

July 31, 2026

Via Electronic Mail:

Dr. David Vinson
Superintendent of Schools
Conroe Independent School District
dvinson@conroeisd.net

Re: Fine Arts - Systems & Process Review

Dear Dr. Vinson,

Please find attached the report summarizing the **Fine Arts Systems & Process Review** conducted for the Conroe Independent School District. This report reflects the collective analysis of stakeholder interviews, staff survey data, facility observations, documentation review, and other supporting information gathered throughout the review process.

The purpose of this review was to evaluate the systems, structures, resources, and operational practices that support Fine Arts across the district. Rather than examining individual campuses or programs in isolation, the review focused on identifying recurring organizational themes that influence the effectiveness, consistency, and long-term sustainability of Fine Arts districtwide.

Throughout our work, we observed a department distinguished by exceptionally dedicated educators, strong student-centered values, and a deep commitment to excellence. We also identified opportunities to strengthen organizational alignment, improve operational consistency, enhance communication, and better position the department to support continued growth while preserving the high-quality experiences afforded to Conroe ISD students.

The observations and recommendations contained within this report are intended to serve as a strategic planning resource for district leadership. We hope the report provides practical insight that assists the District in celebrating existing strengths while identifying opportunities to further strengthen systems that support students, educators, and the Fine Arts programs for years to come.

Thank you for the opportunity to work alongside your leadership team throughout this process. It has been a privilege to learn from the outstanding educators and administrators who make Conroe ISD's Fine Arts programs so successful. Should you

have any questions or wish to discuss any portion of this report, we would welcome the opportunity to do so.

Respectfully,

and

A handwritten signature in black ink, appearing to read 'Ron Morrison'.

Ron Morrison
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**Conroe Independent School District
Fine Arts
Systems and Process Review
May - July 2026**



CONROE
INDEPENDENT
SCHOOL DISTRICT

Preface

The Dual Nature of Fine Arts

Public school districts provide students with countless opportunities to participate in activities beyond the regular instructional day. Many of these opportunities are truly extracurricular—they exist at the discretion of the District, are not governed by the Texas Essential Knowledge and Skills (TEKS), and are not connected to state requirements for high school graduation. Examples may include certain student clubs or recreational intramural activities. These examples are offered only to clarify the distinction and are not intended to diminish the importance, value, or positive student impact of those experiences.

Fine Arts occupies a different and more complex position within the educational system. Fine Arts programs typically include extracurricular experiences such as contests, festivals, exhibitions, productions, performances, travel, and activities occurring outside the instructional day. However, at the same time, Fine Arts is also curricular and cocurricular. Fine Arts courses are TEKS-based, are delivered through the District's instructional program, and provide state-recognized course credit that contributes to high school graduation requirements.

The reader is therefore cautioned to keep both states of existence in mind when considering the observations and recommendations contained in this report. Fine Arts should not be evaluated solely as a collection of optional activities, nor should the operational demands associated with performances and competitions obscure its curricular responsibilities. Decisions regarding staffing, scheduling, leadership, facilities, equipment, resources, student access, and long-range planning must account for Fine Arts as both an academic program of instruction and a broad set of cocurricular and extracurricular student experiences.

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Section 1: Summary of Work

1. Overview

From April through July of 2026, The Docentus Group conducted a comprehensive Systems and Process Review (SPR) of the Conroe Independent School District Fine Arts Department. The purpose of the review was to evaluate the systems, structures, resources, instructional practices, and operational processes that support Fine Arts programs throughout the District. The resulting data was collectively analyzed and synthesized into the observations, themes, and recommendations contained within this report.

Unlike a program evaluation focused on individual campuses or directors, this review examined Fine Arts as a districtwide system. The review sought to understand how leadership structures, instructional systems, operational processes, staffing models, facilities, communication, and resource allocation collectively support—or limit—the department's ability to provide equitable, sustainable, and high-quality Fine Arts opportunities for students across Conroe ISD.

The review included interviews with district leadership, as well as Fine Arts staff, students, and parents. Additionally, the consulting team completed facility assessments, collected stakeholder survey data, engaged in documentation review, and conducted comparative analysis of organizational practices. These multiple sources of evidence were intentionally analyzed together to identify recurring patterns rather than isolated events or individual concerns.

Throughout the review, one consistent reality emerged. Conroe ISD is home to highly committed Fine Arts educators who have built outstanding programs through professionalism, creativity, and an unwavering commitment to students. The observations and recommendations presented within this report are intended to strengthen the organizational systems that support those educators, preserve existing excellence, and position the department for continued growth and long-term sustainability.

2. The Process

This review was conducted using a multi-phase approach designed to gather both qualitative and quantitative data while providing firsthand observation of Fine Arts operations across the district.

The review incorporated multiple methods of data collection, including:

- leadership engagement;

- individual and panel interviews;
- stakeholder surveys;
- facility assessments;
- documentation and data review; and
- comparative analysis of organizational practices.

Each phase contributed to the development of the observations, commendations, concerns, and recommendations presented throughout this report.

a. Staff Survey

To broaden staff participation beyond the interview sample, an electronic staff survey was distributed to Fine Arts personnel throughout the district.

Unlike a traditional satisfaction survey, the instrument was intentionally developed around the Fine Arts Systems and Process Review Evaluation Framework. Each survey statement represented characteristics commonly found in high-functioning Fine Arts organizations across ten operational domains.

Survey results were not intended to independently establish findings. Rather, they served as an organizational signal-detection tool, helping identify areas of strong organizational agreement as well as domains requiring deeper exploration during onsite interviews and observations.

Survey data was analyzed to identify patterns related to:

- Leadership;
- Systems and operational processes;
- Human capital;
- Teaching and learning;
- Resources and facilities;
- Communication and culture;
- Alignment and equity;
- Strategic sustainability;
- Community and stakeholder engagement; and
- Safety, compliance, and risk.

For a detailed review of the survey domains, questions, and response percentages, see [Appendix A](#).

b. Stakeholder Interviews

The review team spent multiple days on-site throughout Conroe ISD engaging directly with district leadership, Fine Arts leadership, campus administrators, Fine

Arts educators, students, and parents. A series of structured interviews and panel discussions were conducted to better understand stakeholder perspectives regarding departmental leadership, instructional practices, communication, staffing, operational systems, facilities, program alignment, resource allocation, organizational culture, and long-term sustainability.

Interview participants represented a broad cross-section of the district's Fine Arts programs and included district leadership, Fine Arts administrators, Fine Arts coordinators, teachers, and instructional staff representing the Fine Arts disciplines offered in Conroe ISD. Specifically, staff from all levels of instructions within each discipline were represented through the following panels:

- Elementary Music Panel (K-4)
- Elementary Visual Arts Panel (K-4)
- Flex Campus Band Panel (K-6)
- Flex Campus Choir (K-6)
- Flex Campus Orchestra Panel (K-6)
- Flex Campus Visual Arts (K-6)
- Intermediate Band Panel (5-6)
- Intermediate Choir Panel (5-6)
- Intermediate Orchestra Panel (5-6)
- Intermediate Visual Arts Panel (5-6)
- JH Band Panel (7-8)
- JH Choir Panel (7-8)
- JH Orchestra Panel (7-8)
- JH Theatre Panel (7-8)
- JH Visual Arts Panel (7-8)
- HS Band Panel (9-12)
- HS Choir Panel (9-12)
- HS Dance Panel (9-12)
- HS Orchestra Panel (9-12)
- HS Theatre Panel (9-12)
- HS Visual Arts Panel (9-12)

In addition, 12 total parent and student interview panels were conducted, with each panel representing six fine arts disciplines from all six high schools.

Interview discussions focused on topics including:

- Leadership and organizational structure;
- Systems and operational processes;
- Staffing and professional support;

- Instructional alignment;
- Facilities and instructional resources;
- Communication and collaboration;
- sustainability; and
- Opportunities for future growth.

c. Facility Assessments

Facility observations were conducted throughout the district to better understand how physical learning environments support Fine Arts instruction and student performance.

The review included observations of instructional classrooms, rehearsal spaces, performance venues, visual arts studios, storage areas, practice facilities, equipment rooms, and other Fine Arts learning environments.

Tours included facilities from all levels of specialized Fine Arts instruction (flex, intermediate, junior high, high school) representative of newest facilities, oldest facilities, and mid-range facilities at each instructional level.

Rather than evaluating facilities solely on age or appearance, observations focused on instructional functionality, safety, accessibility, operational efficiency, equipment adequacy, storage capacity, scheduling flexibility, and the extent to which facilities support high-quality student learning.

d. Documentation and Data Review

The review team examined available documentation provided by the district to better understand organizational practices, operational systems, and program structure.

Documentation reviewed included, where available:

- Organizational documents;
- Departmental procedures and guidance;
- Staffing information;
- Budget and resource information;
- Curriculum and instructional materials;
- Planning documents;
- Operational processes; and
- Other supporting departmental records.

As with any organizational review utilizing sampling methodology, document analysis served as one source of evidence among many and was considered alongside interviews, observations, facility assessments, and survey data.

3. Summary of Approach

The Systems and Process Review incorporates direct observation, stakeholder engagement, survey analysis, facility assessments, and documentation review to develop a comprehensive understanding of the Fine Arts Department as an organizational system.

The purpose of this approach is not to evaluate isolated events, individual employees, or singular programs. Rather, it is to identify recurring organizational patterns that influence the effectiveness, consistency, efficiency, and long-term sustainability of Fine Arts throughout the district.

Consistent with the philosophy of the Systems and Process Review, individual comments do not constitute findings. Findings emerge when recurring themes are identified across multiple sources of evidence. By comparing observations from interviews, survey data, facility assessments, and documentation review, the review team identified organizational patterns that formed the basis for the themes and recommendations presented in the sections that follow.

The report is therefore organized around those recurring themes, allowing district leadership to recognize existing strengths, better understand systemic opportunities for improvement, and prioritize future actions that will strengthen organizational alignment while continuing to support exceptional Fine Arts experiences for all Conroe ISD students.

Section 2: Summary of Feedback

As part of the Fine Arts Systems and Process Review, feedback was gathered through interviews with district leadership, Fine Arts administrators, Fine Arts educators, stakeholder surveys, facility observations, and documentation review. Collectively, these data sources provided a comprehensive view of the department's operational systems, organizational culture, and districtwide alignment.

Rather than relying on any single source of information, the review team compared observations across each data source to identify recurring organizational patterns. The themes and recommendations presented later in this report are based upon the collective evidence gathered throughout the review process.

1. Interview Data

Overall, interview feedback reflects a department characterized by highly committed educators, strong student advocacy, and a deep sense of pride in the Fine Arts programs across Conroe ISD. Participants consistently described Fine Arts as a collaborative profession built upon relationships, creativity, and a shared commitment to providing exceptional opportunities for students.

While participants expressed confidence in the quality of Fine Arts instruction occurring throughout the district, they also identified recurring operational challenges affecting consistency, efficiency, communication, and long-term sustainability.

a. Strengths

Throughout the interview process, staff consistently described Fine Arts as one of the district's greatest strengths. Regardless of discipline or campus assignment, participants demonstrated a genuine passion for their work and a commitment to providing meaningful experiences for students.

Dedicated Educators. The most frequently identified strength was the quality and commitment of Fine Arts educators. Teachers, directors, coordinators, and administrators consistently described their colleagues as talented, student-centered, collaborative, and willing to invest significant time beyond contractual expectations to ensure student success.

Student-Centered Culture. Participants repeatedly emphasized that students remain the focus of departmental decision-making. Staff described environments where creativity, performance excellence, personal growth, and student relationships are valued alongside instructional achievement.

Strong Individual Programs. Interview participants consistently expressed pride in their individual campus programs and in the accomplishments achieved by students across all Fine Arts disciplines. Numerous examples of instructional excellence, competitive success, artistic achievement, and community recognition were shared throughout the review process.

Professional Collaboration. Many educators described strong collaborative relationships within their campuses and disciplines. Experienced educators were frequently identified as valuable mentors who willingly support colleagues and contribute to overall program success.

b. Most Common Concerns

While interview participants consistently expressed pride in the department, several recurring organizational concerns emerged across campuses, disciplines, and leadership levels.

Unlike isolated comments, these concerns appeared repeatedly across multiple stakeholder groups and were further supported through survey responses and facility observations.

The most frequently discussed themes included:

- Leadership capacity and organizational clarity;
- Instructional alignment across grade levels and feeder patterns;
- Facilities, equipment, and resource equity;
- Communication and operational consistency;
- Staffing capacity and workload;
- Long-term planning and sustainability.

Organizational Alignment. Staff frequently discussed differences in operational practices among campuses and feeder patterns. Participants expressed a desire for greater districtwide consistency while maintaining the flexibility necessary to meet local campus needs.

Facilities and Resources. Facility adequacy, instructional space, storage, equipment replacement, and access to specialized instructional resources emerged as recurring concerns throughout nearly every discipline represented during interviews.

Communication and Operational Systems. Participants frequently referenced inconsistent communication, differing operational expectations, and varying

procedures across campuses. While many praised relationships with immediate supervisors, stakeholders often expressed a desire for clearer districtwide systems and greater transparency regarding departmental decisions.

Staffing and Sustainability. Many educators described increasing instructional and operational responsibilities resulting from continued program growth. Participants discussed workload, staffing allocations, recruitment, succession planning, and long-term departmental sustainability as areas deserving future attention.

2. Stakeholder Survey

The Fine Arts Staff Survey served as an organizational signal-detection instrument designed to identify operational areas deserving deeper exploration during the onsite review.

Unlike traditional climate surveys, each survey statement reflected characteristics commonly associated with highly functioning Fine Arts organizations. Responses therefore provided insight into areas of organizational strength while simultaneously identifying domains requiring additional discussion during interviews and observations.

Survey responses generally reflected a department with strong commitment, positive professional relationships, and confidence in instructional quality. At the same time, several domains produced lower levels of organizational agreement, suggesting opportunities to strengthen systems, improve consistency, and better support staff across the district.

a. Organizational Strengths

Survey responses demonstrated consistently strong levels of agreement regarding:

- Commitment to students;
- Professional culture;
- Instructional quality;
- Staff collaboration;
- Pride in Fine Arts programs.

These findings closely aligned with interview responses, during which staff repeatedly described their colleagues as dedicated professionals committed to providing exceptional opportunities for students.

b. Organizational Signals

While overall responses were positive, several domains generated lower levels of agreement and therefore became priorities during onsite interviews.

These organizational signals included themes related to:

- Leadership and decision-making;
- Systems and operational processes;
- Staffing and workload;
- Facilities and instructional resources;
- Communication;
- Alignment and equity;
- Strategic sustainability.

Importantly, these survey results were not interpreted as findings independently. Instead, they informed interview questions, guided follow-up discussions, and helped the review team determine where additional evidence should be gathered throughout the review process.

As interview data accumulated, many of these survey signals were confirmed through recurring stakeholder feedback and onsite observations.

3. Facility Assessments

Facility observations were conducted throughout the review to better understand how instructional environments support Fine Arts teaching and learning across the district.

Rather than focusing solely on facility age or appearance, observations examined instructional functionality, accessibility, safety, operational efficiency, equipment availability, storage capacity, scheduling flexibility, and overall support for student learning.

a. General Observations

Across the district, Fine Arts educators have developed creative and effective methods for maximizing available instructional space and resources. Staff consistently demonstrated adaptability while maintaining high-quality instructional experiences despite varying facility conditions.

At the same time, observations identified notable differences among campuses regarding instructional space, storage capacity, specialized equipment, rehearsal environments, performance venues, and long-term facility planning.

b. Common Strengths

Recurring strengths observed throughout the facility review included:

- Well-maintained instructional environments;
- Strong stewardship of district resources;
- Creative utilization of available space;
- High levels of organization within instructional areas;
- Significant pride in Fine Arts facilities by staff and students.

c. Common Concerns

Recurring facility-related concerns included:

- Inconsistent facility capacity among campuses;
- Limited storage for instruments, costumes, scenery, artwork, and instructional materials;
- Aging equipment requiring replacement planning;
- Specialized instructional spaces that no longer match program growth;
- Scheduling limitations caused by shared instructional and performance spaces;
- Long-term planning for renovation, modernization, and equipment replacement.

While the severity of these concerns varied among campuses and disciplines, the collective observations suggest opportunities to strengthen long-range planning for Fine Arts facilities, equipment, and instructional resources across the district.

4. Documentation and Data Review

The review team examined available documentation provided by the district to better understand organizational practices, operational systems, and program structure.

Conroe ISD offers multiple fine arts learning opportunities at all levels of the student experience. Below are some specific observations gleaned from the district data requested and gathered, including but not limited to course guides, staffing lists and matrices, Fine Arts student enrollment per campus, and internal Fine Arts procedural documents and departmental staffing proposals.

a. General Observations

The Fine Arts Department, based on general documentary review, appears to be a robust and thriving department with high student enrollment and varied offerings at all levels of instruction. Offerings vary depending on the campus type. Elementary campus structures vary greatly—some campuses serve pre-kindergarten through 4th grade, while others serve pre-kindergarten through 6th grade (referred to locally as flex campuses).

Intermediate campuses serve 5th-6th grade, and junior high campuses serve 7th-8th grade. Some high schools have a 9th grade stand-alone campus, while others serve 9th-12th grades, depending on the feeder pattern, student enrollment, and facility availability.

Additional campuses are under construction and expected to open within the next two school years, indicating that staffing will continue to increase to support these additional Fine Arts campus programs.

b. Course Offerings

At the junior high level, each Fine Arts discipline has a unique course sequence. Placement in performing arts (Band, Orchestra, Choir, Color Guard, Drill Team) classes is usually subject to audition by the Junior High director. Placement in Art and Theatre is usually dependent upon completing the correct course prerequisites and sequence. For 8th grade students, HS Art I may be taken, pending completion of JH Art A and JH Art B in 7th grade; or JHS Art A and Ceramics in 7th grade. Various courses offered at the junior high level include:

- | | |
|----------------------|----------------------|
| ● Band | ● Theatre Production |
| ● Choir | ● JHS Art A |
| ● Orchestra | ● JHS Art B |
| ● Music Appreciation | ● JHS Art C |
| ● Theatre Arts I | ● JHS Ceramics |
| ● Theatre Arts II | ● JHS Sculpture |
| ● Theatre Troupe | ● Art I* |

At the high school level, the district offers a rich and varied set of course offerings in all fine arts, including band, choir, dance, orchestra, theatre, and visual arts. For a detailed chart of all high school course offerings, see [Appendix B](#).

c. Multi-District Comparative Central Fine Arts Staffing Data

The review data yielded numerous responses within survey and interview data points that described the need for additional central fine arts staff. Within the documents provided for district review was a recent comparative staffing analysis from October of 2025 which is summarized in chart form below.

District Comparison	Student Enrollment	Central Office Fine Arts Staff
Katy	94,589	8
Fort Bend	80,034	8
Conroe	71,729	3
Klein	52,927	5
Humble	48,267	5
Clear Creek	39,960	3

The Fine Arts department has 3 full-time Central Fine Arts staff and approximately 355 campus staff. The fine arts programs combined serve approximately 64,506 students in the district on just under 80 different campuses.

This data yields the following ratios:

- Campus Staff-to-Student Ratio: 1:182
- Central Fine Arts Administrator-per-Student Ratio: 1:32,253
- Central Fine Arts Staff-per-Student Ratio: 1:21,502*
- The only district comparably staffed at Central Office is Clear Creek ISD**

***Note:** The peer average ratio for Central Fine Arts Staff-to-Student 11,077

****Note:** Clear Creek ISD is approximately half the size of Conroe ISD (with 31,769 fewer students than Conroe).

d. Fine Arts Handbooks

As part of the data review process, departmental handbooks were specifically requested. There is a district-level fine arts handbook that is primarily for campus and teacher use. Below are a few observations regarding that document:

- In general, the handbook does include all major topics within fine arts programming.
- The handbook includes many good step-by-step instructions regarding what to do and who to contact.
- The handbook does reference district policies as applicable.
- The handbook needs streamlined district-wide organizational practices by discipline (travel, purchasing, etc.)

- The handbook needs a clear list of district-level versus campus-level decisionmaking.
- The handbook does not always clearly define the specific program applicable to certain sections.

In Conroe ISD, each program (band, choir, theatre arts, etc.) on each campus develops their own handbook. These are site-based documents wherein the contents are highly specific to the program directors at each campus. As a representative sampling, the consultant team reviewed two handbooks at various instructional levels (high school and intermediate school).

Below are a few observations regarding those documents as a representative sampling:

- Alignment to district grading policy is not consistent or evident among the sampling of handbooks reviewed.
- Fees are listed in some, but not all handbooks.
- Attendance policies are a district-wide expectation with grading tied to the TEKS for the class, but this is not always present in handbook samplings.
- Not all site-based handbooks indicate campus initiatives for behaviors.
- Connecting program expectations to district policies is not always clear.

e. Administration Proposals

Within this review phase, several documents developed by the Fine Arts Director to support the continued success of the Fine Arts Department were reviewed within the systems and procedures documentation requested. Below are a few observations regarding those documents:

- The consultants found these documents to have sound recommendations regarding the general staffing needs of the Fine Arts Department and recommend a renewed consideration of the detailed and data-based staffing and hiring proposals already available to the district.
- Specifically, the [October 2025 Conroe ISD Fine Arts Staffing Proposal](#) and the [2026 High School & Junior High Fine Arts Staffing Recommendations](#) are worthy of review and consideration. (Fine Arts course offerings are part of required curriculum; these local staffing recommendations are considered bare minimums for current staffing needs.)

Section 3: Resulting Themes

Through the collective analysis of interviews, stakeholder surveys, facility observations, documentation review, and organizational sampling, a series of recurring themes emerged. While individual concerns varied by campus, discipline, and role, consistent organizational patterns were identified across multiple sources of evidence.

One of the most significant observations throughout the review is that Conroe ISD Fine Arts is built upon a foundation of exceptionally talented and deeply committed educators. Across every discipline, the review team encountered professionals who consistently place students first, demonstrate remarkable dedication to their craft, and work collaboratively to create outstanding educational experiences.

At the same time, the continued growth and success of the department has created increasing demands on leadership structures, instructional systems, operational processes, facilities, and resources. Many of the systems that have historically supported Fine Arts have evolved incrementally alongside program growth rather than through intentional districtwide design. As a result, many educators have developed highly effective local practices, yet organizational consistency varies across campuses and feeder patterns.

A recurring theme emerged throughout the review that may best be summarized as: **Exceptional people have built exceptional programs. The next stage of growth depends less on individual effort and more on strengthening the district organizational systems that support those people.**

The observations and recommendations contained within this report are intended to preserve the strengths that have made Conroe ISD Fine Arts successful while identifying opportunities to improve alignment, increase operational consistency, strengthen instructional continuity, and better position the department for future growth. The following thematic observations represent the organizational patterns that emerged most consistently throughout the review.

1. Theme One — Leadership Capacity and Organizational Structure

a. Observations

- Fine Arts leadership is highly respected throughout the district.
- Staff consistently describe district leadership as supportive, approachable, and committed to student success.

- Individual campus leadership demonstrates significant autonomy in supporting Fine Arts programs resulting in inconsistencies between campus to campus programs.
- Operational responsibilities continue to expand as student participation and program expectations increase.
- Leadership responsibilities are often dependent upon individual experience and institutional knowledge rather than documented organizational systems.
- Decision-making authority and operational responsibilities are not always consistently understood throughout the department in regards to district fine arts office and campus administration.
- The department has experienced significant growth while many organizational structures have remained relatively unchanged.

b. Areas of Commendation

- Strong relationships exist between Fine Arts leadership and instructional staff.
- Staff consistently describe district leadership as supportive and student-centered.
- Campus administrators generally demonstrate appreciation for Fine Arts programs.
- Leadership has established a culture focused on program excellence and student opportunity.

c. Areas of Concern

- Continued organizational growth has increased leadership demands.
- Operational responsibilities continue expanding without corresponding structural adjustments.
- Greater role clarity between the district fine arts office and campus administration may improve organizational efficiency and consistency.
- Multiple data points indicate regularly that a Central Fine Arts staff of 3 is insufficient to support the approximately 355 fine arts staff across almost 80 campuses who serve over 64,500 students.
- Long-term succession planning should become an organizational priority.

2. Theme Two — Instructional Alignment and Program Continuity

a. Observations

- Instruction throughout the district is of exceptionally high quality.
- Staff demonstrate strong content knowledge and instructional expertise.
- Individual programs have developed highly effective teaching practices.
- Horizontal and vertical alignment vary among disciplines and feeder patterns.

- Curriculum implementation and instructional expectations are not always consistently articulated districtwide.
- Student transitions between campuses often depend upon local program practices and campus administration decisions rather than systemic alignment.

b. Areas of Commendation

- Teachers consistently place student learning at the center of instructional decision-making.
- Staff willingly collaborate within disciplines.
- Programs demonstrate strong traditions of instructional excellence.
- Students benefit from passionate and knowledgeable educators.

c. Areas of Concern

- Greater instructional alignment could improve consistency of student experiences.
- Opportunities exist to strengthen curriculum continuity throughout feeder patterns especially in regards to 6th grade at intermediate campuses versus K-6 Flex campuses.
- Central Fine Arts staff are supportive, but they do not have the expert-level knowledge for each fine arts program the district offers.
- Formal systems supporting instructional collaboration could reduce variability among campuses.

3. Theme Three — Resources, Facilities, and Program Equity

a. Observations

- Facility quality varies considerably across campuses.
- Staff consistently maximize available instructional space.
- Equipment and storage needs differ significantly by discipline.
- Program growth has placed additional demands upon rehearsal spaces, performance venues, and instructional resources.
- Facility functionality often impacts instructional efficiency.

b. Areas of Commendation

- Staff demonstrate exceptional stewardship of district resources.
- Facilities are generally well maintained.
- Educators consistently adapt to facility limitations.
- Students continue to experience outstanding Fine Arts opportunities despite resource differences.

c. Areas of Concern

- Facility equity varies among campuses in regards to size, auxiliary practice spaces, and individual student work/practice space.
- Long-term equipment replacement planning appears inconsistent and mostly decided by campus administration.
- Storage capacity is insufficient in several locations.
- Continued enrollment growth will increase pressure on existing facilities.

4. Theme Four — Systems, Processes, and Operational Efficiency

a. Observations

- Many operational systems function effectively because of experienced personnel.
- Procedures vary among campuses.
- Staff frequently rely upon informal communication and institutional knowledge.
- Event management, purchasing, inventory, travel, scheduling, and equipment systems differ throughout the district.

b. Areas of Commendation

- Staff consistently find practical solutions to operational challenges.
- Campus personnel demonstrate remarkable adaptability.
- Programs continue operating efficiently despite procedural variation.
- The district-level handbook provides detailed step-by-step instructions for completing common programmatic operational tasks.

c. Areas of Concern

- Increased procedural consistency would improve efficiency.
- Documented operational procedures could reduce dependence upon institutional knowledge.
- Significant work will be required to craft and implement fine arts staffing guidelines with appropriate mechanisms to trigger staff additions and reductions beyond the minimum staffing required for each Fine Arts program.
- Standardized systems would improve onboarding of new personnel.
- Consistent training for campus administrators and campus support staff is needed, especially when there is a change of personnel.
- Program handbooks are highly site-based by campus and are in need of general alignment.

5. Theme Five — Communication, Collaboration, and Organizational Culture

a. Observations

- Organizational culture is overwhelmingly positive.
- Relationships represent one of the department's greatest strengths.
- Staff express significant pride in their work.
- Communication effectiveness varies among campuses and organizational levels.

b. Areas of Commendation

- Collaboration is evident throughout the department.
- Staff consistently support one another.
- Fine Arts enjoys a positive professional reputation throughout the district.
- Student-centered decision-making is evident across disciplines.

c. Areas of Concern

- Earlier communication regarding district initiatives would be beneficial.
- Greater transparency surrounding organizational decisions would strengthen trust.
- Additional opportunities for cross-disciplinary collaboration may improve alignment.
- Treatment of 6th grade programs varies between students in a more elementary setting (Flex campuses) versus students in intermediate schools.

6. Theme Six — Strategic Sustainability

a. Observations

- Fine Arts programs continue to experience growth.
- Community expectations continue increasing.
- Long-term planning will become increasingly important.
- Organizational success currently depends heavily upon extraordinary individual effort.

b. Areas of Commendation

- Staff demonstrate remarkable commitment.
- Programs enjoy strong community support.
- The department has established a reputation for excellence.

c. Areas of Concern

- Continued growth will require intentional organizational planning.

- Future staffing, facilities, and operational systems should be aligned with projected enrollment.
- Formal succession planning and long-range strategic planning should become organizational priorities.
- Clear lines need to be drawn between the district fine arts office and campus leadership in regards to all these areas above.

7. Theme Seven — Community Engagement & Program Advocacy

a. Observations

- Community support for Fine Arts is exceptionally strong.
- Parent organizations are deeply invested.
- Booster organizations vary considerably in capacity.
- Community partnerships create tremendous opportunities.
- Public performances positively shape district perception.

b. Areas of Commendation

- Strong community pride.
- High parent involvement on many campuses
- Excellent public visibility.
- Outstanding student representation.

c. Areas of Concern

- Booster capacity and parent involvement levels vary considerably, due to socioeconomic status
- Community resources are not equally available across campuses.
- External fundraising contributes to program inequity.
- Opportunities exist to strengthen districtwide advocacy for Fine Arts.

Section 4: Strategic Recommendations

The purpose of a Systems and Process Review extends beyond identifying organizational strengths and opportunities for improvement. Its ultimate value lies in translating those observations into practical, strategic actions that strengthen the organization over time.

The recommendations presented in this section are organized around the seven themes identified throughout the review. They are not intended to function as a prescriptive implementation plan, but rather as strategic considerations designed to assist district leadership in prioritizing future work. While some recommendations may be addressed in the near term, others represent longer-range organizational initiatives that support continued growth, alignment, and sustainability.

Collectively, these recommendations are intended to strengthen leadership capacity, improve instructional continuity, enhance operational efficiency, promote equitable access to resources, and ensure that Conroe ISD Fine Arts remains well positioned to serve students for years to come.

1. Theme One — Leadership Capacity & Organizational Structure

a. Strategic Objective

Strengthen the organizational structure supporting Fine Arts by clarifying leadership responsibilities, increasing organizational capacity, and ensuring decision-making systems evolve alongside the continued growth and complexity of the department.

b. Recommended Actions

Immediate Priorities

- Clearly define district and campus leadership responsibilities to improve organizational clarity and consistency.
- Evaluate current district leadership workload relative to the size, complexity, and geographic scope of the department.
- Increase staffing at the Central Fine Arts level to provide needed support for the 355 fine arts staff across almost 80 campuses serving over 64,500 students who participate in fine arts programs, utilizing comparative staffing data.
- Consider a renewed consideration of the recent internal staffing proposals ([October 2025 Conroe ISD Fine Arts Staffing Proposal](#) and the [2026 High](#)

[School & Junior High Fine Arts Staffing Recommendations](#)). These are research-based, internal documents already available with sound comparative data worthy of review and consideration.

- Establish recurring leadership collaboration meetings focused on districtwide planning and organizational alignment.

Intermediate Opportunities

- Develop written leadership expectations and operational responsibilities for key positions.
- Formalize succession planning strategies for critical leadership roles.
- Expand opportunities for campus Fine Arts leaders to participate in districtwide planning initiatives.

Long-Term Considerations

- Periodically review the organizational structure to ensure leadership capacity continues to align with district growth.
- Continue developing distributed leadership systems that balance campus autonomy with districtwide consistency.
- Work toward a Central Fine Arts staffing structure, wherein each program within fine arts has a full-time central fine arts staff member who specializes in each of the varied arts offered.

2. Theme Two — Instructional Alignment & Program Continuity

a. Strategic Objective

Strengthen instructional continuity across all Fine Arts disciplines by establishing systems that promote consistent student experiences while preserving the creativity and instructional autonomy that define exceptional Fine Arts education.

b. Recommended Actions

Immediate Priorities

- Identify exemplary instructional practices currently occurring across the district and develop systems for sharing them.
- Expand collaboration among feeder pattern educators to improve student transitions.
- Update and reorganize the existing district-level handbook to improve the flow of the document and clarify the information within as follows:
 - clarify district-wide organizational practices (travel, purchasing, etc.) expected for all Fine Arts programs;
 - provide a clear list of items for district-level versus campus-level decisionmaking and support; and

- relabel/reorganize sections to provide clarity regarding the specific program to which each set of instructions or procedures are applicable.

Intermediate Opportunities

- Develop districtwide instructional guidance supporting curriculum alignment while maintaining local flexibility.
- Increase structured professional collaboration across campuses and disciplines.
- Develop program-based handbook templates at the district level for vertical, horizontal, strand, and grade-level alignment. There should be room for campus-specific provisions, but the campus-specific sections cannot be misaligned with the district-wide template provisions.

Long-Term Considerations

- Establish an ongoing cycle for reviewing instructional alignment, student progression, and program continuity throughout the district.
- Review instructional minutes across the district for all fine arts programs.
- Consider adjusting programmatic credits for students in choir and theatre to benefit from TEA-approved PE substitution credit for participation in Technical Theatre II-IV and Show Choir/Vocal Ensemble.

3. Theme Three — Resources, Facilities & Program Equity

a. Strategic Objective

Ensure Fine Arts facilities, equipment, and instructional resources continue supporting high-quality student experiences by implementing consistent long-range planning and promoting equitable access across the district.

b. Recommended Actions

Immediate Priorities

- Conduct a comprehensive inventory of Fine Arts facilities, specialized instructional equipment, and storage capacity.
- Identify facility deficiencies having the greatest impact on instructional delivery.

Intermediate Opportunities

- Develop districtwide replacement schedules for major instructional equipment.
- Establish consistent criteria for evaluating future facility and equipment requests.

Long-Term Considerations

- Develop a comprehensive Fine Arts capital improvement strategy aligned with projected enrollment growth and program expansion.

4. Theme Four — Systems, Processes & Operational Efficiency

a. Strategic Objective

Improve organizational efficiency by standardizing essential operational processes while preserving the flexibility necessary to meet the unique needs of individual campuses and Fine Arts disciplines.

b. Recommended Actions

Immediate Priorities

- Document operational procedures currently dependent upon institutional knowledge.
- Review high-frequency processes for opportunities to eliminate duplication and increase efficiency.
- Work with Human Resources to implement updated Fine Arts staffing guidelines with appropriate mechanisms to trigger staff additions and reductions beyond the minimum staffing required for each Fine Arts program.

Intermediate Opportunities

- Develop standardized operational guidance for purchasing, inventory, scheduling, travel, and event management.
- Create onboarding resources for new Fine Arts staff.

Long-Term Considerations

- Establish periodic operational reviews to ensure departmental systems continue evolving alongside district needs.

5. Theme Five — Communication, Collaboration & Organizational Culture

a. Strategic Objective

Strengthen communication systems and collaborative structures that support transparency, organizational alignment, and the positive professional culture consistently observed throughout the Fine Arts Department.

b. Recommended Actions

Immediate Priorities

- Increase proactive communication regarding district initiatives and organizational decisions.
- Continue recognizing outstanding student and staff accomplishments across all Fine Arts disciplines.

Intermediate Opportunities

- Expand structured opportunities for cross-campus and cross-disciplinary collaboration.
- Develop consistent communication expectations supporting districtwide organizational alignment.

Long-Term Considerations

- Continue investing in collaborative leadership practices that reinforce organizational trust and professional culture.

6. Theme Six — Strategic Sustainability

a. Strategic Objective

Position the Fine Arts Department for continued growth by proactively aligning staffing, facilities, operational systems, and long-range planning with the future needs of the district.

b. Recommended Actions

Immediate Priorities

- Assess organizational areas most affected by enrollment growth and expanding program demands.
- Evaluate staffing and facility capacity relative to projected future needs.
- Consider a competitive cohort concept with the Strategic Benchmark Districts listed in [Appendix C](#).
- Conroe ISD should formally adopt competitive-cohort review as a recurring strategic planning practice for Fine Arts.
 - The District should first ensure that staffing and resources are sufficient to meet curricular and TEKS-based instructional needs.
 - It should then evaluate whether the broader organizational system provides students and educators with support reasonably aligned to the demanding artistic and performance environments in which they participate.
 - This approach will allow Conroe ISD to make staffing and resource decisions based not only on where the District has been, but also on the level of excellence, equity, and sustainability it intends to preserve for the future.
 - See [Appendix D](#) for a detailed approach to using a Competitive Cohort Review.

Intermediate Opportunities

- Develop long-range staffing, recruitment, and succession planning strategies.
- Establish replacement schedules for major instructional assets and facilities.

Long-Term Considerations

- Develop a comprehensive Fine Arts Strategic Plan that aligns instructional priorities, organizational capacity, facilities, and financial planning over the next five to ten years.

7. Theme Seven — Community Engagement, Advocacy & Partnerships**a. Strategic Objective**

Strengthen the partnerships that support Fine Arts by cultivating consistent community engagement, enhancing public awareness, and promoting equitable opportunities for students throughout the district.

b. Recommended Actions**Immediate Priorities**

- Continue strengthening relationships with parents, booster organizations, and community partners.
- Increase opportunities to highlight student achievement and program success throughout the district.

Intermediate Opportunities

- Develop district guidance supporting effective collaboration between campuses and booster organizations.
- Expand partnerships with local arts organizations, higher education institutions, and community agencies.

Long-Term Considerations

- Develop a districtwide advocacy strategy that communicates the value and impact of Fine Arts while supporting equitable access to community resources across all campuses.

Section 5: Concluding Remarks

The purpose of a Systems and Process Review is not to measure perfection, nor is it intended to evaluate individual programs, campuses, or personnel. Rather, its purpose is to provide organizational perspective—to step back from daily operations and examine how leadership, instructional systems, operational practices, resources, and organizational culture collectively support the mission of serving students.

Throughout this review, the consulting team observed a Fine Arts Department distinguished by exceptional educators, strong instructional practices, and a deeply rooted commitment to student success. Across every discipline and at every organizational level, staff consistently demonstrated professionalism, creativity, resilience, and an unwavering dedication to providing meaningful educational experiences for students. These qualities represent the foundation upon which the department's continued success has been built and should remain central to its future.

At the same time, the review identified opportunities to strengthen the organizational systems that support this work. As programs continue to grow and expectations continue to evolve, sustained success will depend not solely upon the extraordinary efforts of individual educators, but upon the continued development of clear leadership structures, aligned instructional systems, effective operational practices, equitable resource planning, and intentional long-range strategic planning.

One of the most encouraging observations throughout this review is that the District does not need to create excellence—it already possesses it. The opportunity before Conroe ISD is to further strengthen the organizational framework that allows excellence to flourish consistently across every campus, every discipline, and every student experience.

The recommendations presented throughout this report are intended to serve as strategic considerations rather than prescriptive directives. While not every recommendation will require immediate implementation, each represents an opportunity to further strengthen the systems that support students, educators, and the Fine Arts Department as a whole. As with any organization, meaningful improvement is achieved not through isolated initiatives, but through thoughtful, intentional refinement over time. While every recommendation contained within this report may not require immediate implementation, the cumulative resulting expected impact will be boldly transformative and is more fully detailed in [Appendix E](#) of this report.

Ultimately, the strength of any Fine Arts department is measured not only by the accomplishments of its individual programs, but by the capacity of its organizational

systems to sustain those accomplishments across generations of students and educators. Conroe ISD has established a tradition of excellence in Fine Arts that is evident throughout this review. By continuing to invest in the systems that support its people, the District is well positioned to preserve that tradition while expanding opportunities for future generations of students.

The Docentus Group appreciates the opportunity to work alongside the leadership and educators of Conroe ISD throughout this review. We extend our sincere gratitude to every individual who participated in interviews, completed surveys, provided documentation, welcomed us into classrooms and rehearsal spaces, and openly shared their perspectives. Their professionalism, candor, and commitment to continuous improvement made this review both meaningful and valuable.

It is our hope that this report serves not simply as a summary of observations, but as a practical resource that assists district leadership in making informed decisions, strengthening organizational systems, and continuing to provide exceptional Fine Arts opportunities for every student entrusted to the Conroe Independent School District.

Appendix A - Evaluation Framework Survey Results

Purpose

The Fine Arts Evaluation Framework Survey was developed to measure staff perceptions regarding the organizational health of the Conroe ISD Fine Arts Department. Each survey statement was intentionally written to describe a strong and healthy operational condition. The survey was not intended to create findings independently; rather, it served as an organizational signal-detection tool to help identify areas of strong agreement and areas requiring deeper exploration through interviews, facility observations, and document review.

The results below are organized from the highest level of agreement to the lowest level of agreement. For purposes of this summary, “Agreement” represents the combined percentage of respondents selecting **Somewhat Agree** or **Strongly Agree**.

Rank	Domain	Exact Survey Statement	Agreement
1	Safety, Compliance and Risk	Fine Arts staff members clearly understand operational expectations related to student supervision, travel, facilities use, and program safety.	84.7%
2	Safety, Compliance and Risk	Safety expectations, emergency procedures, and operational protocols within Fine Arts programs are clearly communicated and consistently implemented.	83.4%
3	Safety, Compliance and Risk	Systems related to operational risk management, accountability, and program oversight effectively support safe and responsible Fine Arts operations.	76.7%
4	Safety, Compliance and Risk	Compliance expectations related to district procedures, facilities usage, finances, inventory, travel, and student participation are clearly understood and consistently followed.	76.1%
5	Community and Stakeholder Engagement	Community support structures positively contribute to the success, sustainability, and participation levels of Fine Arts programs.	73.6%
6	Communication and Culture	The overall culture and climate within the Fine Arts Department supports positive working relationships, professional trust, and staff morale.	73.5%
7	Leadership	The leadership structure within the Fine Arts Department is clearly defined and operationally effective.	71.4%

8	Leadership	Leadership roles and responsibilities within Fine Arts programs are clearly communicated and consistently understood.	69.1%
9	Communication and Culture	Communication within the Fine Arts Department is clear, timely, professional, and operationally effective.	68.2%
10	Human Capital	Professional growth, instructional support, and staff development opportunities within Fine Arts are aligned with program needs.	68.0%
11	Communication and Culture	Fine Arts staff members feel respected, supported, and valued within the operational culture of the department.	67.7%
12	Systems and Processes	Fine Arts handbooks, campus procedures, and departmental expectations — including the existence and use of a master Fine Arts handbook — are aligned, clearly communicated, and consistently understood.	67.4%
13	Community and Stakeholder Engagement	Communication and engagement between Fine Arts programs and parents/community stakeholders is consistent, effective, and aligned with district expectations.	66.9%
14	Teaching and Learning	Students are being appropriately prepared for progression into the next level of Fine Arts instruction within their feeder pattern or program sequence.	66.9%
15	Leadership	Fine Arts leadership effectively supports communication, alignment, and operational clarity.	65.7%
16	Human Capital	The hiring process (e.g, recruiting, interviewing, and new-staff onboarding) is effective in supporting strong Fine Arts programs.	63.4%
17	Communication and Culture	Collaboration between Fine Arts programs, campuses, and staff members is consistent and supports departmental alignment.	61.8%
18	Teaching and Learning	Curriculum frameworks, instructional resources, and teaching expectations are clearly defined and consistently utilized.	61.6%

19	Leadership	Decisions made on behalf of Fine Arts programs are logical, well understood, and communicated with clarity.	61.1%
20	Systems and Processes	Operational workflows between Fine Arts programs, campuses, and campus administration function efficiently and support effective day-to-day operations.	58.9%
21	Teaching and Learning	Instructional expectations and teaching practices are aligned across Fine Arts programs and grade levels.	58.7%
22	Teaching and Learning	Programmatic expectations, instructional pacing, and student performance standards are consistent across campuses and feeder patterns.	57.6%
23	Strategic Sustainability	The Fine Arts Department demonstrates a clear long-term vision for continued program growth, development, and excellence.	55.1%
24	Human Capital	Workload expectations within Fine Arts programs are reasonable and sustainable relative to assigned responsibilities.	54.4%
25	Systems and Processes	Scheduling systems and operational procedures effectively support instructional and programmatic needs.	52.6%
26	Alignment and Equity	Fine Arts programs across the district demonstrate clear vertical and horizontal alignment.	52.1%
27	Alignment and Equity	Feeder patterns within the Fine Arts Department are aligned instructionally, operationally, and programmatically.	51.8%
28	Alignment and Equity	Students across campuses have equitable access to Fine Arts opportunities, resources, and program experiences.	51.5%
29	Strategic Sustainability	Current operational expectations, staffing structures, and performance expectations within Fine Arts are sustainable over time.	50.9%
30	Systems and Processes	Operational systems and processes are implemented consistently across Fine Arts programs and campuses.	49.1%

31	Alignment and Equity	Operational expectations, instructional opportunities, and program support are implemented consistently across campuses.	48.5%
32	Strategic Sustainability	Fine Arts programs are supported by long-term planning that reflects future growth, staffing needs, facilities, equipment, and instructional demands.	47.9%
33	Community and Stakeholder Engagement	Booster organizations and support groups operate with clearly defined expectations, roles, and alignment to district and campus procedures.	47.9%
34	Resources, Facilities & Assets	Systems for equipment maintenance, repair, inventory management, and replacement planning effectively support Fine Arts operations.	43.0%
35	Resources, Facilities & Assets	Fine Arts facilities across the district adequately support instructional, rehearsal, performance, storage, and operational needs.	42.9%
36	Strategic Sustainability	The district effectively plans for the long-term maintenance, replacement, and expansion of Fine Arts facilities, equipment, and program resources.	37.7%
37	Resources, Facilities & Assets	Access to equipment, instructional materials, technology, and other program resources is equitable and sufficient across campuses.	36.5%
38	Human Capital	Staffing allocations, structures, and assignments across Fine Arts programs and campuses are equitable, appropriate, and effective.	36.0%
39	Resources, Facilities & Assets	Budget allocations, resource distribution, and financial support structures effectively align with Fine Arts program needs.	34.1%

Summary Observation

The strongest agreement occurred in **Safety, Compliance and Risk**, indicating that staff generally perceive safety expectations, supervision, operational protocols, and compliance-related expectations as functioning effectively. The lowest agreement occurred in **Resources, Facilities & Assets, Human Capital, Strategic Sustainability, Alignment and Equity**, and **Systems and Processes**, which aligns with the interview priority areas established for the onsite review.

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Appendix B - Chart of High School Course Offerings

Band/Orchestra	Band/Orchestra Cont'd	Choir	Theatre	Visual Arts
Varsity Band I Varsity Band II Varsity Band III Varsity Band IV Concert Band I Concert Band II Concert Band III Concert Band IV Symphonic Band I Symphonic Band II Symphonic Band III Symphonic Band IV Percussion Battery I Percussion Battery II Percussion Battery III Percussion Battery IV Percussion Pit I Percussion Pit II Percussion Pit III Percussion Pit IV Percussion Ensemble I Percussion Ensemble II Percussion Ensemble III Percussion Ensemble IV Instrumental Ensemble I Instrumental Ensemble II Instrumental Ensemble III Instrumental Ensemble IV Jazz Ensemble I Jazz Ensemble II Jazz Ensemble III Jazz Ensemble IV	Chamber Orchestra I Chamber Orchestra II Chamber Orchestra III Chamber Orchestra IV Camerata Orchestra I Camerata Orchestra II Camerata Orchestra III Camerata Orchestra IV Philharmonic Orchestra I Philharmonic Orchestra II Philharmonic Orchestra III Philharmonic Orchestra IV Symphonic Orchestra I Symphonic Orchestra II Symphonic Orchestra III Symphonic Orchestra IV Sinfonietta Orchestra I Sinfonietta Orchestra II Sinfonietta Orchestra III Sinfonietta Orchestra IV Mariachi I Mariachi II Mariachi III Mariachi IV Wind Ensemble I Wind Ensemble II Wind Ensemble III Wind Ensemble IV Instrumental Ensemble I Instrumental Ensemble II Instrumental Ensemble III Instrumental Ensemble IV	A Cappella Choir I A Cappella Choir II A Cappella Choir III A Cappella Choir IV NV Tenor-Bass Choir I NV Tenor-Bass Choir II NV Tenor-Bass Choir III NV Tenor-Bass Choir IV V Tenor-Bass Choir I V Tenor-Bass Choir II V Tenor-Bass Choir III V Tenor-Bass Choir IV Chamber Choir I Chamber Choir II Chamber Choir III Chamber Choir IV NV Treble Choir I NV Treble Choir II NV Treble Choir III NV Treble Choir IV Varsity Treble Choir I Varsity Treble Choir II Varsity Treble Choir III Varsity Treble Choir IV Sub NV Treble Choir I Sub NV Treble Choir II Sub NV Treble Choir III Sub NV Treble Choir IV Vocal Ensemble I Vocal Ensemble II Vocal Ensemble III Vocal Ensemble IV	Theatre I Theatre Production I Musical Theatre I Technical Theatre I Theatre II Theatre Production II Musical Theatre II Technical Theatre II Theatre III Theatre Production III Musical Theatre III Technical Theatre III Theatre IV Theatre Production IV Musical Theatre IV Technical Theatre IV Directing Seminar	Art I Art II: Drawing I Art II: Painting I Art II: Ceramics I Art II: Sculpture I Art II: Digital Arts&Media I Art III: Drawing II Art III: Painting II Art III: Ceramics II Art III: Sculpture II Art III: Digital Arts & Media II Art IV: Drawing III Art IV: Painting III Art IV: Ceramics III Art IV: Sculpture III Art IV: Digital Arts & Media III Art Appreciation Digital Art & Animation 2D Design AP Drawing AP 3D Design Portfolio AP Art History AP
Dance		Other	Note	
Dance I Dance II Dance III Dance IV Cheer Dance I Cheer Dance II Cheer Dance III Cheer Dance IV Drill Dance I Drill Dance II Drill Dance III Drill Dance IV	Choreography Dance I: Breakdance Dance II: Breakdance Dance III: Breakdance Dance I: World Dance Forms Dance II: World Dance Forms Dance III: World Dance Forms Dance IV: World Dance Forms	Applied Music Music Theory I Music Theory AP	<i>All course offerings within this chart are listed in the 2026-2027 High School Academic Course Guide.</i> <i>Courses may not all be offered at every high school, depending on enrollment, interest, and staffing.</i>	

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Appendix C - Strategic Benchmark District Comparison

Purpose

One of the most challenging aspects of evaluating Fine Arts programs is determining the appropriate point of comparison. Traditional benchmarking often groups school districts by student enrollment, geographic location, or demographic characteristics. While these comparisons provide useful context, they rarely account for the organizational systems necessary to support large, comprehensive Fine Arts programs.

Students in Conroe ISD perform alongside some of the finest Fine Arts programs in Texas. Likewise, district leadership is tasked with supporting a department that spans multiple disciplines, numerous campuses, thousands of participating students, and hundreds of performances and events each year. For this reason, organizational decisions should also be considered alongside districts that demonstrate similar scale, complexity, and sustained success in Fine Arts.

The following districts were selected as strategic benchmark districts because they represent large, highly respected public school systems with mature Fine Arts organizations and a long-standing commitment to comprehensive arts education.

Strategic Benchmark Districts

- **Katy ISD:** Recognized statewide for comprehensive Fine Arts programming across all disciplines, Katy ISD has developed mature organizational systems supporting instructional alignment, staffing, facilities, and long-range strategic planning. The district continues to balance rapid growth while maintaining consistently high-performing Fine Arts programs.
- **Cypress-Fairbanks ISD:** As one of the largest districts in Texas, Cypress-Fairbanks ISD has developed organizational systems capable of supporting numerous comprehensive Fine Arts programs simultaneously. The district provides an excellent benchmark for leadership structure, staffing models, operational consistency, and districtwide program coordination.
- **Fort Bend ISD:** Fort Bend ISD demonstrates a balanced approach to Fine Arts leadership, instructional programming, and organizational support across a highly diverse student population. The district provides useful comparisons regarding equity, community engagement, and the management of comprehensive Fine Arts opportunities across multiple campuses.
- **Lewisville ISD:** Lewisville ISD has established a long tradition of Fine Arts excellence supported by well-developed instructional systems, leadership structures, and collaborative professional practices. The district serves as an excellent benchmark for instructional alignment, program continuity, and organizational sustainability.
- **Leander ISD:** Leander ISD is widely recognized as one of Texas' premier Fine Arts districts. The district has consistently demonstrated excellence across music, visual arts, theatre, and dance while maintaining strong organizational systems that support both instructional quality and operational effectiveness. As a result, Leander provides an outstanding reference point for long-term strategic planning and comprehensive Fine Arts administration.

Suggested Areas of Comparison

Rather than comparing awards or competitive outcomes alone, district leadership should periodically evaluate organizational systems across several key areas.

Organizational Area	Comparative Considerations
Leadership Structure	Central office organization, coordinator responsibilities, administrative support
Human Capital	Staffing models, enrollment triggers, instructional support personnel, succession planning
Instructional Systems	Curriculum alignment, vertical articulation, professional learning, instructional expectations
Facilities & Resources	Rehearsal spaces, studios, performance venues, equipment replacement, capital planning
Operational Systems	Budget development, inventory management, event operations, scheduling, administrative procedures
Student Experience	Program accessibility, participation opportunities, advanced ensembles, student leadership
Community Partnerships	Booster organizations, parent engagement, advocacy, business partnerships, community support

Superintendent Considerations

The purpose of benchmarking is not to replicate another district's organizational model. Rather, it provides district leadership with a practical frame of reference for evaluating whether existing systems are appropriately supporting the size, complexity, and expectations of Conroe ISD's Fine Arts Department. As the District continues to grow, periodic comparison with peer organizations can help ensure that leadership structures, staffing models, instructional systems, facilities, and operational practices evolve alongside enrollment, community expectations, and program demands. Benchmarking also creates opportunities to identify innovative practices, validate organizational decisions, and proactively address challenges before they become systemic.

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Appendix D - Using Competitive Cohorts - Detailed Recommendation

Purpose

As Conroe ISD considers the findings and recommendations contained within this Systems and Process Review, the District is strongly encouraged to use competitive-cohort analysis as an additional strategic planning lens. The purpose of this analysis is not to replicate another district's model or to make staffing decisions based solely upon awards, rankings, or isolated competitive outcomes. Rather, it is to evaluate whether the organizational systems supporting Conroe ISD Fine Arts are appropriately aligned with the instructional demands, program scale, community expectations, and performance environments in which Conroe students and educators regularly operate.

A Dual-Lens Approach to Staffing

Fine Arts instruction is curricular, standards-based, and grounded in the Texas Essential Knowledge and Skills (TEKS). Staffing decisions must therefore begin with the instructional requirements necessary to deliver the adopted curriculum safely, equitably, and effectively across grade levels, campuses, disciplines, and feeder patterns.

Curricular need should remain the first and non-negotiable staffing lens. The District should determine the baseline personnel required to provide appropriate course access, instructional minutes, class size, specialization, planning time, student supervision, and vertical program continuity.

A competitive-cohort lens then is used as a second point of reference. This lens allows the District to examine whether its staffing structures, leadership capacity, scheduling systems, facilities, resources, and operational support are reasonably comparable to those of districts whose students participate in similarly demanding artistic, performance, exhibition, and competitive environments.

Used together, these two lenses help prevent a false choice between curriculum and competitive excellence. Appropriate staffing supports TEKS-based instruction first; it also creates the organizational capacity needed for students to pursue advanced artistic experiences at the level expected of a large, comprehensive Fine Arts system.

Recommended Competitive Cohort

For the purposes of ongoing strategic review, Conroe ISD should directly consider the following districts as a competitive cohort:

- Katy ISD
- Cypress-Fairbanks ISD
- Fort Bend ISD
- Lewisville ISD
- Leander ISD

These districts were identified in the Conroe ISD report because they operate large, mature, and highly regarded Fine Arts systems. Collectively, they provide a useful frame

of reference for evaluating the organizational capacity required to sustain comprehensive programming across multiple disciplines and campuses. The cohort should be treated as a strategic benchmark group rather than as a ranking system.

Recommended Areas for Review

Because current real-time staffing data from each cohort district was not available for this review, Conroe ISD should conduct a focused data collection process before drawing numerical conclusions. The review should be updated periodically and should include, at minimum, the following areas:

- **Campus instructional staffing:** Baseline staffing by discipline and campus level; specialist positions; enrollment or participation triggers; staffing for new campuses; and the relationship between staffing allocations and instructional minutes.
- **Central Fine Arts leadership capacity:** Number and function of directors, coordinators, specialists, clerical personnel, venue managers, and other district-level support positions relative to enrollment, campus count, staff count, and program complexity.
- **Scheduling and instructional access:** Frequency and duration of instruction; master-schedule protections; class-size expectations; sequencing of courses; feeder-pattern continuity; and access to advanced offerings.
- **Facilities, equipment, and resources:** Standards for rehearsal, studio, performance, storage, and work spaces; equipment inventories; replacement cycles; technology; transportation; and long-range capital planning.
- **Operational and program support:** Budget development, purchasing, inventory, travel, event management, safety, communications, professional learning, recruitment, succession planning, and administrative procedures.
- **Student opportunity and program sustainability:** Breadth of curricular offerings, equitable access, participation pathways, advanced experiences, community expectations, and the capacity of systems to sustain continued growth.

Conceptual Decision Framework

The following framework is recommended for interpreting cohort data. No single measure should determine staffing or resource decisions. Findings should be considered collectively and in relation to Conroe ISD's own curricular obligations, enrollment, geography, campus configurations, and strategic priorities.

Decision Lens	Primary Question	Application to Conroe ISD
Curricular sufficiency	Does staffing provide the personnel and instructional conditions required to deliver TEKS-based Fine Arts instruction?	Establishes the baseline staffing and scheduling requirements that must be met regardless of competitive outcomes.
Program scale and complexity	Are staffing and leadership structures proportionate to the number of campuses, disciplines, students, staff members, events, and facilities being supported?	Tests whether organizational capacity has evolved alongside district growth and program expansion.
Competitive environment	Do students receive instructional time, specialization, resources, and support reasonably comparable to students in districts operating at a similar level of artistic expectation?	Identifies possible structural disadvantages that may not appear in traditional demographic or enrollment-based comparisons.
Equity and continuity	Are opportunities, staffing, and support consistent across campuses, grade levels, disciplines, and feeder patterns?	Helps distinguish isolated program strength from a coherent districtwide Fine Arts system.
Long-term sustainability	Can current staffing and operational expectations be maintained without continued dependence upon extraordinary individual effort?	Connects cohort findings to recruitment, retention, succession planning, facilities, equipment, and future enrollment growth.

Recommended Use of the Cohort Data

The District should avoid reducing the analysis to a single staff-to-student ratio. Fine Arts staffing is affected by course structure, discipline-specific specialization, campus configuration, program participation, instructional minutes, safety requirements, performance schedules, facility responsibilities, and the breadth of offerings provided. A meaningful comparison must therefore examine both quantitative ratios and the organizational design behind those ratios.

Once current information is collected, Conroe ISD should compare its systems with the five cohort districts, identify areas in which the District is appropriately positioned, and determine where structural gaps may limit instructional access, alignment, equity, or sustainability. The results should be reviewed alongside the October 2025 Conroe ISD Fine Arts Staffing Proposal, the 2026 High School and Junior High Fine Arts Staffing Recommendations, projected enrollment, campus openings, and the findings of this SPR.

The resulting analysis should inform a districtwide Fine Arts staffing framework that defines minimum program staffing, identifies enrollment and workload triggers for additional positions, clarifies the role of specialized personnel, and establishes a process for reviewing staffing as programs and campuses grow. The same analysis should also guide decisions concerning central-office capacity, scheduling, facilities, equipment, professional learning, and operational support.

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Appendix E - Expected Organizational Impact

The recommendations presented throughout this report are intended to strengthen organizational systems while preserving the many qualities that already make Conroe ISD Fine Arts an exceptional department. Although each recommendation addresses a specific operational theme, their collective implementation is expected to produce a broader organizational impact extending well beyond any individual initiative.

As the District continues to invest in Fine Arts, the opportunity exists to evolve from a collection of highly successful individual programs into an increasingly aligned, sustainable, and strategically integrated Fine Arts system. By strengthening leadership capacity, improving instructional continuity, refining operational systems, investing in long-term planning, and reinforcing community partnerships, the District can better position itself to support students, educators, and campuses well into the future.

The cumulative effect of continued organizational improvement is expected to result in meaningful and lasting benefits across the department. Collectively, implementation of these recommendations is expected to produce the following organizational outcomes:

Organizational Leadership

- Greater clarity regarding leadership roles, responsibilities, and decision-making authority.
- Increased organizational capacity to support continued departmental growth.
- Improved collaboration between district leadership and campus Fine Arts programs.

Instructional Excellence

- Greater consistency in instructional expectations across campuses and feeder patterns.
- Improved continuity in student learning experiences from elementary through high school.
- Increased opportunities for professional collaboration and the sharing of exemplary instructional practices.

Operational Effectiveness

- More efficient and consistent operational systems across the department.
- Reduced reliance on institutional knowledge through documented procedures and standardized practices.
- Improved organizational efficiency, allowing educators to devote more time to instruction and student experiences.

Resource Stewardship

- More strategic planning for facilities, equipment, and instructional resources.

- Increased consistency and transparency in resource allocation.
- Better alignment between program growth and long-term capital planning.

Organizational Culture

- Continued preservation of the collaborative, student-centered culture that defines Conroe ISD Fine Arts.
- Stronger communication systems that promote transparency, trust, and shared ownership.
- Increased opportunities for collaboration across campuses and disciplines.

Strategic Sustainability

- Organizational systems capable of supporting future enrollment growth and evolving program demands.
- Greater continuity during leadership transitions.
- Long-term planning processes that promote stability while protecting program excellence.

Community Engagement

- Stronger partnerships among schools, families, booster organizations, and community stakeholders.
- Increased public awareness of the educational value and impact of Fine Arts.
- Greater consistency in community support across the district.

Overall Expected Impact

Should the District choose to pursue many of the recommendations outlined in this report, the anticipated outcome is not simply improved operational efficiency, but a stronger organizational foundation upon which future generations of students, educators, and Fine Arts programs can thrive.

The review found no shortage of talent, commitment, or passion within Conroe ISD Fine Arts. Rather, it revealed an opportunity to better align the organizational systems that support those strengths. By intentionally refining leadership structures, instructional alignment, operational practices, resource planning, and community partnerships, the District can preserve the traditions that have made its Fine Arts programs successful while creating the organizational capacity necessary to sustain that success amid continued growth and changing expectations.

Ultimately, the greatest impact of this work is expected to be measured not in improved processes alone, but in the enhanced experiences of students, the strengthened support provided to educators, and the District's continued ability to offer exceptional Fine Arts opportunities for every learner.

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