Driven Accountability (RDA) indicators reflect Performance Level 0, indicating that the district is not identified for intervention and meets federal and state compliance expectations.

This demonstrates that systems are functioning at a level sufficient to avoid state intervention.

Established Systems and Strategic Planning

The district has clearly defined strategic priorities aligned to growth, CCMR, and intervention systems. Structures such as MTSS, Title I supports, and family engagement systems are in place and operational.

Positive School Climate and Community Perception

Survey data indicates high levels of parent satisfaction and positive student perceptions of academic challenge. School leadership is generally trusted, and communication systems are well-developed.

IV. Opportunities for Growth

Area 1: Achievement Gaps

While students perform well overall and compared to state and regional peers, achievement gaps persist between student groups within the district. This pattern is particularly evident among Emergent Bilingual (EB) students, where strong academic performance on STAAR is not consistently matched by growth in English language proficiency as measured by TELPAS. This indicates that the system is not yet producing equitable outcomes for all students.

Area 2: Student Growth and Acceleration

Student growth data indicates that while students are making progress, they are not consistently demonstrating accelerated growth. DIBELS progress monitoring and benchmark movement show that many students improve performance levels but do not advance beyond grade-level expectations. MAP Growth data further supports this trend, with RIT increases reflecting expected growth rather than accelerated gains. This lack of consistent acceleration is evident in outcomes for Emergent Bilingual (EB) students. Approximately half of EB students demonstrate annual growth in English language proficiency as measured by TELPAS, while the other half show limited progress, indicating inconsistent language development across the system.

Additionally, there is variability in progress for students identified as Well Below benchmark in DIBELS. The ability to make timely instructional adjustments may contribute to inconsistent acceleration. Additionally, language development progress for EB students is primarily measured annually through TELPAS, limiting the district's ability to monitor growth and adjust instruction in real time. These findings suggest a need to strengthen alignment between Tier 1 instruction, intervention practices, and progress monitoring systems to ensure consistent and accelerated growth for all learners.

Area 3: Special Education Outcomes

Students receiving special education services perform above state and regional peers but continue to show gaps within the district. This dual pattern suggests the need to strengthen instructional practices and supports to improve outcomes within the district.

Area 4: Limited CCMR Outcomes and Pathway Diversity

Overall CCMR attainment is strong at approximately 90%. However, success is concentrated in AP and testing-based pathways, with limited participation in dual credit and achieving “completer” status within a program of study alongside an aligned industry-based certification, indicating a need to expand pathway diversity.

Area 5: Misalignment Between Student Experience and Learning

Survey data indicates that many students do not perceive strong connections between learning and real-world applications. This suggests an opportunity to strengthen relevance and engagement in instruction.

Area 6: Variability in Outcomes Across Systems

Variability in performance across grade levels, subjects, and student groups suggests that instructional practices and supports are not experienced consistently by all students. This indicates a need for greater system coherence and consistency.

Area 7: Use of Data to Inform Instruction

While multiple data sources are collected, they are not consistently translating into instructional adjustments that improve outcomes. Growth patterns and gaps suggest an opportunity to strengthen data-driven decision-making.

V. Root Cause Analysis

Root Cause 1: Implementation Variability

The primary root cause across multiple problem areas is inconsistent implementation of district systems, instructional practices, and the use of data to drive instructional decision-making. While systems are well-designed, fidelity of implementation varies across campuses. This results in missed opportunities to adjust instruction and accelerate student learning.

Root Cause 2: Limited System Coherence

There is a lack of alignment among courses, CCMR pathways, and real-world application of student experience. This limits the overall effectiveness of the system.

Root Cause 3: Proficiency versus Acceleration

The system emphasizes proficiency but lacks consistent structures to ensure acceleration. While many students meet grade-level expectations, both literacy and math data indicate that students are not consistently progressing to advanced levels. Additionally, students requiring intervention are not consistently demonstrating sufficient growth to close gaps. This suggests a need to strengthen Tier 1 rigor and differentiation, alongside more targeted and effective intervention systems.

VI. Summary Statement

Eanes ISD demonstrates high overall academic performance, well-developed systems, and positive community perception. However, the district has opportunities to improve in student growth, subgroup performance, and real-world readiness.

The district meets state and federal compliance expectations and is not identified for intervention.

To improve outcomes, the district must focus on strengthening instructional consistency, enhancing intervention systems, expanding CCMR pathways, and aligning student experiences with real-world readiness.