District administrators' decisions about time, curricula and personnel frequently focus on compliance and documentation requirements, in spite of evidence that suggests a data-driven approach may lead to better student outcomes.

For additional information, see:

Hawley-Miles, Baroody & Regenstein (no date). Restructuring resources for high-performing schools. Education Resource Strategies, available at: http://erstrategies.org/resources/details/restructuring_resources

Pan, Rudo, Schneider, & Smith-Hansen. (2003). Examination of Resource Allocation in Education: Connecting Spending to Student Performance. Southwest Regional Educational Laboratory Executive Summary, available at http://www.sedl.org/pubs/policyresearch/policydocs/Executive-summary.pdf

Carlson, D., Borman, G., & Robinson, M. (2011). A multistate district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics. *Educational Evaluation and Policy Analysis, 33(3),* pp. 378-398.