# Committee Audit Protocol

Considerations and Operations

## Purpose

Articulate the function of each team/committee/work group within an organization. Identify inefficiencies, redundancies, challenges, and notable concerns as well as assets and alignment across a system’s continuous improvement efforts.

## Process

**Step One**: Fill in the rows of the Committee Audit (Working Smarter, Not Harder Audit) for all teams/committees/work groups your school has in place or is currently implementing (operationalizing definitions of requested items, as needed).

Step Two: Reflect on what you see in the committee audit.

* Are there multiple teams/committees/work groups that seek to affect the same outcomes?
* What do you notice about the personnel involved?
* Are different stakeholders represented?
* Do the members of different teams overlap?
* Do all your teams/committees/work groups align with a reform/priority area (e.g., Unified Improvement Plan or strategic plan goal)?
* Do all teams/committees/work groups seek to specifically address the needs of your school?
* Are any teams/committees/work groups no longer necessary (i.e., have they never met; are meeting infrequently; has their project dissolved)?

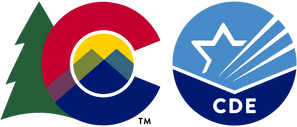
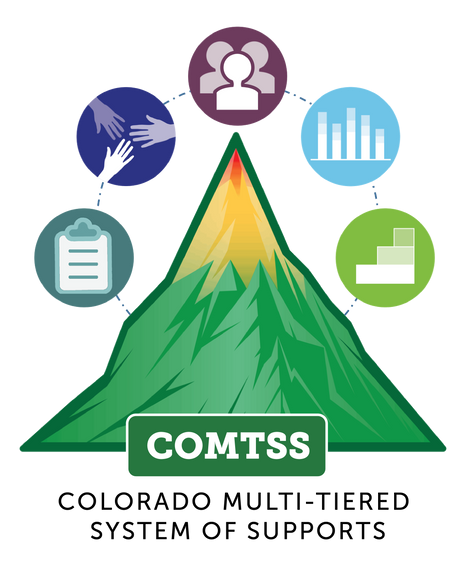
**Step Three**: Look for and take note of overlaps, gaps, and needs.

* Do any of the committees/teams/projects target the same student group, purpose, and outcomes? Could they be combined?
* Do the teams/committees/work groups you have in place address all your school’s priority/reform areas? Are there any gaps (efforts not represented in the audit)?
* Do any of your teams need more clearly defined outcomes?
* Do any of your teams need additional representation?

(If desired, you may more fully investigate the questions in Steps 2-3 by using the corresponding Reflection Question document.)

C O L O R A D O M U L T I - T I E R E D S Y S T E M O F S U P P O R T S

After completion of the audit (steps 1-3), revise teaming structures according to collaborative decision-making. Take action as needed to develop, eliminate, or reframe teams according to the results of the auditing process. Then, plan for changes: communicate revisions and orient teams to shifts in processing.

Additional support for each/all teams could include adoption of consistent tools and/or structures for convening (e.g., norms and agreements, agenda template, [Meeting Foundations Checklist](https://www.cde.state.co.us/mtss/meetingfoundationschecklistpdfv1)).



C O L O R A D O M U L T I - T I E R E D S Y S T E M O F S U P P O R T S

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| --- | --- | --- | --- | --- | --- |
| **Team, Project, Committee** | **Purpose** *(include identified group served)* | **Outcomes** | **Staff Involved** | **Data Sources** | **Relationship to School Unified Improvement Plan Goals/Priorities** |
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## Working Smarter, Not Harder Audit



Adapted from the work of G. Sugai and J. Nagasaki

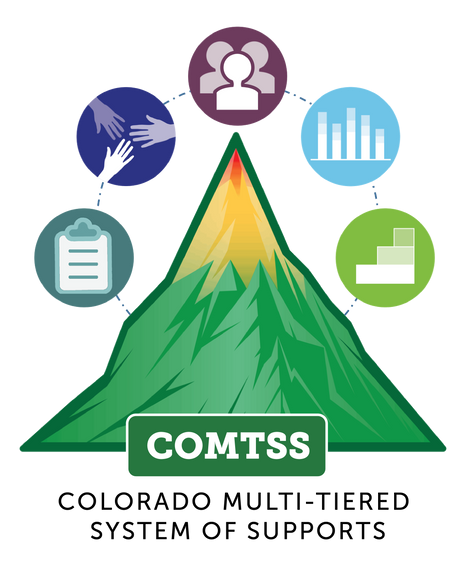
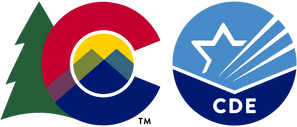
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## Committee Audit Reflection and Analysis



1. **Outcomes-Purpose**
   1. What teams/committees/work groups seek to affect the same outcomes?
   2. What teams focus on school-wide or systems level topics?
   3. What teams focus on student-specific topics, concerns, or issues?
   4. Which of your teams need more clearly defined outcomes?
2. **Stakeholder Involvement**
   1. What do you notice about the personnel involved?
   2. Do the members of different teams overlap? If overlap is greater than 75%, consider combining teams.
   3. Are different stakeholder groups represented?
   4. Do any of your teams/committees/work groups need additional representation? (Yes, No)

List teams and who is “missing” here.

1. **Alignment with School Improvement Efforts**
   1. Are there teams/committees/work groups that do not align with a reform or priority area (e.g., Unified Improvement Plan goal)? Which ones?
   2. Are there teams/committees/work groups that do not specifically address the needs of your school? Which ones?
   3. Are any teams/committees/work groups no longer necessary (e.g., have they never met; are meeting irregularly or without purpose or intentionality; has their project dissolved; have the needs of the school shifted away from their purpose)?
2. **Overlaps, Gaps and Needs**
   1. Do any of the teams/committees/work groups target the same system, student group, purpose, or outcomes? (Yes, No)
   2. To avoid *redundancies or inefficiencies*, where might you be able to combine?
   3. Which teams/committees/work groups might you be able to eliminate?
   4. Do the teams/committees/work groups you have in place address all your school’s priority or reform areas? (Yes, No) List here any *gaps* (priorities or focus areas not represented in the audit).

C O L O R A D O M U L T I - T I E R E D S Y S T E M O F S U P P O R T S