

A FY 2023 Comparative Review of Nine Mississippi School Districts: Information Technology

A Report to the Mississippi Legislature

Report #731 – Volume III

June 9, 2026



PEER Committee

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Kevin Ford, Vice-Chair

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The *Mississippi Constitution of 1890* gives the Legislature broad power to conduct examinations and investigations. PEER is authorized by law to review any public entity, including contractors supported in whole or in part by public funds, and to address any issues that may require legislative action. PEER has statutory access to all state and local records and has subpoena power to compel testimony or the production of documents.

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The Committee assigns top priority to written requests from individual legislators and legislative committees. The Committee also considers PEER staff proposals and written requests from state officials and others.



Joint Legislative Committee on Performance Evaluation and Expenditure Review

PEER Committee

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June 9, 2026

Honorable Tate Reeves, Governor

Honorable Delbert Hosemann, Lieutenant Governor

Honorable Jason White, Speaker of the House

Members of the Mississippi State Legislature

On June 9, 2026, the PEER Committee authorized release of the report titled
***A FY 2023 Comparative Review of Nine Mississippi School Districts:
Information Technology.***

Representatives

Kevin Ford
Vice Chair

Tracy Arnold
Secretary

Donnie Bell

Cedric Burnett

Becky Currie

Casey Eure

Kevin Felsher

A handwritten signature in black ink that reads "L. C. McMahan".

Senator Chad McMahan, Chair

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This report does not recommend increased funding or additional staff.

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CONCLUSION: A review of the information technology (IT) programs and expenditures for the reviewed Mississippi school districts in FY 2023 showed opportunities for districts to improve service levels and increase efficiency. Multiple school districts lack critical plans to manage technology and disaster recovery. Seven of the nine districts in the current cohort reported network bandwidth per student lower than the state median, the regional peer average, and the national peer range. There have been state and federal efforts to increase access to quality internet, but implementation of those efforts will take time.



BACKGROUND

In FY 2026, PEER received funding to contract with Level Data (GlimpseK12) to conduct a comparative review of nine school districts. This report focuses on one of six non-instructional areas of review—information technology (Volume III). Other non-instructional reports include:

- Finance and Supply Chain (Volume I);
- Human Resources (Volume II);
- Nutrition (Volume IV);
- Operations (Volume V); and,
- Transportation (Volume VI).

KEY FINDINGS

- **Of the nine districts in this cohort, six (67%) had a documented technology plan and six had a technology disaster recovery plan.**
Such plans are critical for managing technology and disaster recovery.
- **Of the nine districts in this cohort, none keep their data backups solely onsite.**
Offsite backup is critical to recovering vital records and data.
- **Five districts (56%) were unable to provide daily network usage.**
By tracking daily network usage, a district can identify potential network capacity problems and also have insight into network usage patterns.
- **The three districts that surveyed student households for FY 2023, reported that 70% or more of students' households had access to broadband internet and Wi-Fi capabilities at home.**
School districts play a critical role in providing students with broadband and Wi-Fi access at school for assignments.

- **All nine districts in this cohort reported network bandwidth per student below that of regional and national peers.**
Such a condition could have negative impacts on students' education.
- **For this cohort, six districts (67%) use a single department for traditional IT support and educational technology support functions. Three districts (33%) use two separate IT departments.**
Each model for IT support has advantages and disadvantages.

The Legislature has made efforts to expand broadband in the state, including the creation of the Broadband Expansion and Accessibility of Mississippi (BEAM) office in 2022. The office, functioning under the Mississippi Department of Finance and Administration, is responsible for overseeing all broadband expansion efforts in the state and will administer broadband grants. According to BEAM's website, in May 2023, the U.S. Department of the Treasury approved BEAM's plan for \$151.4 million through the Capital Projects Fund (CPF). BEAM approved 24 broadband projects to be funded by the CPF; these projects are projected to serve 27,000 households in 19 counties across the state.

Additionally, Mississippi was allocated \$1.2 billion from the federal Broadband Equity, Access, and Deployment (BEAD) program. Mississippi's BEAM office allocates these funds through grants to increase access to quality internet.

Although steps have been taken by policymakers to improve broadband access, implementation of the systems will take time.

A Look at Internet Bandwidth

- For FY 2023, the median network bandwidth per student was 0.96 megabits per second across all cohorts, while the regional peer average was 20.5 and the lower range for national peers was 248.4. These numbers clearly demonstrate the need for improved bandwidth in the districts.
- Seven of the nine districts in the current cohort reported network bandwidth per student lower than the state median, the regional peer average, and the national peer range.
 - The amount of network bandwidth per student ranged from 0.1 in Jackson City to 18.3 megabits per second (Mbit/s) in Forrest County Agricultural High School.
- Of four reporting districts, two (Harrison and Humphreys) reported 180 and 187 days in the school year in which internet usages reached more than 75% of standard available bandwidth for five minutes or longer. If districts and teachers have access to higher bandwidth, additional programs and assignments could become feasible.
- Districts should balance investments in internet bandwidth and the educational usage of devices.

Device Inventory and Staffing

Based on the data provided, the number of devices per district staff member ranged from 1.0 to 3.6. Four districts should remove obsolete devices from their inventories and then evaluate their staffing levels. In addition to the performance measures in this report, evaluation of staffing should include other factors (e.g., volume and complexity of support tickets, district goals, expertise of IT staff).

IT Spending Per Student

The IT spending per student for the current cohort ranged from \$121 in Jackson City to \$844 in Meridian. Four districts reported more IT spending per student than the state median, regional peer average, and national peer range.

SUMMARY OF RECOMMENDATIONS FOR DISTRICTS

1. In FY 2027, each district superintendent, in consultation with the district's technology program personnel, should review the information from this report and implement each of the relevant district recommendations to increase efficiency, improve service levels, and/or achieve cost-savings.
2. For districts that were unable to provide certain information during this review pertaining to their technology programs (e.g., network usage levels), technology program personnel should begin collecting and monitoring this data on an ongoing basis.
3. Technology program personnel should provide an annual report to the district superintendent regarding the status of the technology program using the measures included in this review.
4. Districts should continue investing in network bandwidth, especially those experiencing capacity issues.
5. Districts should look to their high-performing peers to determine strategies for becoming more cost-effective.

SUMMARY OF RECOMMENDATIONS FOR THE MISSISSIPPI DEPARTMENT OF EDUCATION (MDE)

1. To aid school districts in creating technology and disaster recovery plans, MDE should develop a plan template and provide guidance documents for technology staff to use when developing these plans.
2. MDE should periodically (e.g., every two years) conduct the following surveys, which would enable it to better understand the resources and support needed to assist districts in improving their technology programs:
 - a. a detailed technology survey for district technology leaders; and,
 - b. a detailed survey for teaching staff regarding technology use in the classroom.

See report page 29 for a full list of recommendations.

A FY 2023 Comparative Review of Nine Mississippi School Districts: Information Technology

Restrictions

This review is a continuation of previous studies conducted by Level Data (previously GlimpseK12) of Mississippi school districts' operational programs and expenses. (See additional information on these previous studies in the Introduction on page 2.) Appendix A on page 31 lists the districts included in this review.

Level Data provided this report to the PEER Committee based on data and extrapolated information provided by the school districts for school year 2022-2023 (i.e., FY 2023). Level Data did not independently verify the data or information provided by the districts or their programs. If the districts choose to provide additional data or information, Level Data reserves the right to amend the report.

All decisions made concerning the contents of this report are understood to be the sole responsibility of any organization or individual making the decision. Level Data does not and will not in the future perform any management functions for any organizations or individuals related to this report.

This report is solely intended to be a resource guide.

PEER staff contributed to the overall message of this report and recommendations based on the data and information provided by Level Data. PEER staff also provided quality assurance and editing for this report to comply with PEER writing standards; however, PEER did not validate the source data collected by Level Data.

Introduction

School district administrators are responsible for spending millions of dollars annually on instructional and operational expenses. While operational expenses could be viewed as a secondary concern to instructional expenses, operational costs could escalate, possibly unnecessarily, without proper oversight and monitoring.

As noted previously, this report is one of a series of reports that provide decisionmakers with comparative data regarding selected Mississippi school districts' key operational programs and associated costs (i.e., human resources [HR], transportation, operations, nutrition, information technology, and finance). Mississippi has a total of 138 school districts, excluding public charter school districts. To date, Level Data has collected and analyzed the following data sets from Mississippi's districts:

Number of School Districts	Period of Data Collected	Name of Data Set for PEER Purposes	Reporting of Analysis Results
30 districts	FY 2022	Cohort 1	Published in PEER Reports #690a through #690f.
	FY 2023	Cohort 2	Not published in separate PEER reports. However, selected Cohort 2 data was combined with selected Cohort 3 data in PEER Reports #703i through #703vi.
50 districts	FY 2023	Cohort 3	Published in PEER Reports #703i through #703vi.
50 districts^	FY 2023	Cohort 4	Published in PEER Reports #719i through #719vi.
9 districts^	FY 2023	Cohort 5	Published in this report.*

^ 50 districts were originally selected for Cohort 4, which included the Aberdeen district, although Aberdeen did not submit any of the requested data for the Cohort 4 review. However, the Aberdeen district was included in this Cohort 5 review and did submit some data for this analysis.

Note: Appendix A in each respective report lists the districts that were included in the analysis for that report.

*In order to represent a more complete data set and provide a better sense of the true state median, Level Data combined selected FY 2023 data from Cohorts 2 through 5 to calculate medians and performance quartiles for the exhibits in these reports.

For the analysis for this report, Level Data reviewed the remaining nine school districts (see Appendix A on page 31). Therefore, Level Data has collected FY 2023 data for all 138 traditional public school districts in Mississippi. By collecting data from a single fiscal year for all school districts, Level Data has calculated medians and performance quartiles for the entire state on each performance measure. As a result, district administrators will have the comparative data for their districts to identify which operational areas potentially need improvement and which areas demonstrate effectiveness and/or efficiency.

This report presents FY 2023 data reported by school districts regarding benchmarks (e.g., tracking daily network usage) and performance indicators (e.g., number of devices per student). The report also provides some regional and national averages as a basis for comparison. Appendix B on page 32 provides enrollment, staff, and other data for all nine districts selected for this review. Appendix C on page 33 provides FY 2023 information technology benchmark data and performance indicators for the districts that reported information.

School district administrators should use the information in this report to determine areas for improvement and to make informed decisions regarding their districts' operations.

Conclusions Regarding Districts' Collection of Benchmark Data for Use in Managing Information Technology Resources

Benchmarking is the process of comparing and measuring different organizations' activities. Districts can use benchmark data, combined with key performance indicators, to gain insight in identifying best practices and opportunities for improvement.

Information technology benchmarks help clarify the school districts' utilization and management of technology. This report surveyed districts' reporting of the following benchmark data:

- districts' models for information technology support;
- districts' planning for information technology; and,
- districts' tracking of daily network usage.

All nine of the districts reviewed in Cohort 5 provided the above-listed benchmark information. Each district's benchmark information is presented in Appendix C beginning on page 33. As noted previously, benchmark information was gathered and analyzed for other cohorts for FY 2023. In the following discussion, references are made to this cohort of nine districts, as well as previous cohorts.

Districts' Models for Information Technology Support

In six of the nine districts in this cohort (67%) reporting benchmark information for FY 2023, a single department was responsible for both traditional information technology support functions and educational technology support services.

Whether a district should have one IT department handling both traditional IT and educational technology support or separate departments for each function can vary depending on several factors. The choice should consider factors such as district size, available resources, expertise, and desired technology integration. Close collaboration between the IT department and educators is necessary for successful implementation.

Both approaches have advantages and disadvantages and the best choice for a district will depend on the specific needs and goals of that specific district. Having one IT department offers resource consolidation, synergy, and comprehensive support. This structure promotes collaboration and cost-effectiveness but may require a broad range of skills and could lead to prioritization challenges. Separate departments allow specialization, targeted support, and clearer focus. They prevent duplication of resources but may face communication challenges, potential integration issues, and higher costs.

The assessment team found that of the nine districts reporting benchmark information within the current cohort:

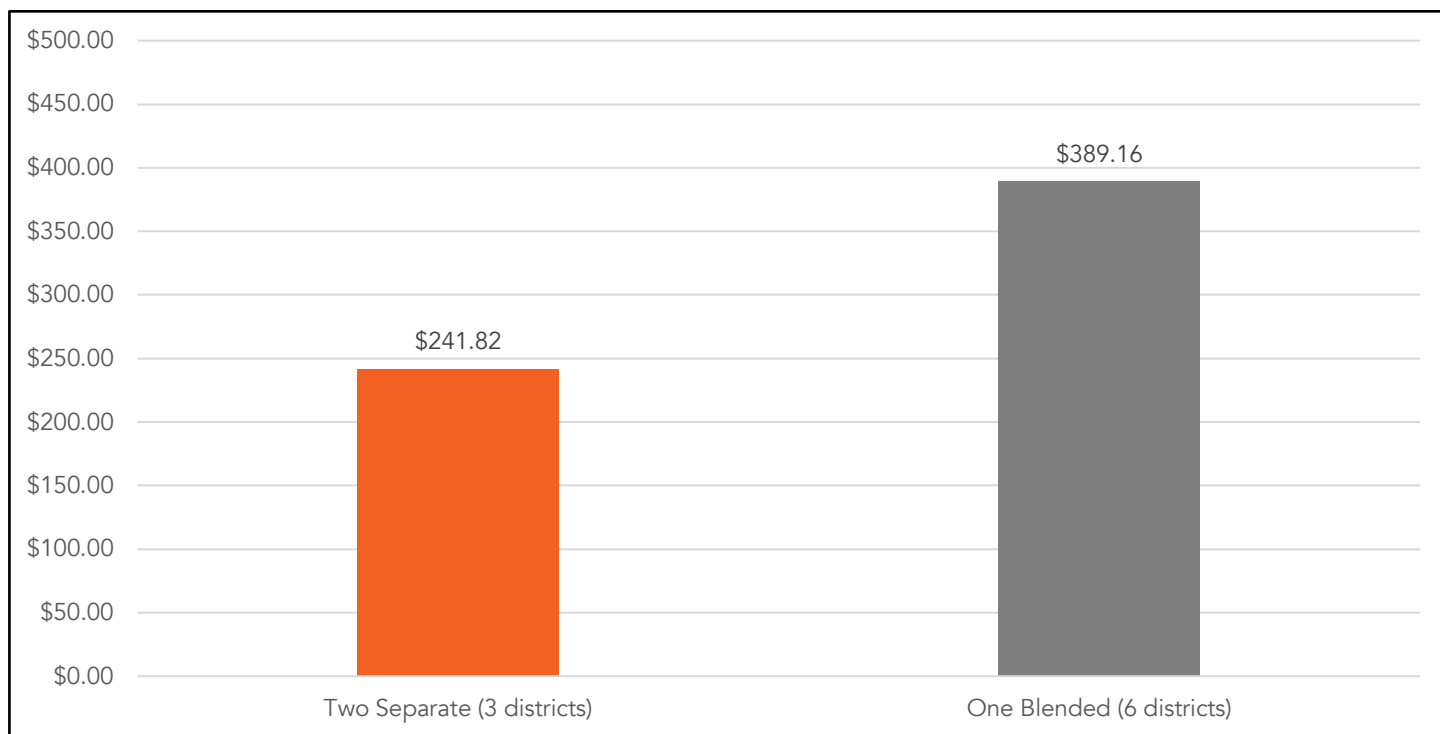
- six (67%) had a single department that was responsible for traditional information technology support functions and educational technology support services; and,
- three (33%) had two separate IT departments, one serving as a traditional IT department and one providing educational technology support

All Cohorts: Of the 134 reporting districts in all cohorts, 95 districts (71%) had a single department that was responsible for traditional information technology support functions and educational support services.

For the nine districts reporting benchmark information for FY 2023 within the current cohort, IT expenditures by support model ranged from an average of \$242 per student in the two-department model to \$389 per student in the single-department model.

In those districts in the current cohort with two IT departments (i.e., both a traditional IT department and an educational technology support department), IT expenditures per student averaged \$241.82 and the total cost of IT expenditures per student averaged \$389.16 in districts that had a single IT department responsible for both traditional information technology support functions and educational technology support services. Exhibit 1 on page 4 shows average spending per student by district IT support model.

Exhibit 1: Reporting Districts' Average FY 2023 Spending per Student by Type of District Support Model



All Cohorts: Of 133 reporting districts across all cohorts, the average FY 2023 spending per student was \$412 for districts with two IT departments and \$416 in districts with a single IT department.

For the 39 districts reporting data for FY 2023 with two IT departments (i.e., both a traditional IT department and an educational technology support department), IT expenditures per student averaged \$412, just slightly lower than the total cost of IT expenditures per student of \$416 in the 94 districts that had a single IT department responsible for traditional information technology support functions and educational technology support services.

Districts' Planning for Information Technology

Of the nine districts reporting benchmark information for FY 2023 in the current cohort, six (67%) had a documented technology plan. A documented technology plan serves as a blueprint for district officials to identify key technology needs, allocate resources, establish IT security guidelines, document compliance policies, and plan for future IT needs.

A documented information technology plan is necessary to help districts align their technology goals with the districts' overall educational mission and strategic plans, allocate resources effectively, provide guidance for teacher training, and

establish data security and compliance policies. Six of the nine districts reporting (67%) had a documented technology plan. District officials without a documented technology plan are at a disadvantage when planning for their district's future IT needs and goals.

All Cohorts: Of 133 reporting districts across all cohorts, 65 (49%) had a documented technology plan.

Of the nine districts reporting benchmark information for FY 2023 in the current cohort, six (67%) had a technology disaster recovery plan. A disaster recovery plan is vital for preserving and recovering district financial and student information in the event of a natural disaster, hacking event, or equipment failure. Without a documented disaster recovery plan, recovering a district's information is more difficult and education services may be disrupted.

Districts should also have a disaster recovery plan for their IT functions. Such a plan is especially critical in maintaining a district's IT function in the event of a disaster. A documented technology disaster recovery plan could help minimize disruption to school operations during an emergency, ensure safety for students and staff, protect data and intellectual property, ensure that schools comply with regulations, and ensure sustainability by enabling schools to recover from a disaster. Six of the nine districts reporting (67%) had a disaster recovery plan. Districts lacking a documented disaster recovery plan are at a disadvantage when attempting to recover district information; this makes disruption of educational services more likely.

All Cohorts: Of 133 reporting districts across all cohorts, 74 districts (56%) had a disaster recovery plan.

Of the nine districts reporting benchmark information for FY 2023 in the current cohort, none keep their data backups solely on site. All reporting districts in this cohort demonstrated a strong baseline of data resilience by ensuring backups are not kept solely on site, reducing risk and improving disaster recovery readiness.

Between June 2022 and May 2023, K-12 and higher education institutions across the globe experienced an 84%¹ increase in ransomware² attacks. Education institutions in the United States had the highest number of reported attacks at 107. This highlights the importance of schools having comprehensive disaster recovery plans that include off-site backup. Off-site backup of data files can protect against data loss due to disasters, cyberattacks, accidental deletion, or corruption. When surveyed for this report, the nine districts reporting benchmark information for FY 2023 stated the following concerning locations of data backups:

- one district solely uses cloud-based backups;
- seven districts use a combination of on-site and cloud-based backups; and,
- one district uses another type of backup (on-site and offsite, but not cloud-based).

All Cohorts: Of 133 reporting districts across all cohorts, 25 (19%) reported data backups being stored solely on site.

Districts' Tracking of Daily Network Usage

Of the nine districts reporting benchmark information for FY 2023 in the current cohort, five districts (56%) were unable to provide data on daily network usage for FY 2023.

By tracking daily network usage, a district can identify potential network capacity problems and also have insight into network usage patterns. Monitoring accurate usage data over time can also help forecast technology needs. For example,

¹ Data from Malwarebytes LABS – "The 2023 State of Ransomware in Education: 84% Increase in Attacks over 6-month Period" (malwarebytes.com)

² Ransomware is a type of malicious software designed to block access to a computer system until a sum of money is paid.

if daily network usage is consistently high and nearing maximum capacity, the district could consider plans for increased capacity or new equipment.

Five districts in the current cohort were unable to provide data regarding daily network usage for FY 2023. Reasons given by the districts for being unable to provide the data included data is purged every 180 days and unable to determine network usage that far back.

All Cohorts: Of 133 districts reporting data across all cohorts, 29 districts (22%) do not track daily network usage.

Conclusions Regarding Districts' Collection of Key Performance Indicators for Use in Managing Information Technology Resources

Key performance indicators in technology assess the productivity, cost efficiency, and service levels of a technology department. As more districts employ technology to deliver and aid in student instruction, the focus should be on the effective deployment and maintenance of technology versus reducing expenditures. It is essential to consider all key performance indicators together; one indicator should not be viewed as an overall performance measure by itself.

This study included a review of the following IT key performance indicators:

- IT spending as a percentage of district budget;
- IT spending per student;
- average age of devices;
- number of devices per staff member;
- number of devices per student;
- amount of network bandwidth per student;
- number of network days that usage exceeded 75% of capacity;
- number of advanced presentation devices per teacher;
- number of devices per IT staff member; and,
- percentage of students' households with wi-fi/broadband capabilities.

All nine districts reviewed provided some of the above-listed performance data for FY 2023. Exhibits 2 through 11 on pages 9 through 27 present this data by district.

IT Spending as Percent of District Budget

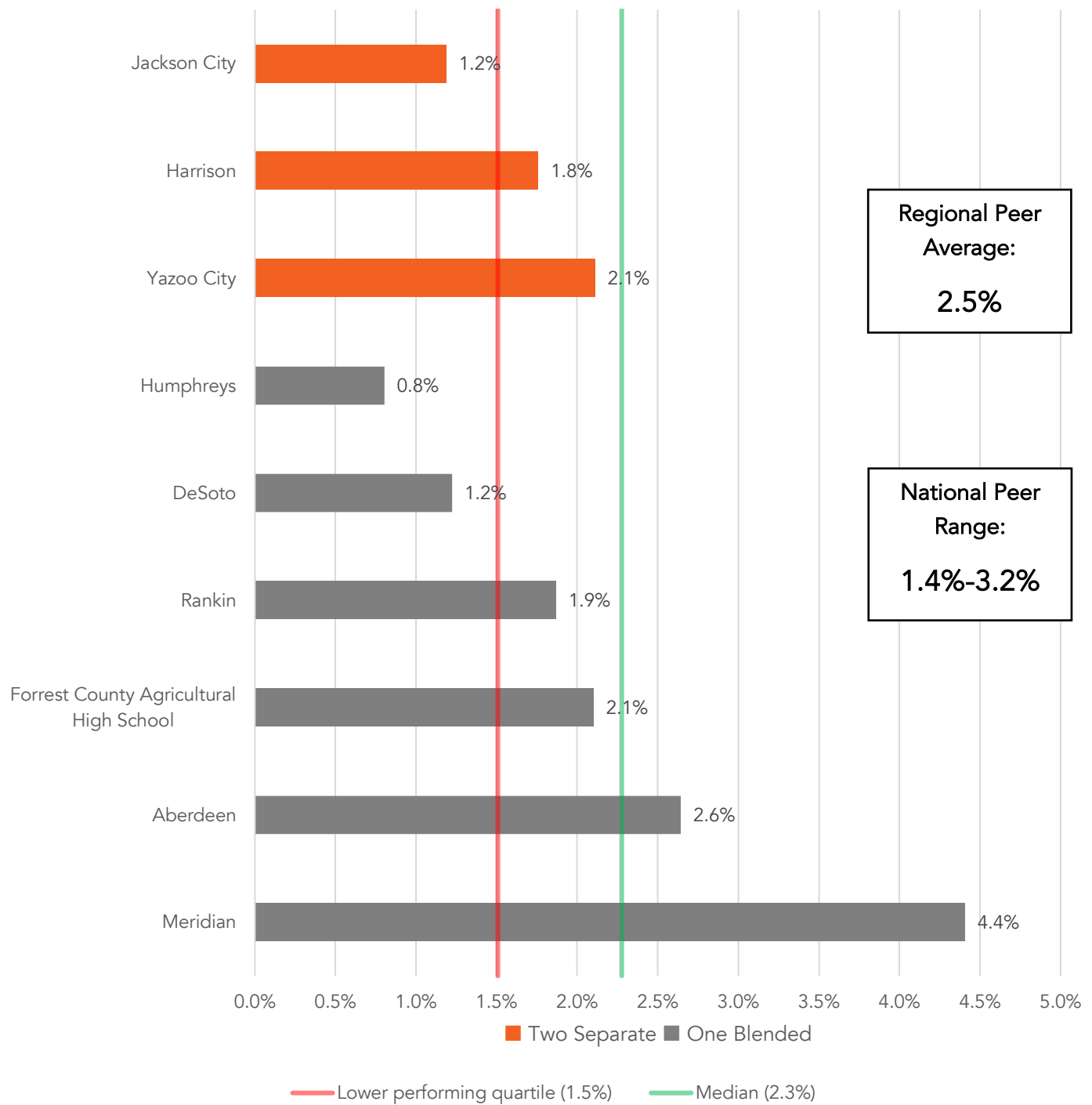
IT spending as a percent of district budget for the current cohort ranged from 0.8% to 4.4%. Seven of the nine districts in this cohort fell below the state median and regional peer average.

This metric is the percentage of IT spending in relation to a district's total operating budget and can vary based on many factors such as available resources, the number of devices, device age, bandwidth, network usage capacity, number of teachers with advanced presentation devices, and technology staffing levels. IT spending should be balanced with other essential needs, such as hiring high quality teachers, ensuring a safe and supportive environment, and offering extracurricular activities. The exact percentage of a system's overall budget spent on IT that could be considered appropriate depends on the specific circumstances of the school district.

As shown in Exhibit 2 on page 9, for districts in this cohort that have divided IT functions between a department for traditional IT needs and a department for education technology needs (e.g., education software), spending as a percent of district budget for FY 2023 ranged from 1.2% in Jackson City to 2.1% in Yazoo City. For districts in this cohort that have combined traditional IT needs and educational technology needs into one blended department, spending as a percentage of district budget for FY 2023 ranged from 0.8% in Humphreys to 4.4% in Meridian. Overall, seven of the nine districts in this cohort reported IT spending as a percentage of district budget below the state median and regional peer average.

The wide range of IT spending as a percent of district budget indicates the diverse needs and financial resources of districts in this cohort. Administration officials in each district must weigh the IT needs and strategies of the district with other district needs given each district's financial resources, capabilities, and technological infrastructure.

Exhibit 2: IT Spending as a Percentage of District Budget in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as additional reporting Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

IT Spending per Student

The IT spending per student for the current cohort ranged from \$121 to \$844. The median for Mississippi districts that provided data to calculate this metric was \$362. The regional peer average is \$350, indicating that overall, districts spend more per student for IT than regional peers. Six of the nine districts in this cohort spend less than the state median and five spend less than the regional peer average.

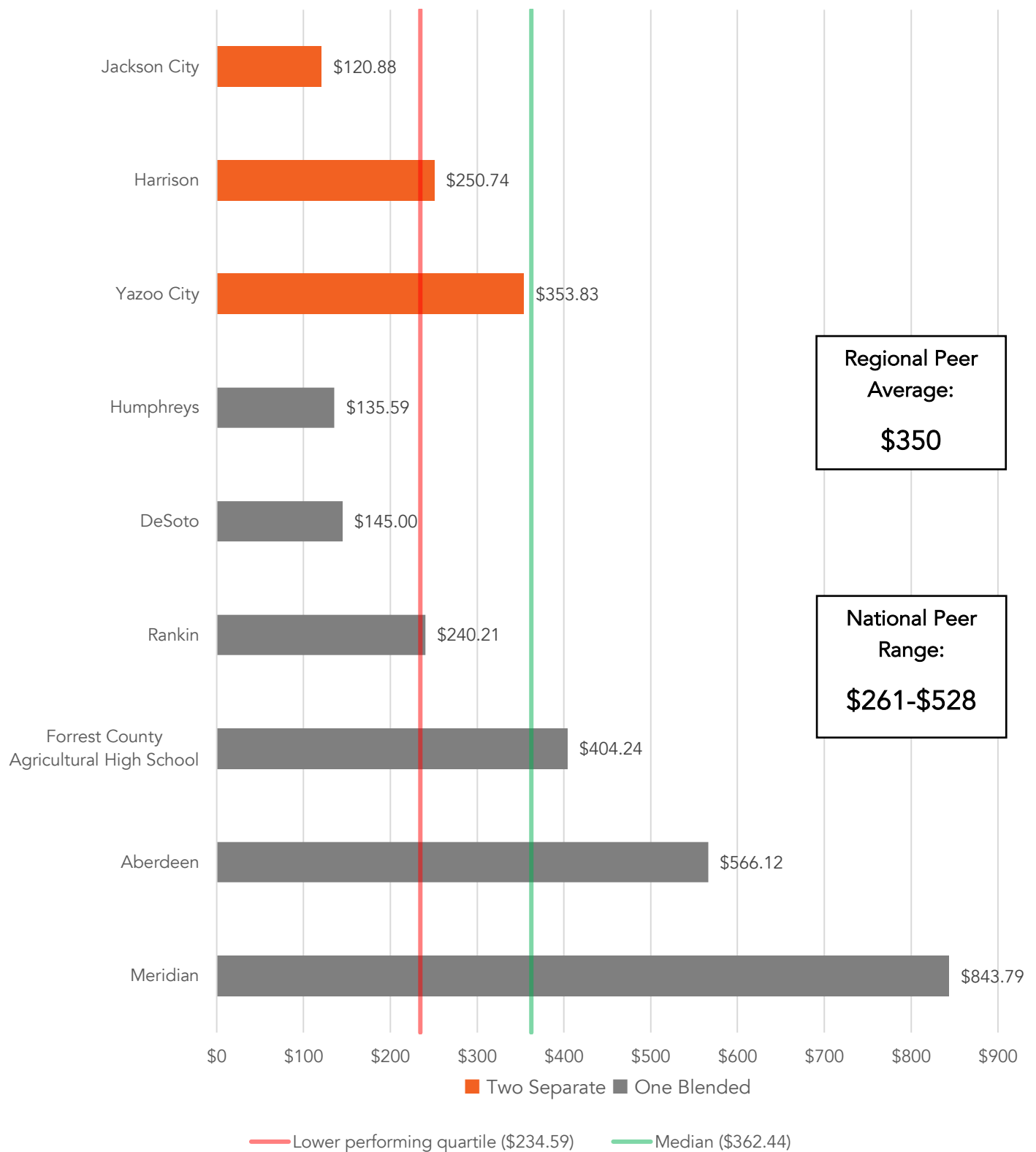
The measurement of IT spending per student provides a comprehensive perspective on the expenses related to information technology work (e.g., hardware and software support, network maintenance). It serves as a useful initial benchmark for evaluating IT efficiencies among different school districts. Costs can vary significantly between districts, primarily due to the number of capital projects undertaken. It is advisable to consider other, more specific functional measures for a more comprehensive analysis.

As shown in Exhibit 3 on page 11, six of the nine districts in this cohort reported IT spending per student less than the state median and five were below the regional peer median. IT expenditures per student in districts with separate departments of traditional IT support and educational technology support ranged from \$121 in Jackson City to \$354 in Yazoo City. In districts with one department for both traditional IT support and educational technology support, expenditures per student ranged from \$136 in Humphreys to \$844 per student in Meridian.

Districts provided a detailed breakdown of technology expenses that included staffing costs in addition to other IT costs such as hardware, systems, and service costs. According to the detailed expenditure data reported by districts, Meridian's total IT expenditures were similar to DeSoto's total expenditures for the same categories. Thus Meridian's expenditures per student in these categories were significantly higher than DeSoto's, because Meridian's student enrollment was much lower than DeSoto's. This disparity is an example of how district officials can use this report to identify areas where costs seem unusually high compared to other districts, even when considering size differences, and explore the possibilities of improved efficiencies and reduced costs.

IT expenditure per student is only one key performance indicator of a district's IT efforts and, as noted above, can be heavily influenced by financial decisions in a particular year. Therefore, all key performance indicators should be taken into consideration when reviewing a district's IT efforts.

Exhibit 3: Districts' IT Spending per Student in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Weighted Average Age of Devices

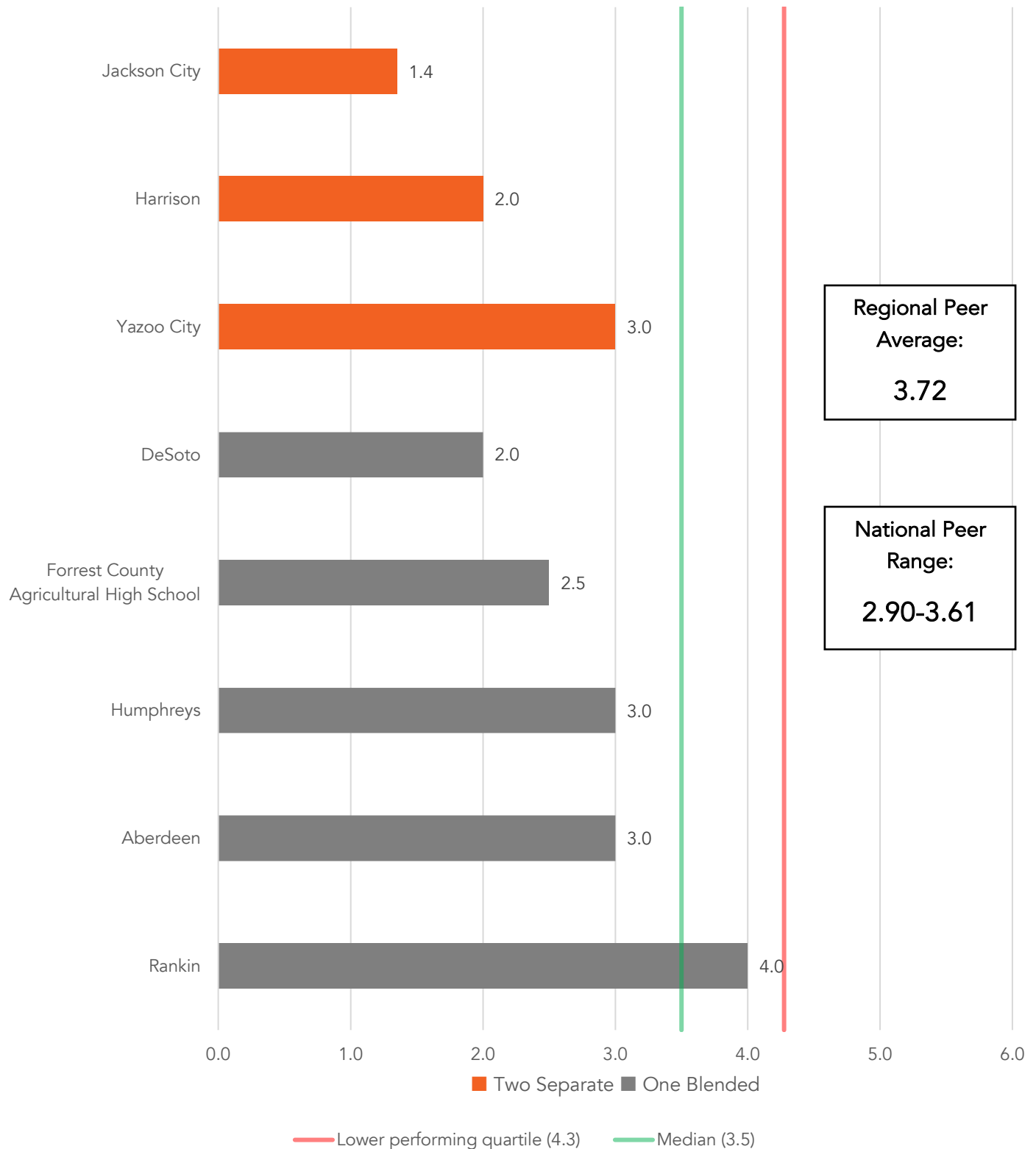
For the eight districts in the current cohort that provided information, the weighted average age of devices ranged from 1.4 years in Jackson City to 4.0 years in Rankin. Seven districts reported a weighted average age of devices less than the state median of 3.5 years and the regional average of 3.7 years. Overall, the state median is on the upper end of the national peer range of 2.9 to 3.6 years, indicating that national peers update devices more frequently than districts in Mississippi.

Gaining insights into the average age of a district's devices yields valuable data for budgetary and planning purposes, exerting considerable influence on areas such as break-fix support (i.e., providing support only when there is a "break" in the system), procurement of supplies, and provision of training. Acquiring a thorough understanding of computer aging plays a pivotal role in assessing the readiness of the district in adopting newly available software applications for both staff and students.

As shown in Exhibit 4 on page 13, the average age of devices ranged from approximately 1.4 years in Jackson City to 4.0 years in Rankin. The average age is a weighted average whereby a device that is one year old has a weight of 1, two years old has a weight of 2, and so forth up to devices that are five years old.

A higher average age of devices could be due to districts not updating devices or a district having obsolete devices that are still in the district's inventory and therefore increasing the district's average age of devices. For example, Meridian did not provide the average age of devices because district officials believe obsolete devices have not been removed from inventory, an indication of an area that district officials should address in order to obtain accurate data vital for assessing the district's IT needs.

Exhibit 4: Weighted Average Age of Districts' Devices in FY 2023 (in Years) for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Meridian district did not provide data.

Number of Devices per District Staff Member

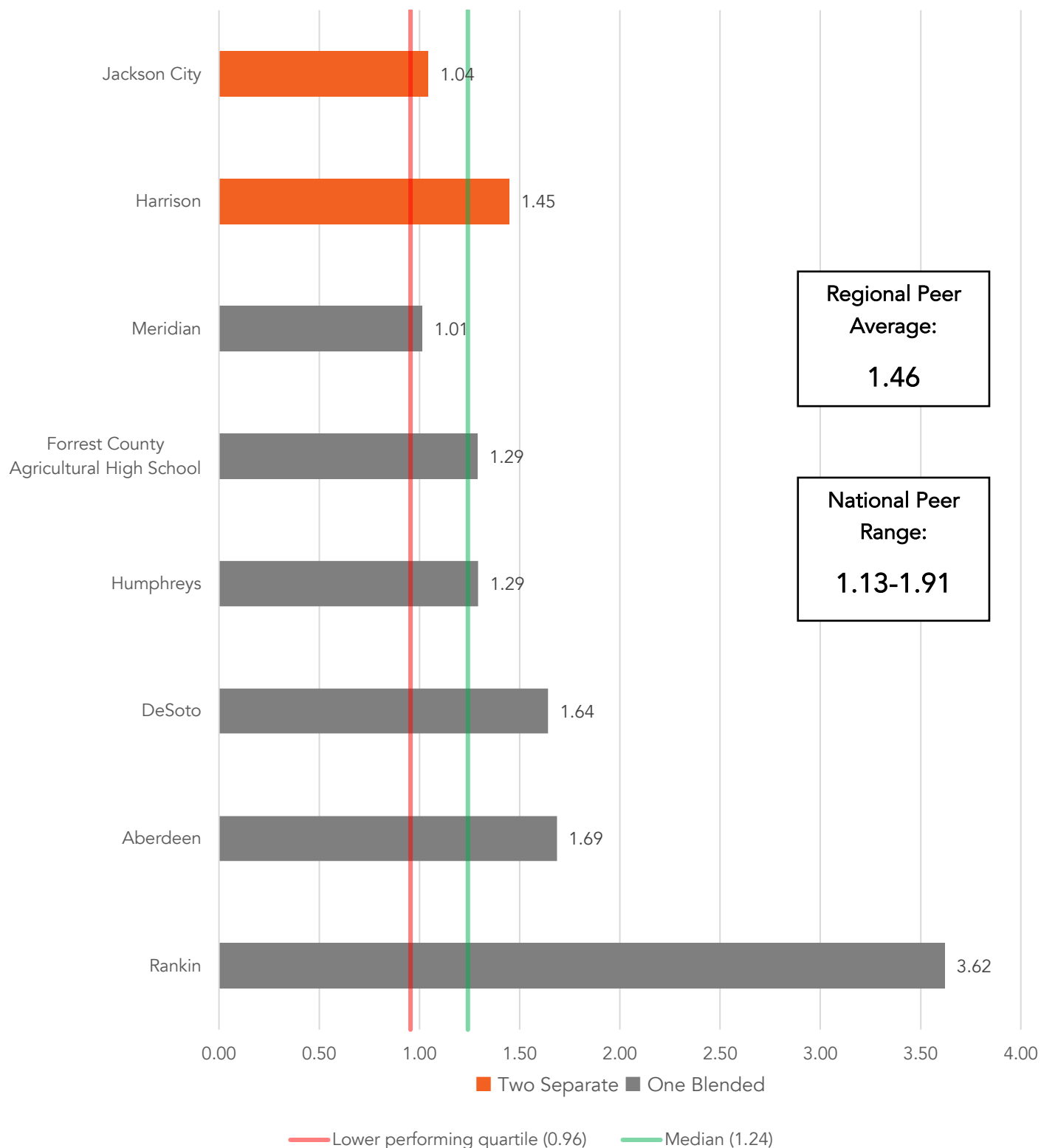
For the eight districts in this cohort that provided information, the number of devices per district staff member ranged from 1.01 in Meridian to 3.62 in Rankin. Six districts reported a number of devices per district staff member higher than the state median of 1.24 and within or above the national peer range of 1.13 to 1.91. Of those six districts, three reported figures above the regional peer average of 1.46. Thus most districts in this cohort have a number of devices per district staff member consistent with the state median, regional peers, and national peers.

The number of devices per staff member measure establishes the number of computers used by employees. Knowing the number of computers used by employees is important for effective resource allocation, robust security measures, adherence to software licensing compliance, efficient IT support provision, streamlined asset management, and informed decision making.

As shown in Exhibit 5 on page 15, for districts reporting performance data for FY 2023, the number of devices per staff member ranged from 1.01 in Meridian to 3.62 in Rankin. The number of devices per staff member may be above 1.0 to allow for staff members to have a device for work and instruction while devices they typically use are being repaired or updated.

The number of devices per staff member can be affected by districts not maintaining an accurate list of employee devices or by not removing obsolete devices from inventory. For example, the Rankin district reported that the number included some student loaner devices and specialized devices for students (e.g., special needs). An accurate inventory of staff devices is beneficial to district officials in assessing the district's IT needs and requirements for staff.

Exhibit 5: Number of Devices per District Staff Member in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Yazoo City district did not provide data.

Number of Devices per Student

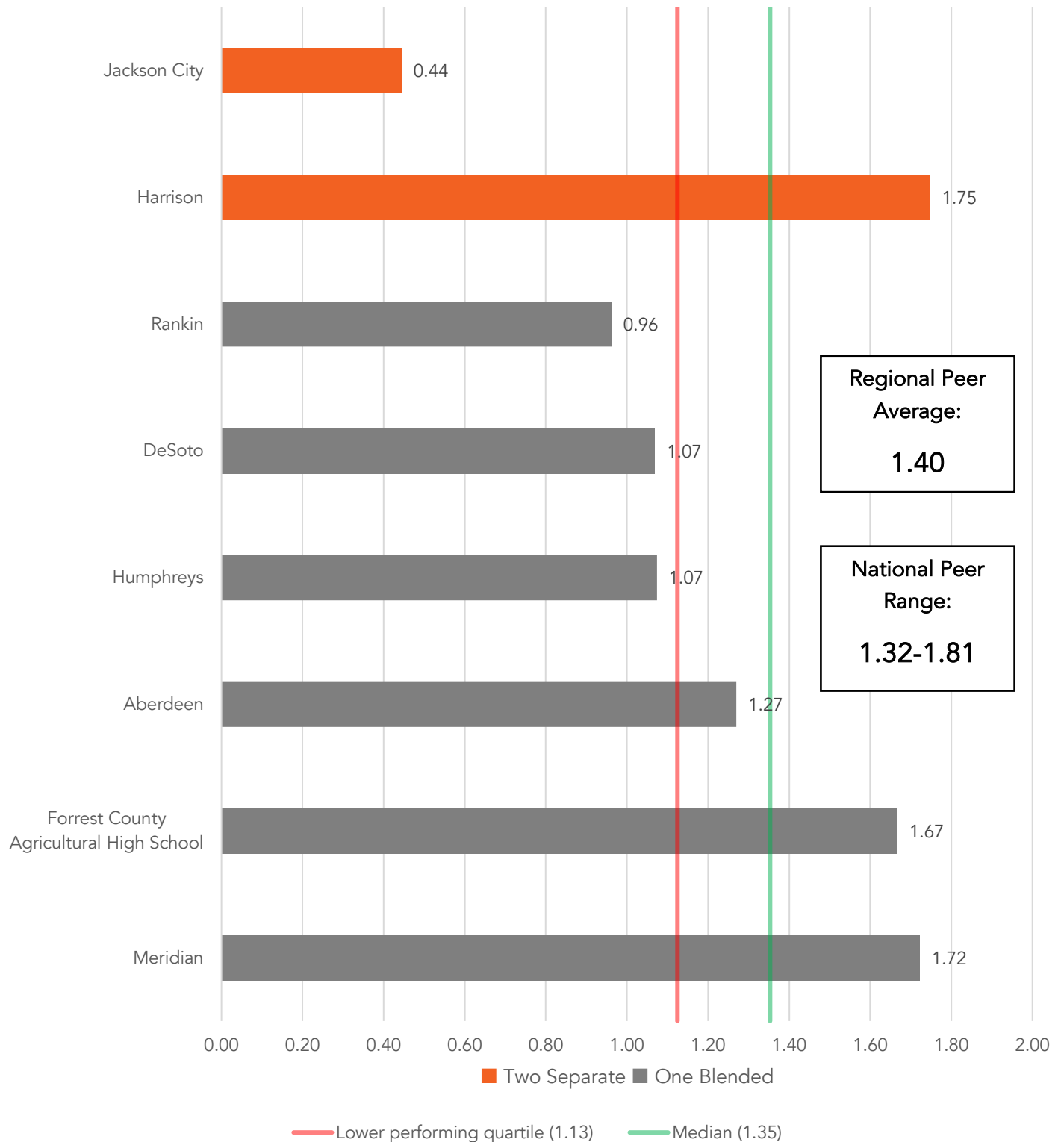
For the eight districts that provided information, the number of devices per student ranged from 0.44 in Jackson City to 1.75 in Harrison. Five districts reported a number of devices per student below the 1.35 median of all reporting districts, the regional peer average of 1.4, and below the lower end of the national peer range of 1.32 to 1.81. Thus over half of the districts in this cohort offer students fewer devices than state, regional, and national peers.

The number of devices per student measure monitors the district's progress made in achieving a one-to-one ratio of students to devices. The "1 to 1 initiative" has the potential to transform education by integrating technology into the learning process and empowering students with valuable digital skills and resources.

As shown in Exhibit 6 on page 17, for districts reporting performance data for FY 2023, the number of devices per student ranged from 0.44 in Jackson City to 1.75 in Harrison. (Harrison included computer lab devices, Chromebook carts [30 per teacher], and Chromebooks that are utilized for student assessments.)

Since FY 2023, Harrison has phased out assigned laptops (2025-2026 school year), Jackson has adopted a 1 to 1 model, and Meridian has purchased replacement devices and has a large number ready to remove from inventory. The number of devices per student may be above one to allow students to have a device while their regular device is being repaired or updated. As with other key performance indicators, such as number of devices per staff member, having obsolete devices in inventory could skew the number of devices per student ratio higher. Maintaining an accurate student device inventory is beneficial to district officials in efficiently assessing students' IT needs.

Exhibit 6: Number of Devices per Student in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Yazoo City district did not provide data.

Amount of Network Bandwidth per Student

For the nine districts in the current cohort, the amount of network bandwidth per student ranged from 0.1 in Jackson City to 18.3 megabits per second (Mbit/s) in Forrest County Agricultural High School. The median for districts that provided data to calculate this metric is 0.94 Mbit/s while the regional peer average is 20.52 Mbit/s and the lower end of the national peer range is 248.4 Mbit/s, all well below regional and national peers in providing teachers and students network bandwidth. Such a condition could have negative impacts on students' education by limiting the ability of teachers to use some educational software and give assignments requiring higher bandwidth, students' opportunity to use technology, and district officials' ability to offer courses and programs requiring higher bandwidth.

The purpose of this key indicator is to measure the maximum amount of data that can be transmitted over an internet connection in a given amount of time, which is different than internet speed. For example, "bandwidth" is comparable to the amount of water that can flow through a pipe, while "speed" is comparable to how quickly the water can be pushed through the pipe. The amount of network bandwidth per student serves as a comparative tool offering a quantifiable indication of progress toward the goal of providing sufficient bandwidth to support the teaching and learning environment. The bandwidth per student ratio provides a relative measure of a district's capacity to facilitate computing applications in a manner that fosters effective teaching, learning, and district operations. Lower capacity can result in suboptimal performance.

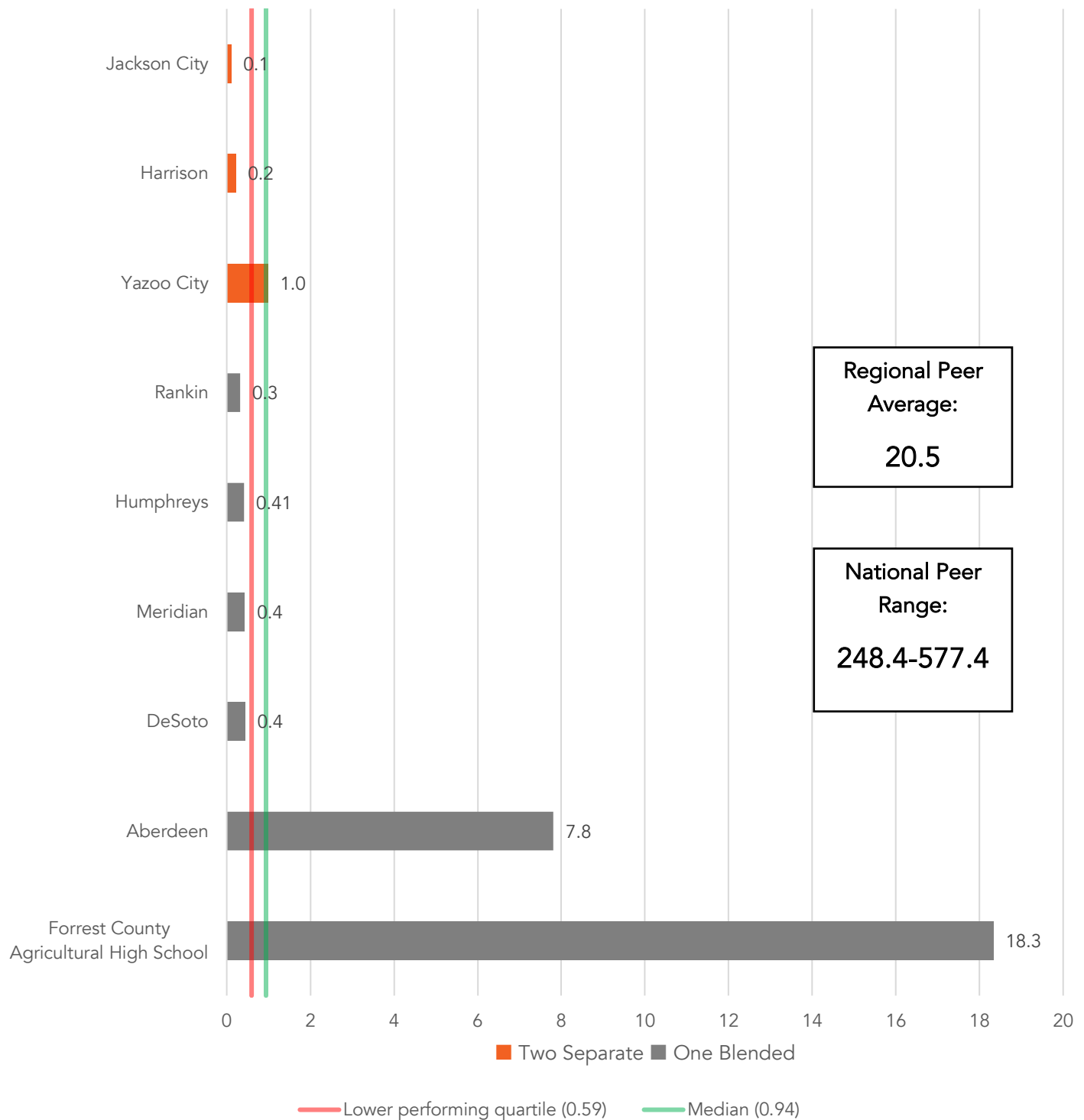
As shown in Exhibit 7 on page 19, network bandwidth per student ranged from 0.1 Mbit/s in Jackson City to 18.3 Mbit/s in Forrest County AHS.

In this review, the amount of data that can be transmitted through a district's network bandwidth was measured in megabits, which represents 1 million bits per second. In other words, the 0.1 Mbit/s network bandwidth per student in Jackson equals 100,000 bits per second per student. If all students were using the network, although unlikely, it would take a student approximately four minutes to download a high-quality digital picture of three megabytes.^{3 4}

³ <https://web.stanford.edu/class/cs101/bits-gigabytes.html#:~:text=Megabyte%20or%20MB&text=An%20MP3%20audio%20file%20of,form%2C%20MP3%20being%20an%20example.>

⁴ <https://www.calculator.net/bandwidth-calculator.html?downloadsize2=3&downloadsize2unit=MB&bandwidth2=25&bandwidth2unit=mb&ctype=2&x=Calculate#download-time.>

Exhibit 7: Amount of Network Bandwidth per Student in FY 2023 for Reporting Districts



Note: Network bandwidth per student is presented in megabits per second, which represents one million bits per second. A district reporting 1.0 can transmit one million bits per second per student.

The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Number of Network Days that Usage Exceeded 75% of Capacity

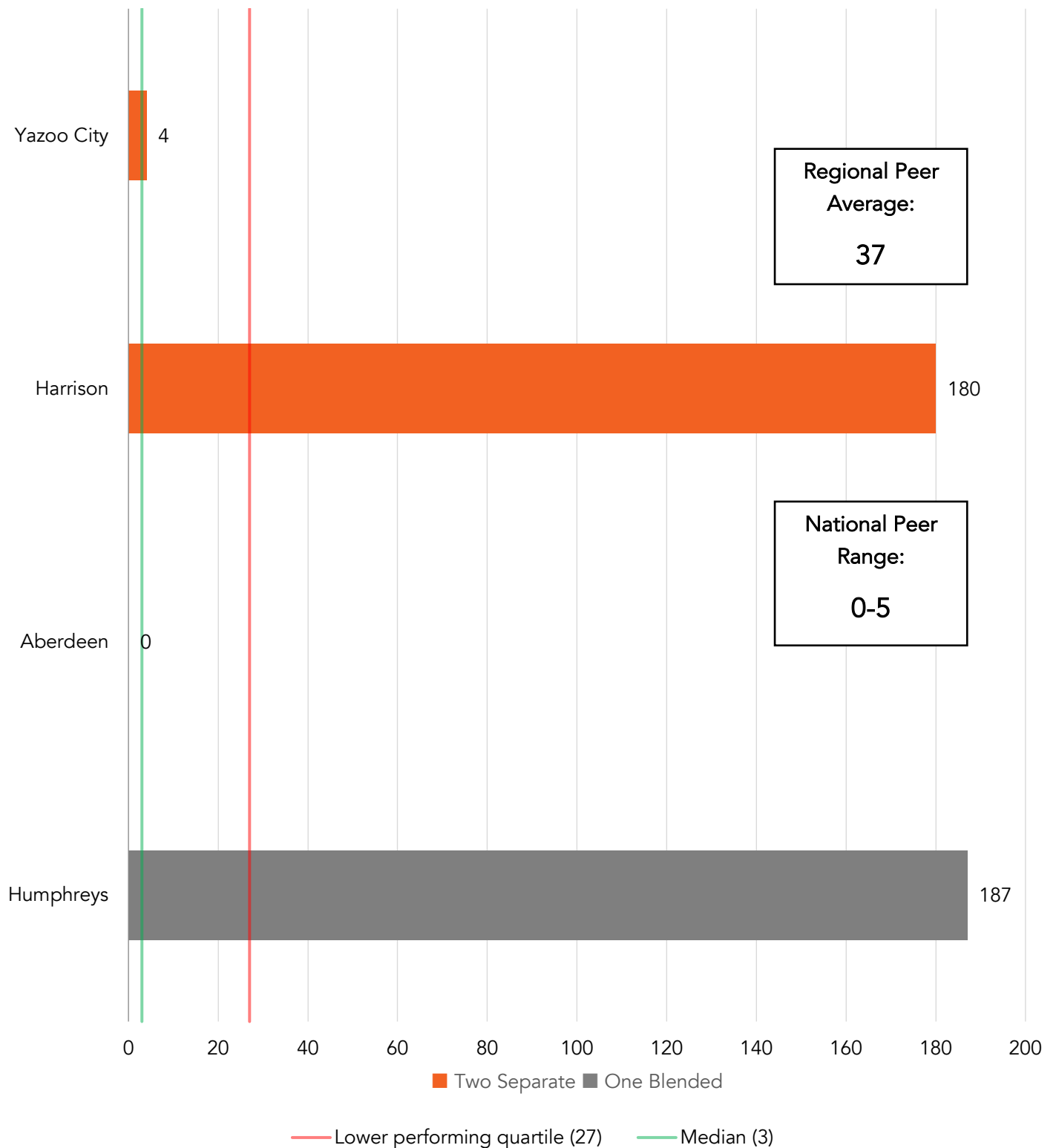
Of the four districts in this cohort reporting performance data, Harrison reported 180 days and Humphreys reported 187 days in which network usage exceeded 75% of capacity for five minutes or longer. The median for all districts reporting data for the metric was 3 days, well below the regional peer average and near the mid-point of the national peer range.

The number of network days that usage exceeded 75% of capacity measure identifies potential network capacity problems but also promotes an understanding of how much a district utilizes technology daily. This metric can serve as a valuable justification for network expansion and capacity planning.

As shown in Exhibit 8 on page 21, of the four districts in this cohort providing information for this metric, Humphreys reported 187 days in which daily internet usage exceeded 75% of standard available bandwidth for five minutes or longer, while Harrison reported 180 days, Yazoo City four days, and Aberdeen zero days. If districts and teachers have access to more bandwidth, additional programs and assignments could become feasible and districts could offer students a wider range of educational opportunities not currently available due to bandwidth restrictions.

While many districts have invested in a considerable number of devices for students and staff, as well as network bandwidth upgrades, it appears that most districts are not maximizing device usage for daily learning. Districts should balance investments in internet bandwidth and the educational usage of devices, which would empower teachers to utilize online resources effectively, create engaging learning experiences, and align infrastructure with educational goals.

Exhibit 8: Network Days Usage Exceeded 75% of Capacity in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The DeSoto, Forrest County Agricultural High School, Jackson City, Meridian, and Rankin districts did not provide data.

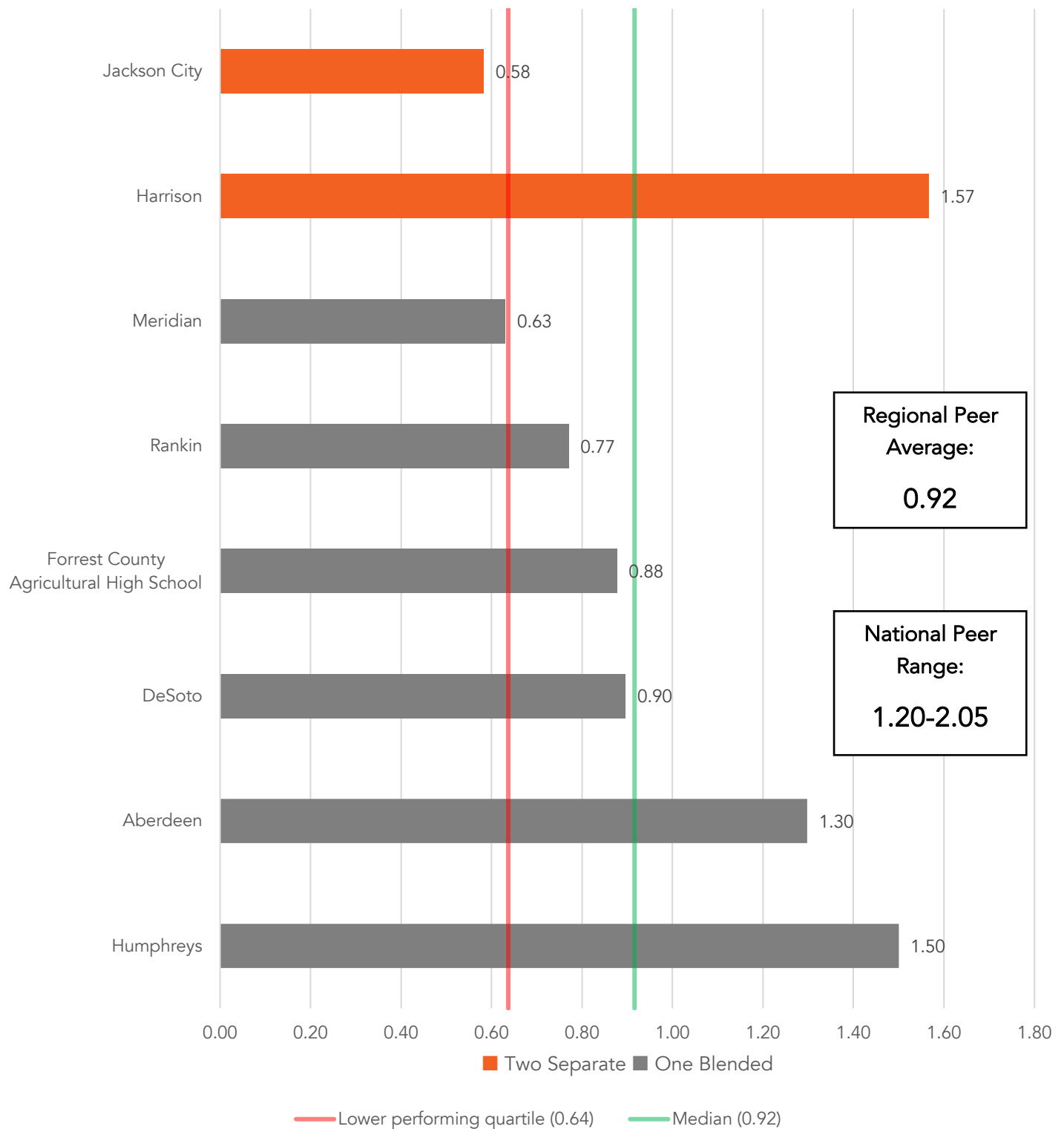
Number of Advanced Presentation Devices per Teacher

For the Mississippi districts that provided data to calculate this metric, the 0.92 median number of advanced presentation devices per teacher (i.e., video/data projectors or smart whiteboards) is equal to the regional peer average but below the lower end of the national peer range. Thus, districts in this cohort offer teachers approximately the same number of advanced presentation devices as regional peers but fewer devices than national peers.

Advanced presentation devices (e.g., video/data projectors or smart whiteboards) can empower teachers to create engaging and interactive learning environments, improve content delivery, foster collaboration, and enhance student engagement. By utilizing these devices, teachers can enhance their teaching effectiveness and provide students with an enriched and modern educational experience.

As shown in Exhibit 9 on page 23, of the eight districts in the current cohort reporting performance data for FY 2023, the number of advanced presentation devices per teacher ranged from 0.58 in Jackson City to 1.57 in Harrison. The scarcity of advanced presentation devices may hinder the effectiveness of teachers in demonstrating and explaining various subjects and course material, thereby limiting students' educational opportunities.

Exhibit 9: Number of Advanced Presentation Devices per Teacher in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Yazoo City district did not provide data.

Number of Devices per IT Staff Member

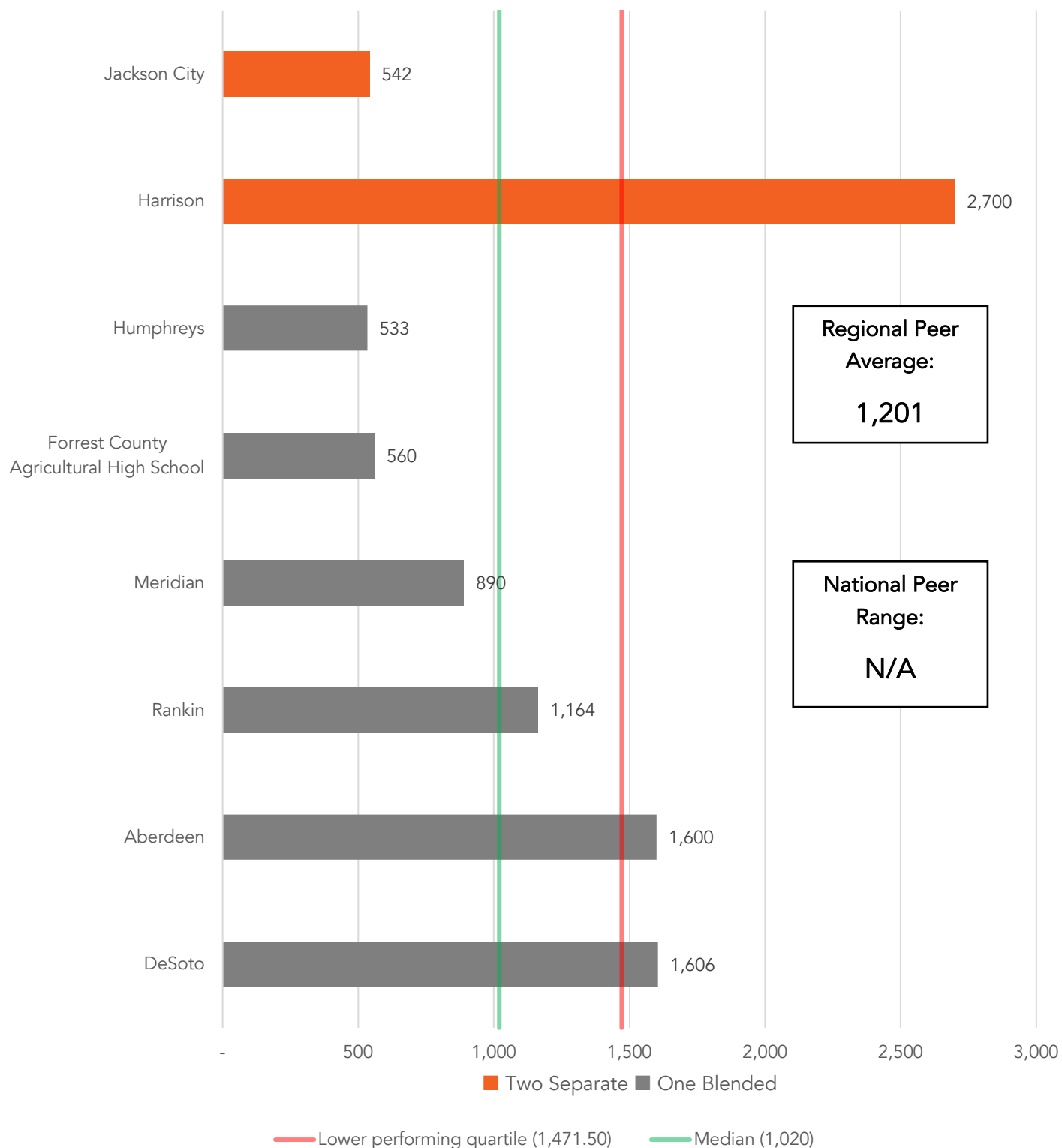
For the districts that provided data to calculate this metric for FY 2023, the median number of devices per IT staff member (1,020) was below the regional peer average of 1,201 devices per IT staff member. Thus IT staff members in Mississippi districts are typically responsible for fewer IT devices than IT staff members in regional peer districts.

The number of devices per IT staff measure may be used to evaluate the efficiency of a district's information technology department maintenance and repair infrastructure and can aid in assessing staffing levels. However, this measure should be used as a singular indicator and not the sole determining factor for evaluating staffing levels. Other relevant factors include the age and condition of devices, the complexity of repair activities, and whether the district sub-contracts any IT maintenance/repair activities.

Of the eight districts reporting performance data for FY 2023, as shown in Exhibit 10 on page 25, the number of devices, both employee and student, per IT staff member ranged from 533 in Humphreys to 2,700 in Harrison. As with other key performance indicators, such as the number of IT devices per staff member or per student, having obsolete devices in a district's inventory can increase the number of devices per IT staff member. The Harrison district reported 24,500 student devices for FY 2023 and a student enrollment of 14,024, which equals approximately 10,000 more student devices in inventory than students enrolled, which indicates the possibility that obsolete student devices are in the district's inventory. Also, a small change in the number of IT staff can greatly impact this ratio. For example, Meridian reported 10 IT staff members. If district officials hired one additional IT staff member, the district's figure would drop from 890 to 809 devices per IT staff member.

Using the information in this report, district officials have the opportunity to compare all key indicators to those of similar districts and consider possible adjustments to the district's IT function, with the goal of improving efficiency and IT services to staff and students.

Exhibit 10: Number of Devices per IT Staff Member in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Yazoo City district did not provide data.

Percentage of Students' Households with Wi-Fi/Broadband Capabilities

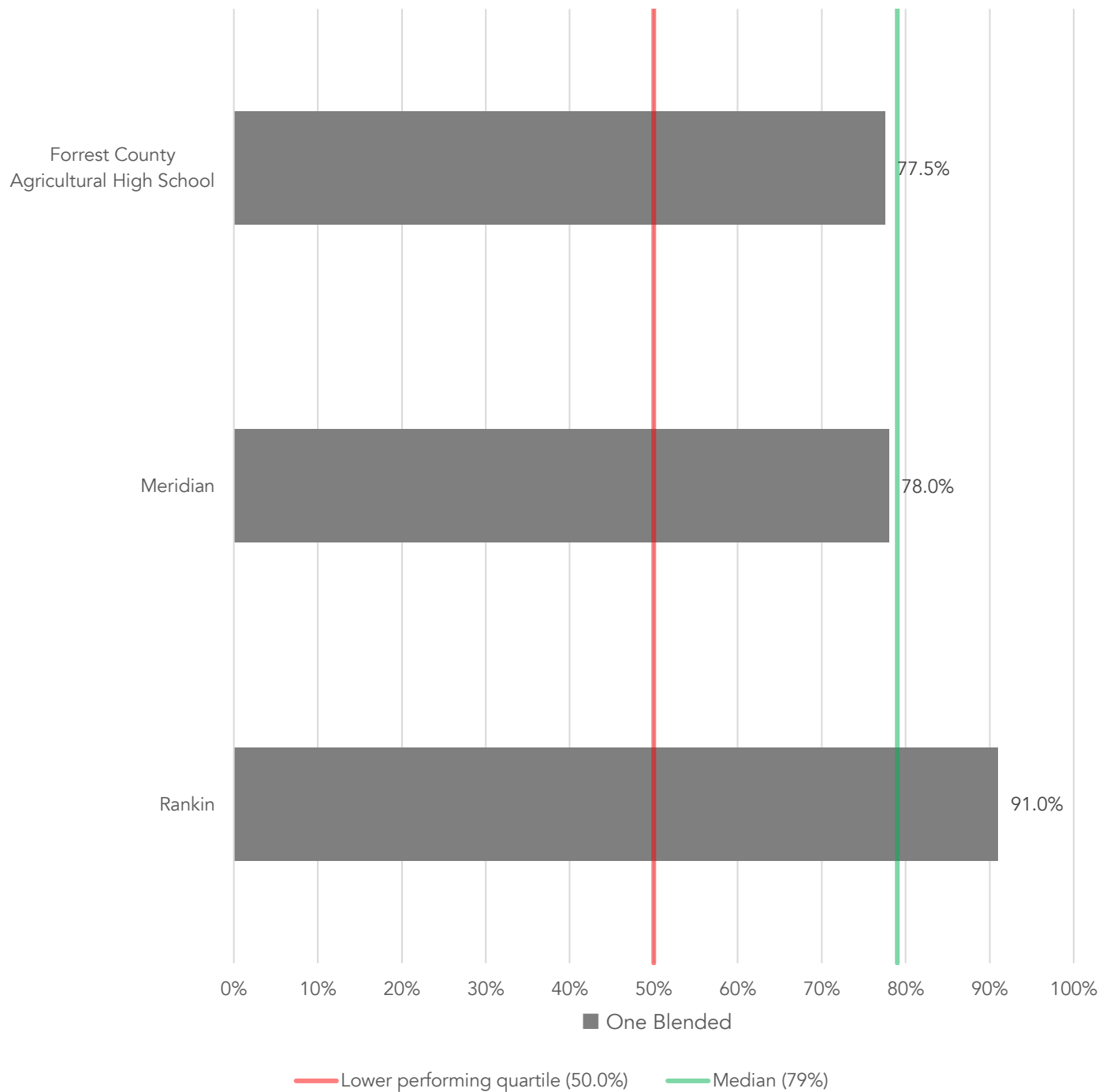
For the three districts in this cohort that surveyed student households, all three reported that 70% or more of students' households had broadband and Wi-Fi capabilities at home. In the 82 districts that surveyed student households for FY 2023, the median was 79% of those households had access to Wi-Fi/broadband capabilities. The remaining 56 districts either did not survey student households or did not respond. Identifying student households without Wi-Fi/broadband capabilities helps district leaders and policymakers assess access to high-speed internet and assists in identifying areas in need of improved digital infrastructure.

The percentage of students' households with Wi-Fi/broadband capabilities is a valuable metric to assess household internet availability. It can help identify households without internet or limited access, enabling schools and policymakers to understand the extent of the problem and take appropriate steps to address it. This metric can also facilitate planning for remote learning by providing insights into the technology resources available to students at home.

Only three districts in the current cohort conducted a survey of students' households concerning whether students had access to broadband internet and Wi-Fi at home during FY 2023. As shown in Exhibit 11 on page 27, all three districts reported that 70% or more of students' households had broadband and Wi-Fi capabilities at home.

In the 82 districts that surveyed student households for FY 2023, the median was 79% of those households had access to Wi-Fi/broadband capabilities. The remaining 56 districts either did not survey student households or did not respond. Identifying households lacking Wi-Fi or broadband capabilities is beneficial to district officials and policymakers in identifying areas in need of improved digital infrastructure and allows funding to be targeted effectively.

Exhibit 11: Percentage of Students' Households with Wi-Fi/Broadband Capabilities in FY 2023 for Reporting Districts



The lower performing quartile and the median in this exhibit represent the above reporting districts as well as an additional 129 Mississippi districts that were part of separate reviews over the same period. (See Introduction on page 2 for explanation of analysis of cohorts.)

Note: The Aberdeen, DeSoto, Harrison, Humphreys, Jackson City, and Yazoo City districts did not provide data.

Conclusion Regarding Districts' Data Collection of IT Functions

None of the districts in the current cohort provided all data points for the benchmarking and performance data requested. Similarly, some of the 129 districts in previous reviews also either did not provide all requested information or failed to provide any information. The lack of complete data from districts inhibited the assessment team's ability to conduct a complete analysis of IT functions.

The current cohort consisted of the final nine districts of Mississippi's school districts that were not included in previous reviews. None of the districts in the current cohort provided all requested benchmarking and performance data. In some cases, districts did not collect or track the type of information requested (e.g., information regarding students' households with Wi-Fi/Broadband capabilities) or the information was not available. The lack of complete data, from this cohort and previous cohorts, inhibited the assessment's team's ability to conduct a complete analysis of IT functions. Further, the lack of complete data also inhibits district officials' ability to monitor and manage their district's IT functions.

Recommendations

1. In FY 2027, each district superintendent, in consultation with the district's information technology program personnel, should review the information from this report and implement each of the relevant recommendations for districts to increase efficiency, improve service levels, and/or achieve cost savings. (See Exhibit 12 on page 30 for recommendations specific to school districts.)
2. For those districts that were unable to provide information requested during this review pertaining to their information technology programs (e.g., network usage levels), information technology program personnel should begin collecting and monitoring this data on an ongoing basis.
3. Each district's information technology program personnel should provide an annual report to the district's superintendent regarding the status of the program using the measures included in this review.
4. Districts should continue investing in network bandwidth, especially those experiencing capacity issues.
5. To aid school districts in creating technology and disaster recovery plans, the Mississippi Department of Education (MDE) should develop a plan template and provide guidance documents for technology staff to use when developing such plans.
6. MDE should periodically (e.g., every two years) conduct the following surveys, which would enable it to understand more completely the resources and support needed to assist districts in improving their technology programs:
 - a. a detailed information technology survey for district technology leaders; and,
 - b. a detailed survey for teaching staff regarding information technology use in the classroom.
7. Districts using only cloud-based backups should add a limited on-site or offline (immutable) backup to protect against cloud outages, misconfigurations, or account compromise and to enable faster local restores.

Districts using a combination of on-site and cloud-based backups should, if not already doing so, validate that at least one backup copy is immutable or offline, routinely test restores, and ensure that backups are geographically and logically isolated from production systems.

Districts using on-site and offsite (non-cloud) backups should evaluate adding a secure cloud-based option to improve scalability, automation, and resilience against regional disasters while ensuring encryption and regular recovery testing are in place.

Exhibit 12: District-Specific Recommendations Regarding Information Technology

Aberdeen	The district should survey parents of students regarding Wi-Fi/Broadband access and examine overall staffing levels for technology.
DeSoto	The district should develop a formally documented technology plan. The district should also track daily network usage levels, survey parents of students regarding Wi-Fi/Broadband access, and examine overall staffing levels for technology.
Forrest County Agricultural High School	The district should develop a formally documented technology plan. The district should also track daily network usage levels, review the device inventory, and remove obsolete devices.
Harrison	The district should survey parents of students regarding Wi-Fi/Broadband access. (The district no longer has student-assigned laptops, beginning in the 2025-2026 school year.) The district should also review device inventory, remove obsolete devices, and examine overall staffing levels for technology to align staff to the change.
Humphreys	The district should survey parents of students regarding Wi-Fi/Broadband access.
Jackson City	The district should pursue cloud-based backups of data. The district should also develop a formally documented technology plan and disaster recovery plan, as well as track daily network usage levels.
Meridian	The district should track daily network usage levels, review the device inventory, and remove obsolete devices.
Rankin	The district should review the device inventory and remove obsolete devices. Further, the district should examine overall staffing levels for technology once the review of obsolete devices has been completed. The district should also track daily network usage levels.
Yazoo City	The district should develop a formally documented technology plan and disaster recovery plan. The district should also survey parents of students regarding Wi-Fi/Broadband access.

Appendix A: List of School Districts Included in this Review

1. Aberdeen
2. DeSoto
3. Forrest County Agricultural High School (AHS)
4. Harrison
5. Humphreys
6. Jackson City (i.e., Jackson Public Schools)
7. Meridian
8. Rankin
9. Yazoo City

SOURCE: PEER.

Appendix B: District Metrics for Fiscal Year 2023

District	Traditional/ Educational Functions	Total Annual Technology Expenditures	Total Number of District Staff	Total Student Enrollment	Number of Employee Devices	Number of Student Devices	Total IT, Support Staff FTE
Aberdeen	One Blended Department	\$579,705	178	1,024	300	1,300	1
DeSoto	One Blended Department	\$5,045,926	4,722	34,800	7,753	37,205	28
Forrest County AHS	One Blended Department	\$242,541	93	600	120	1,000	2
Harrison	Two Separate Departments	\$3,516,320	1,727	14,024	2,500	24,500	10
Humphreys	One Blended Department	\$164,203	232	1,211	300	1,300	3
Jackson City	Two Separate Departments	\$2,267,588	3,441	18,759	3,591	8,335	22
Meridian	One Blended Department	\$3,893,250	939	4,614	953	7,946	10
Rankin	One Blended Department	\$4,496,775	2,421	18,720	8,768	18,000	23
Yazoo City	Two Separate Departments	\$717,928	287	2,029	Not Provided	Not Provided	4

Appendix C: FY 2023 Information Technology Benchmark Data and Performance Indicators for Districts Reporting

Aberdeen			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?	✓		
Model used for information technology support	One Blended Department		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	2.6%	+	+
IT Spending per Student	\$566.12	+	+
Average Age of Devices (weighted)	3	–	–
Number of Devices per Staff Member	1.69	+	+
Number of Devices per Student	1.27	–	–
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	7.8	+	–
Number of Network Days that Usage Exceeded 75% of Capacity	0	–	–
Number of Advanced Presentation Devices per Teacher	1.3	+	+
Number of Devices per IT Staff Member	1,600	+	+
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	Data Not Provided		

DeSoto			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?		x	
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?		x	District reported having no method of determining usage levels 3 years back.
Model used for information technology support	One Blended Department		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	1.2%	–	–
IT Spending per Student	\$145	–	–
Average Age of Devices (weighted)	2	–	–
Number of Devices per Staff Member	1.64	+	+
Number of Devices per Student	1.07	–	–
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.4	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	Data Not Provided		
Number of Advanced Presentation Devices per Teacher	0.9	–	–
Number of Devices per IT Staff Member	1,605.6	+	+
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	Data Not Provided		

Forrest County AHS			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?		x	
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?		x	District reported that its usage seldom ever exceeds 75% of capacity.
Model used for information technology support	One Blended Department		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	2.1%	–	–
IT Spending per Student	\$404.24	+	+
Average Age of Devices (weighted)	2.5	–	–
Number of Devices per Staff Member	1.29	+	–
Number of Devices per Student	1.67	+	+
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	18.3	+	–
Number of Network Days that Usage Exceeded 75% of Capacity	Data Not Provided		
Number of Advanced Presentation Devices per Teacher	0.88	–	–
Number of Devices per IT Staff Member	560	–	–
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	77.5%	–	N/A

Harrison			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?	✓		
Model used for information technology support	Two Separate IT Departments		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	1.8%	–	–
IT Spending per Student	\$250.74	–	–
Average Age of Devices (weighted)	2	–	–
Number of Devices per Staff Member	1.45	+	–
Number of Devices per Student	1.75	+	+
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.2	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	180	+	+
Number of Advanced Presentation Devices per Teacher	1.57	+	+
Number of Devices per IT Staff Member	2,700	+	+
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	Data Not Provided		

Humphreys			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?	✓		
Model used for information technology support	Two separate IT departments		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	0.8%	–	–
IT Spending per Student	\$135.59	–	–
Average Age of Devices (weighted)	3	–	–
Number of Devices per Staff Member	1.29	+	–
Number of Devices per Student	1.07	–	–
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.4	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	187	+	+
Number of Advanced Presentation Devices per Teacher	1.5	+	+
Number of Devices per IT Staff Member	533.3	–	–
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	Data Not Provided		

Jackson City			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?		✗	
Has off-site backups of data?	✓		
Tracks daily network usage levels?		✗	District reported that data was unavailable.
Model used for information technology support	Two Separate IT Departments		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	1.2%	–	–
IT Spending per Student	\$120.88	–	–
Average Age of Devices (weighted)	1.4	–	–
Number of Devices per Staff Member	1.04	–	–
Number of Devices per Student	0.44	–	–
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.1	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	Data Not Provided		
Number of Advanced Presentation Devices per Teacher	0.58	–	–
Number of Devices per IT Staff Member	542	–	–
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	Data Not Provided		

Meridian			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?		x	District reported that it has data showing capacity, but does not track the numbers of days.
Model used for information technology support	One Blended Department		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	4.4%	+	+
IT Spending per Student	\$843.79	+	+
Average Age of Devices (weighted)	Data Not Provided		
Number of Devices per Staff Member	1.01	–	–
Number of Devices per Student	1.72	+	+
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.4	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	Data Not Provided		
Number of Advanced Presentation Devices per Teacher	0.63	–	–
Number of Devices per IT Staff Member	889.9	–	–
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	78%	–	N/A

Rankin			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?	✓		
Has a technology disaster recovery plan?	✓		
Has off-site backups of data?	✓		
Tracks daily network usage levels?		×	District reported that it does not have this data that far back. Data is purged every 180 days.
Model used for information technology support	One Blended Department		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	1.9%	–	–
IT Spending per Student	\$240.21	–	–
Average Age of Devices (weighted)	4	+	+
Number of Devices per Staff Member	3.62	+	+
Number of Devices per Student	0.96	–	–
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	0.3	–	–
Number of Network Days that Usage Exceeded 75% of Capacity	Data Not Provided		
Number of Advanced Presentation Devices per Teacher	0.77	–	–
Number of Devices per IT Staff Member	1,163.8	+	–
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities	91%	+	N/A

Yazoo City			
Benchmark Data Reported			
Benchmark	Yes	No	Notes
Has a documented technology plan?		✗	
Has a technology disaster recovery plan?		✗	
Has off-site backups of data?	✓		
Tracks daily network usage levels?	✓		
Model used for information technology support	Two Separate IT Departments		
Performance Data Reported			
Performance Indicator	FY 2023	Below (-), Above (+), or Equal to (=) State Peer Median	Below (-), Above (+), or Equal to (=) Regional Peer Average
IT Spending as a Percent of District Budget	2.1%	–	–
IT Spending per Student	\$353.83	–	+
Average Age of Devices (weighted)	3	–	–
Number of Devices per Staff Member	Data Not Provided		
Number of Devices per Student			
Amount of Network Bandwidth per Student (1.0 Equals 1 Million Bits per Second)	1.0	+	–
Number of Network Days that Usage Exceeded 75% of Capacity	4	+	–
Number of Advanced Presentation Devices per Teacher	Data Not Provided		
Number of Devices per IT Staff Member			
Percentage of Students’ Households with Wi-Fi/ Broadband Capabilities			

Performance Evaluation

Lonnie Edgar, Deputy Director
Jennifer Sebren, Deputy Director
Taylor Burns
Emily Cloys
Kim Cummins
Kelsi Ford
Will Harper
Matthew Holmes
Ryan Morgan
Meri Clare Ringer
Colby Spence
Sarah Williamson
Julie Winkeljohn

Administration

Kirby Arinder
Stephanie Harris
Gale Taylor

Quality Assurance and Reporting

Tracy Bobo
Bryan "Jay" Giles

Reapportionment

Ben Collins