

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.)

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](#)).





Working Smarter, Not Harder Audit

Team, Project, Committee	Purpose (<i>include identified group served</i>)	Outcomes	Staff Involved	Data Sources	Relationship to School Unified Improvement Plan Goals/Priorities

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

Committee Audit Reflection and Analysis

1. Outcomes-Purpose

- a. What teams/committees/work groups seek to affect the same outcomes?
- b. What teams focus on school-wide or systems level topics?
- c. What teams focus on student-specific topics, concerns, or issues?
- d. Which of your teams need more clearly defined outcomes?

2. Stakeholder Involvement

- a. What do you notice about the personnel involved?
- b. Do the members of different teams overlap? If overlap is greater than 75%, consider combining teams.
- c. Are different stakeholder groups represented?
- d. Do any of your teams/committees/work groups need additional representation? (Yes, No)

List teams and who is “missing” here.

3. Alignment with School Improvement Efforts

- a. Are there teams/committees/work groups that do not align with a reform or priority area (e.g., Unified Improvement Plan goal)? Which ones?
- b. Are there teams/committees/work groups that do not specifically address the needs of your school? Which ones?
- c. 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)?

4. Overlaps, Gaps and Needs

- a. Do any of the teams/committees/work groups target the same system, student group, purpose, or outcomes? (Yes, No)
- b. To avoid *redundancies* or *inefficiencies*, where might you be able to combine?
- c. Which teams/committees/work groups might you be able to eliminate?
- d. 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).

