West Mifflin Area School District Evaluation Report
2025-2026 School Year

Prepared and Supported by the Division of Adolescent and Yount Adult Medicine, University of Pittsburgh

The following evaluation provides a snapshot at a myriad of resources distributed and data collected throughout the West Mifflin Area School District. The prepared report explores the following data:

- Overall Change in WMASD Trends
- Attendance
- Behavior
- Titan Assistance Program (TAP)
- Youth Leadership in Action (YLIA)
- Expect Respect
- Healthy Allegheny Teens Survey (HATS)

Overall Change in WMASD Trends

Table 1. Summary Comparison Points- 2024-25 School Year vs. 2025-26 School Year

	2024-25	**2025-26**
Student Population	2,628	2,525
Unexcused Absences	21,656	17,304
Discipline Referrals	302	222
TAP Referrals	109	67
# of Youth in Programming	56	38
HATS Surveys	292	593

This table illustrates the numerical changes in some of the data factors assessed in this report.

Attendance

As of May 7, 2026, there were a total of 17,304 unexcused absence events across the district for the 2025-2026 school year. These absences occurred among 1,906 unique students, representing 71% of the 2,525 total students in the district. Overall, this amounted to about 6.9 unexcused absences per student.

Table 2. Breakdown of Unexcused Student Absences by Demographics, 2025-2026 School Year

		Number of Unexcused Absences	**% of Unexcused Absences**	**Number of Unique Students**	**% of Total Students**	**Total Number of Students**	**Absences per Student**
Grade Level	*K*	890	5.14%	116	7%	169	5.27
	1st	710	4.10%	116	7%	184	3.86
	2nd	952	5.50%	127	7%	187	5.09
	3rd	797	4.61%	109	6%	166	4.80
	4th	822	4.75%	134	7%	189	4.35
	5th	742	4.29%	117	6%	166	4.47
	6th	901	5.21%	137	7%	183	4.92
	7th	931	5.38%	124	6%	159	5.86
	8th	1029	5.95%	134	7%	178	5.78

	9th	2182	12.61%	186	10%	232	9.41
	10th	2085	12.05%	194	10%	233	8.95
	11th	1957	11.31%	188	9%	224	8.74
	12th	3306	19.11%	224	9%	255	12.96
Gender	*Female*	8160	47.16%	921	49%	1,222	6.68
	Male	9144	52.84%	985	51%	1303	7.02
Race/ Ethnicity	*American Indian*	40	0.23%	3	<1%	6	6.67
	Asian/Pacific Islander	305	1.76%	35	2%	56	5.45
	Black	7097	41.01%	573	27%	667	10.64
	Hispanic	860	4.97%	92	4%	108	7.96
	Multi-racial	2485	14.36%	251	12%	282	8.81
	Unknown	23	0.13%	12	1%	95	0.24
	White	6494	37.53%	940	54%	1311	4.95
	Total #s	17,304		1,906		2,525	

There were less unexcused absences in the 2025-2026 (17,304) school year compared to the 2024-2025 school year (21,656). The figures below illustrate the breakdown of absences by grade, gender, and ethnicity/race.

Figure 1. Average absences per Student, by grade

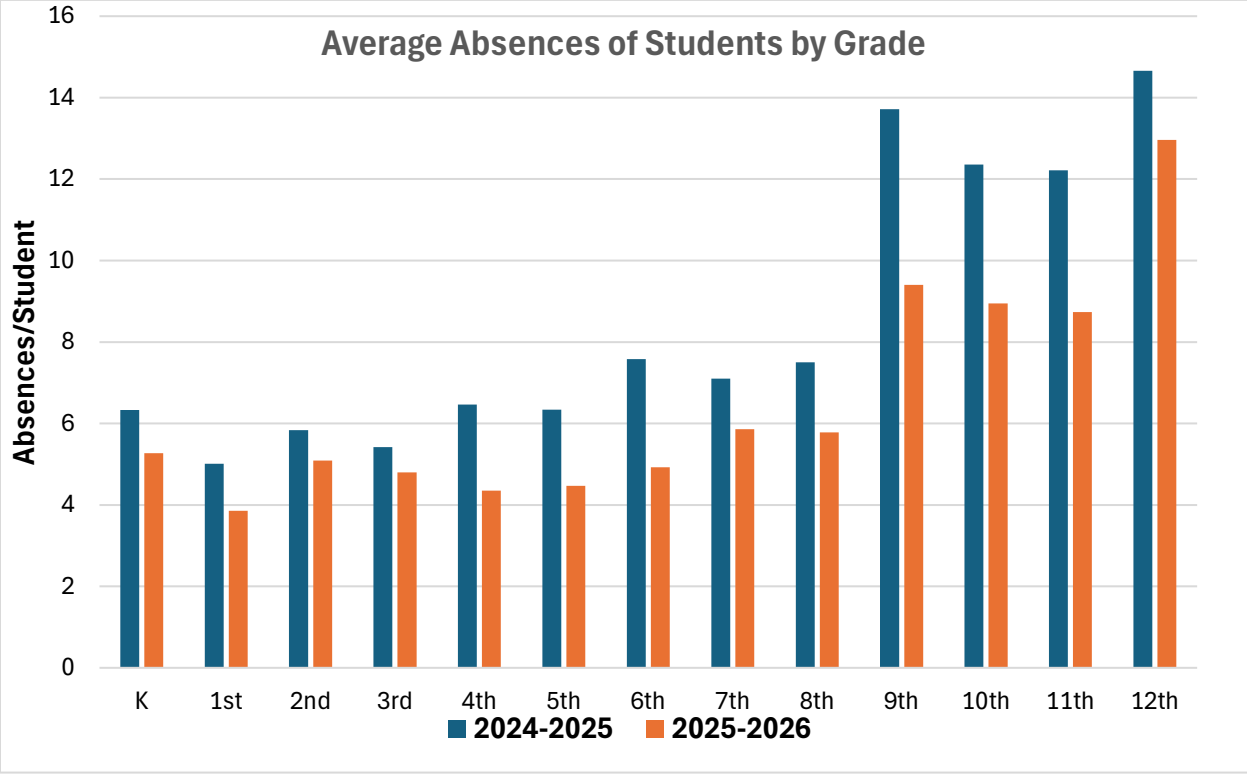


Figure 2. Average absences per Student, by gender

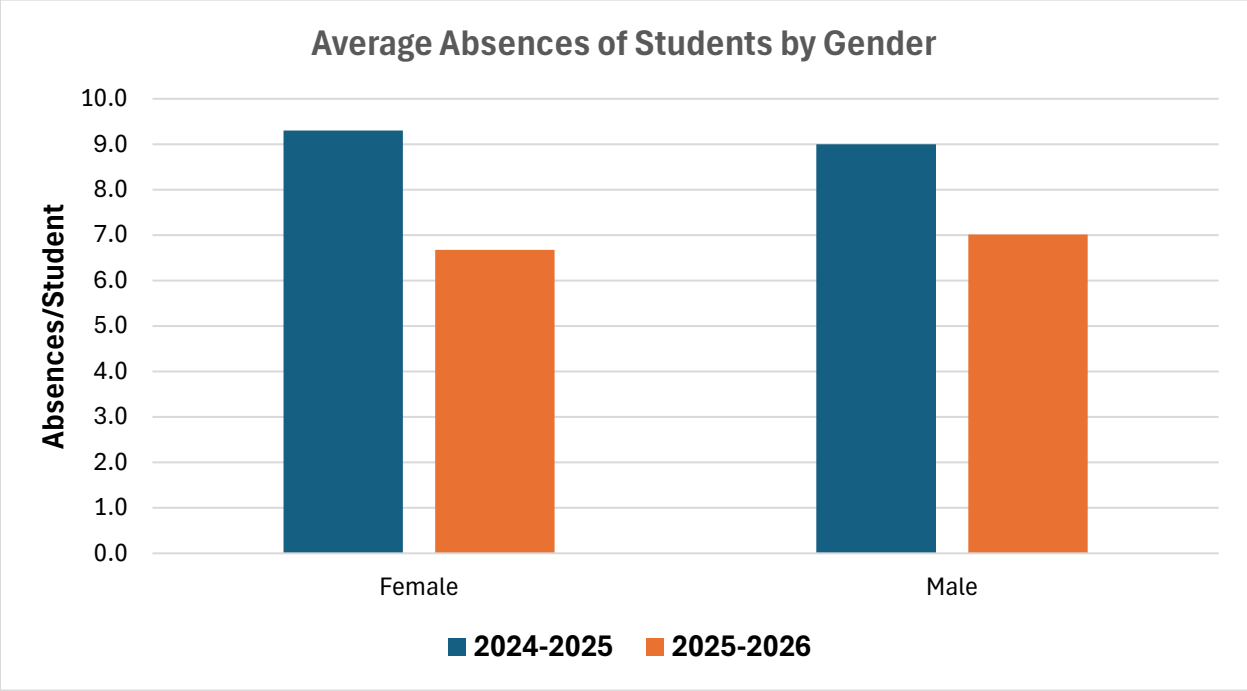
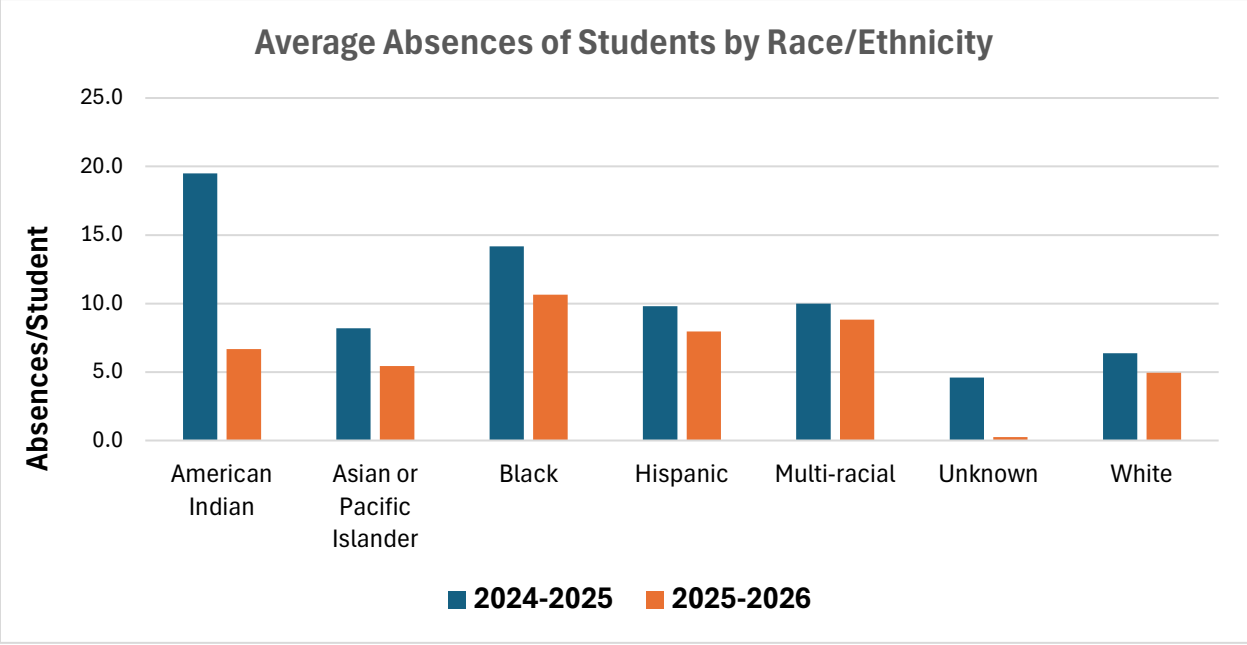


Figure 3. Average absences per Student, by race/ethnicity



Behavior

As of May 7, 2026, there were a total of 222 disciplinary referrals made by staff across the district for the 2025-2026 school year. These referrals were for 156 unique students, representing 6% of the 2,525 total students in the district. Overall, this amounted to about 0.09 referrals per student. The figures below illustrate the breakdown of absences by gender and ethnicity/race.

Figure 4. Average discipline referral per Student, by gender

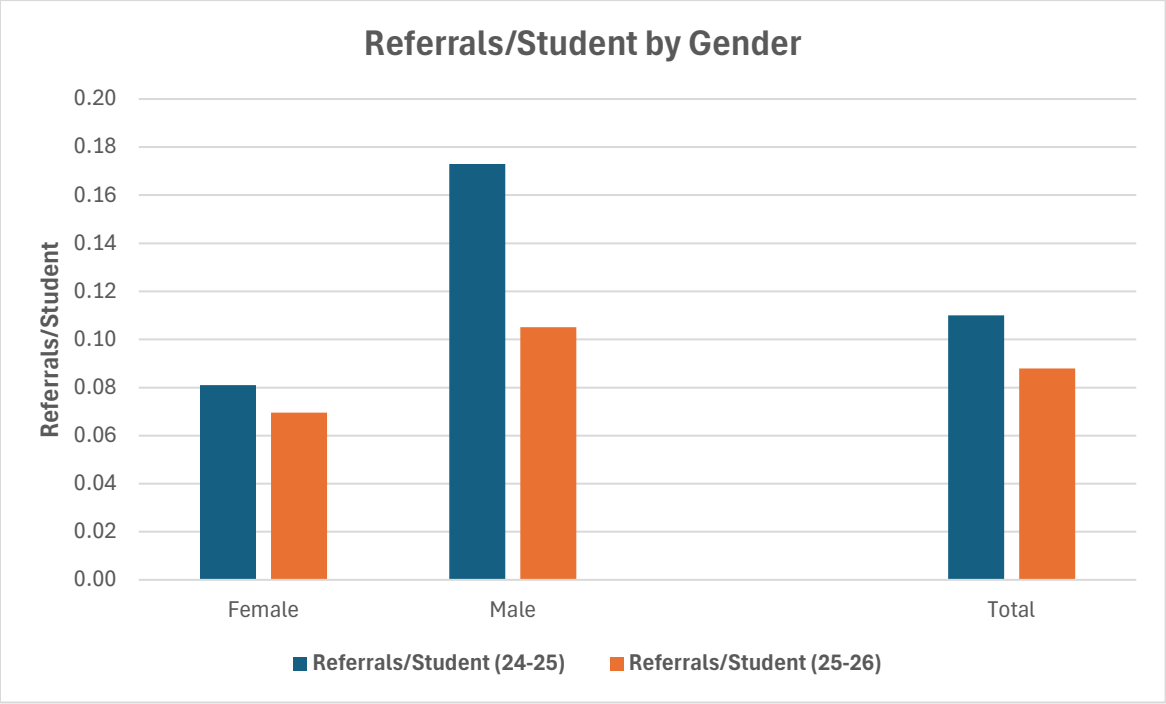
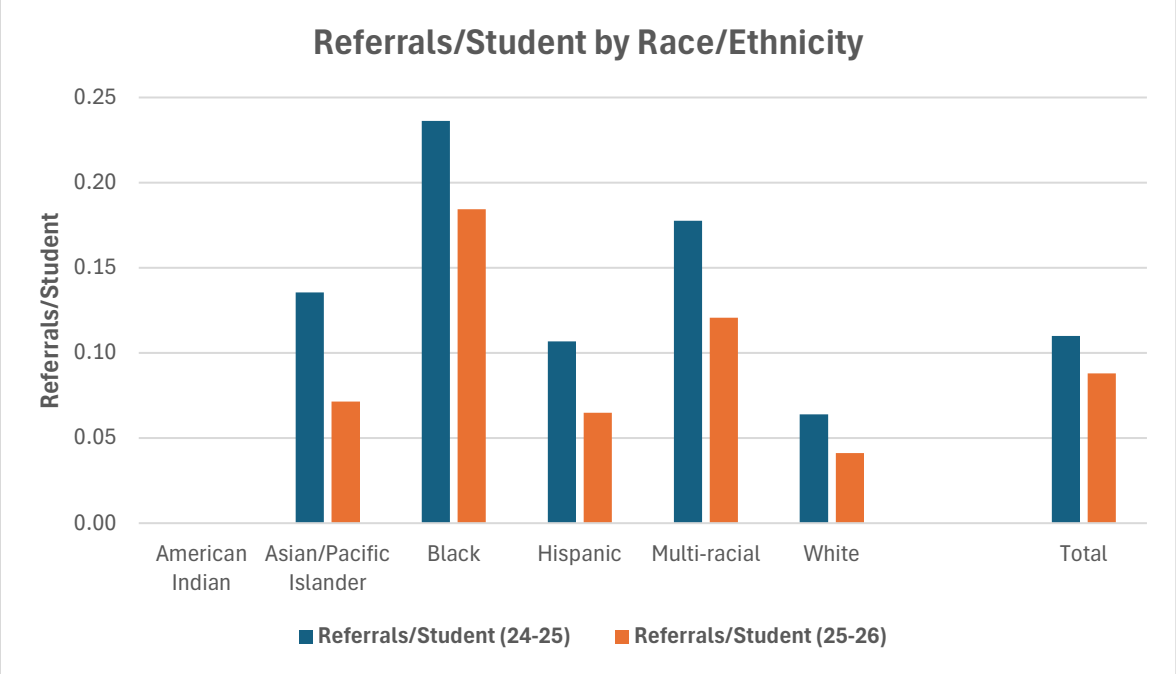


Figure 5. Average discipline referral per Student, by race/ethnicity



Titan Assistance Program (TAP)

During the 2025-2026 school year, the Titan Assistance Program (TAP) team served 67 students through referrals from all four schools. Of the 66 students, 21 were Special Education and 17 were ESL students. The TAP team conducted 256 home visits, providing 92 visits and transportation assists just in the first two months of school. The ongoing caseload of youth being served through TAP increased to 164.

Figure 6. Monthly Tap Referrals, 24-25 vs. 25-26

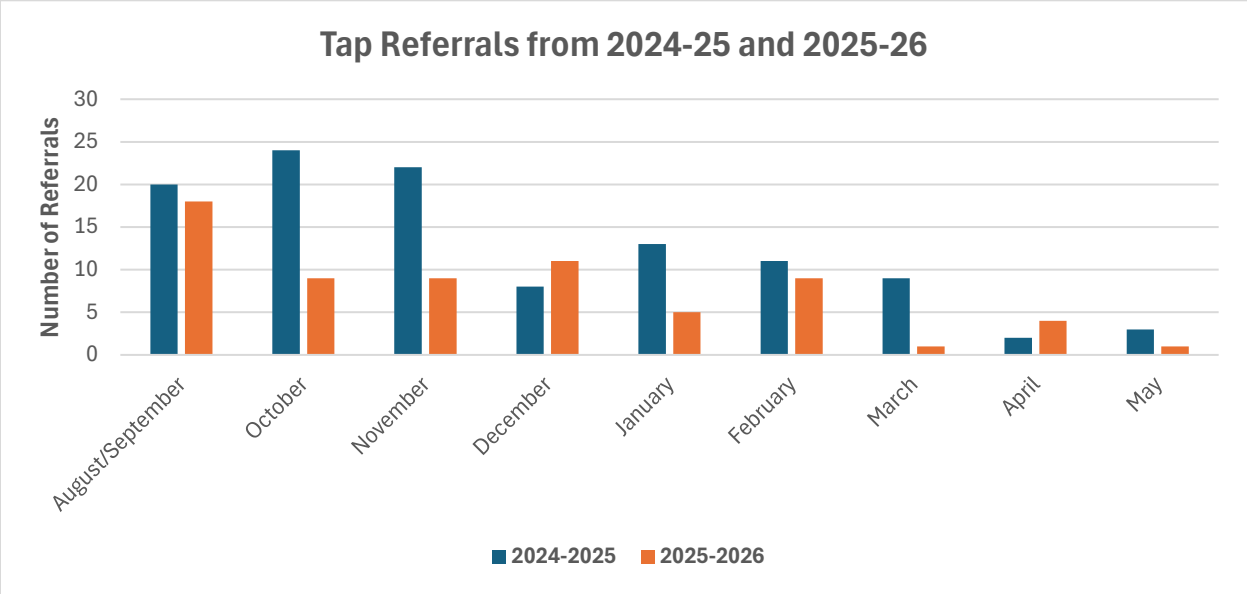


Table 2. Breakdown of TAP Referrals by Reason for Referral 2025-26

Reason for Referral	Number of Referrals by Month									Total
	Aug/ Sept	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	
Frequent absences	6	4	8	6	4	6	1	2	0	***37***
Tardiness	5	2	7	8	4	0	0	2	0	***28***
Past truancy	6	1	7	4	3	4	0	0	0	***25***
Family issues	14	3	2	4	1	8	0	1	0	***33***
Parent not attending meetings	0	1	0	3	4	2	0	0	0	***10***
Trauma/Other	4	6	1	4	2	6	0	0	1	***24***
Language barrier	1	0	7	3	2	0	0	4	0	***17***
Mental health	4	7	2	2	1	2	0	0	1	***19***

Table 3. Breakdown of TAP Referrals by Reason for Referral 2024-25

Reason for Referral	**Number of Referrals by Month**									**Total**
	Aug/ Sept	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	

Frequent absences	15	17	14	5	9	7	6	2	1	***76***
Tardiness	9	14	3	2	3	5	3	2	2	***43***
Past truancy	3	4	7	3	4	6	2	1	2	***32***
Family issues	12	2	3	2	7	7	4	2	2	***41***
Parent not attending meetings	2	4	5	2	5	2	0	0	0	***20***
Trauma/Other	4	0	0	0	5	3	5	1	2	***20***
Language barrier	1	6	5	1	2	1	2	0	1	***19***
Mental health	0	0	0	0	2	7	2	2	2	***15***

The following are the familial needs the TAP Program was able to assist with throughout the 2025-26 school year:

- Helping families start the application for medical insurance
- Assistance with transportation
- Providing food and essentials – information on area Holiday Drives
- Family intervention
- Assist with educational needs IEP/ ESL translation for families
- Coordinated the implementation of Restorative Practices with Gwen's Girls, Forging Hopeful Futures, YLIA, and Expect Respect
- Supported victims of house fire with resources, essentials, and donations
- Assisted Mon View families with transportation, clothes and food because of problems with utilities, resulting in temporary displacement
- Continuous assistance for Mon View families with transportation, clothes and food because of problems with utilities, which often leads to temporary displacement

The following are the services contacted by the TAP Program to assist with additional familial needs throughout the 2025-26 school year:

- DHS
- YAP
- TEAR
- PACT
- Steel Valley Family Center/Footbridge
- SHIM
- Touching Families
- Caring Connections
- Allegheny family Network

Youth Leadership in Action (YLIA)

In the 2024-25 school year, youth were able to participate in Forging Hopeful Futures, a violence prevention program focused on integrating topics about emotional regulation, bystander intervention, and job readiness skills. This year, youth had the opportunity to participate in Youth Leadership in Action (YLIA). YLIA is a youth empowerment program that engages youth in creating trauma-informed school environments. The overall goal of the program is to teach youth leadership skills, help youth achieve

goals to impact their school, and facilitate conversations on civic responsibility, academic engagement, increasing their sense of agency and ownership of their environment, etc. YLIA is a 9-session curriculum designed to support youth ages 13-18 in building key skills of community building through recognition of existing hierarchies, establishing group standards and expectations, defining limits of shared power, and allowing time to adapt to new power structures. Youth voice drives the content and context of YLIA programming.

Table 4. YLIA Student Demographics

		n=12	**%**
Race	Black/African American	4	33%
	White	7	58%
	Multi-racial	1	8%
Gender	Female	7	58%
	Male	5	42%

Table 5. Attendance per YLIA Session

Specific Sessions Attended	**n**	**%**
Session 1: Identity and Leadership	12	100%
Session 2: Understanding Oppression	12	100%
Session 3: Defining Community	12	100%
Session 4: Community Analysis	11	92%
Session 5: Research Methods	11	92%
Session 6: Identifying a Question	10	83%
Session 7: Analysis and Solution Planning	9	75%
Session 8: Presentation Planning	8	67%
Session 9: Presentation and Implementation	6	50%

Table 6. Pre Survey Results

Pre-Survey Knowledge, Beliefs, Attitudes	**n**	**%**
Youth and young adults in my community should lead discussions and decisions about improving the lives of young people here.	10	83%
Safe and fun activities for youth and young adults will keep them out of trouble.	9	75%
Information about ways to take care of themselves will help youth and young adults make better choices about their health and behavior.	11	92%

It is important for youth and young adults in my community to feel like their neighborhood is a safe place to live.	12	100%
I am confident I can play a role in making my community safer for youth and young adults.	8	67%
I am comfortable talking to youth and young adults in my community about how to prevent or reduce youth violence in our neighborhood.	7	58%
I have the knowledge I need to make positive choices about my health and my behavior.	11	92%
I am connected with positive members of my community who support and respect me.	11	92%
It is important for youth to try to improve our community even if we can't always make the changes we want.	11	92%
I want to have as much say as possible in making decisions in my community.	9	75%
It is important to me to contribute to my community and society.	10	83%
Adults in my town or city listen to what I have to say.	2	17%
I am excited about my future.	9	75%
If I set goals, I take action to reach them.	12	100%

Looking at Table 4, attendance was very low the last session due to half of the youth attending a band event in Florida. Therefore, a very low percentage of participants were able to complete the post-survey. However, there are consistently high knowledge, beliefs, and attitudes percentages as seen in Table 6.

One measure in Table 6 exhibited very low percentage of agreeance: “Adults in my town or city listen to what I have to say.” Throughout the YLIA sessions, youth focused on their community of West Mifflin High School and brainstormed positive and negative factors that impact youth well-being. From there, clusters were formed:

- *Dangers and Stressors*
    - Statements included bullying, addiction, parties, pregnancy, etc.
- *Joyful Parts of Life*
    - Statements included sports, clubs, field trips, friends, etc.
- *School Environment*
    - Statements included staff, teachers, workload, e-hall pass, etc.

- *Positive Norms in Society*
    - Statements included advocacy, vibes, inclusion, opportunities, etc.

Youth decided that they wanted to focus on coming up with changes for the Positive Norms in Society group. With methods of brainstorming and solution planning, youth presented a mentorship program to Mrs. Haney and Mrs. Jakub. The group, composed of freshmen, explained feeling lost during their first weeks of high school, learning lots from older siblings and through observation. They proposed that high schoolers should go to the middle school and brief them on the ins-and-outs of the first weeks of high school, such as how scheduling works and what TLT time is. Since the end of the group in April, the YLIA students met multiple times to continue their initiative and to prepare a presentation during 8th grade classes at the middle school.

Circling back to the pre-survey result of not having adults listen to what they have to say, this initiative provided and will continue to provide the students with an opportunity to directly collaborate with adults within school administration. This student-led initiative illustrates the importance of youth leadership and the importance of youth believing that they are in fact leaders.

Expect Respect

The *Expect Respect* program focuses on middle schoolers and aims to prevent teen dating violence, sexual violence and other forms of relational violence. Curriculum content focuses on establishing healthy group dynamics, considering relationship norms/perceptions, handling stress and other emotions, fostering skills for healthy relationships (i.e. communication, boundary-setting, etc.), and strengthening support systems. Students at West Mifflin Area Middle School were referred to Expect Respect by school-based staff (teachers, counselors, TAP team, etc.) and invited to enroll in the program. Once students had assented to participate, two trained community facilitators engaged the youth in weekly, grade-specific support groups from February to April 2026. The bolded items below illustrate a large percent change between the pre- and post-survey.

Table 7. Pre- and Post-Survey Changes, Expect Respect

		Pre-Survey	%	Post-Survey	%
Abuse Recognition	*Name calling or insulting them.*	3	11.5%	4	14.8%
	Telling them they're ugly or stupid.	5	19.2%	10	37.0%
	Making fun of them in front of other people.	7	26.9%	9	33.3%
	Telling them what to do all the time.	3	11.5%	4	14.8%
	Telling them which friends they can and can't see or talk to.	7	26.9%	4	14.8%

	Pressuring them not to break up with them.	6	23.1%	5	18.5%
	Not listening to what they have to say.	5	19.2%	6	22.2%
	Trying to convince them to have sex.	17	65.4%	11	40.7%
	Preventing them from leaving a room.	11	42.3%	8	29.6%
	Keeping tabs on them or spying on them.	10	38.5%	10	37.0%
	Threatening to hit them.	13	50.0%	12	44.4%
	Forcing them to have sex.	14	53.8%	15	55.6%
Youth Leadership	*Youth and young adults in my school should lead discussions and decisions about improving the lives of young people here.*	6	23.1%	10	37.0%
	Safe and fun activities for youth and young adults will keep them out of trouble.	10	38.5%	10	37.0%
	Information about ways to take care of themselves will help youth and young adults make better choices about their health and behavior.	7	26.9%	11	40.7%
	It is important for youth and young adults in my community to feel like their neighborhood is a safe place to live.	11	42.3%	9	33.3%
	I am confident I can play a role in making my school safer for youth and young adults.	**8**	**30.8%**	**14**	**51.9%**
	I am comfortable talking to youth and young adults in my school about how to prevent or reduce youth violence in our school.	7	26.9%	7	25.9%
	I have the knowledge I need to make positive choices about my health and my behavior.	12	46.2%	13	48.1%
	I am connected with positive members of my school who support and respect me.	6	23.1%	6	22.2%
	It is important for youth to try to improve our school even if we can't always make the changes we want.	**3**	**11.5%**	**11**	**40.7%**
	I want to have as much say as possible in making decisions in my school.	4	15.4%	6	22.2%
	It is important to me to contribute to my community and society.	6	23.1%	8	29.6%
	Adults in my school listen to what I have to say.	6	23.1%	7	25.9%

I am excited about my future.	9	34.6%	12	44.4%
If I set goals, I take action to reach them.	7	26.9%	10	37.0%
I can speak up if I hear someone say something mean or disrespectful.	7	26.9%	10	37.0%
I can tell a peer to stop if they are teasing, bullying, or excluding someone.	7	26.9%	10	37.0%
I can show support to someone who is being treated unfairly or disrespected.	**6**	**23.1%**	**14**	**51.9%**
I feel confident I can do something positive when I see disrespectful behavior.	6	23.1%	8	29.6%

Healthy Allegheny Teen Survey (HATS)

The Healthy Allegheny Teen Survey (HATS) is designed to help schools and communities better understand students' health, well-being, and school experiences. The survey includes questions about student strengths, school climate, access to health care, and health-related behaviors. Results can be used to inform school planning, student support services, prevention efforts, and partnerships with community organizations. The survey assesses adolescent health and well-being across the following domains:

- Violence-related behaviors
- Mental health and suicide
- Substance use
- Sexual behaviors
- Diet, nutrition, and physical activity
- Other health-related behaviors and social needs
- Health care access and utilization
- Education and school context
- Positive and protective factors

The number of responses to HATS increased from 292 (2024-2025) to 593 (2025-2026). The following graphs compare school trends to national trends. Please refer to the entire report you received from Dr. Rankine for more detailed measures and additional indicators.

Focus Area: Violence-Related Behaviors

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Were threatened or injured with a weapon at school	9%	2%	4%	● ↑
Did not go to school because of safety concerns	13%	–	7%	
Carried a weapon	–	15%	7%	● ↓
Have ever witnessed community violence	–	29%	22%	● ↓
Were bullied at school	19%	21%	18%	● ↓
Were electronically bullied	16%	21%	14%	● ↓
Were ever forced to have sex	9%	8%	6%	○ –
Experienced sexual violence by anyone	11%	11%	10%	○ –

Note: arrows indicate significant changes from School 2023 to School 2025

Focus Area: Mental Health and Suicide

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Experienced persistent feelings of sadness or hopelessness	40%	48%	32%	● ↓
Experienced poor mental health	29%	–	24%	
Self-harmed without suicidal intent	–	33%	25%	● ↓
Seriously considered attempting suicide	20%	24%	15%	● ↓
Made a suicide plan	16%	15%	10%	● ↓
Attempted suicide	9%	8%	7%	○ –
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2%	2%	1%	○ –

Note: arrows indicate significant changes from School 2023 to School 2025

Focus Area: Substance Use

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Currently used electronic vapor products	–	20%	13%	● ↓
Currently drank alcohol	22%	16%	13%	● ↓
Currently used marijuana	17%	16%	12%	● ↓
Ever used select illicit drugs	10%	9%	4%	● ↓
Ever misused prescription opioids	12%	5%	3%	● ↓

Note: arrows indicate significant changes from School 2023 to School 2025

Focus Area: Sexual Behaviors

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Ever had sex	32%	33%	28%	● ↓
Had four or more lifetime sexual partners	6%	6%	4%	● ↓
Were currently sexually active	21%	23%	19%	● ↓
Used a condom during last sexual intercourse*	52%	61%	64%	○ –
Used effective hormonal birth control*	33%	31%	34%	○ –
Were ever tested for HIV	7%	3%	6%	● ↑
Were tested for STDs during the past year	6%	6%	6%	○ –

*Among sexually active

Note: arrows indicate significant changes from School 2023 to School 2025

Focus Area: Education and School Community

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Felt close to people at school	55%	40%	62%	● ↑
Missed 2 or more days of school in past 30 days	–	68%	45%	● ↓
Were suspended	–	–	7%	
Felt they were unfairly disciplined at school	19%	–	11%	
Ever experienced racism in school	32%	32%	25%	● ↓

Note: arrows indicate significant changes from School 2023 to School 2025

Focus Area: Positive and Protective Factors

Percentage of Students Who:	National 2023	School 2023	School 2025	School Trend
Are excited about their future	–	51%	58%	● ↑
Feel if they set goals, they can take action to reach them	–	46%	53%	● ↑
Want to have as much say as possible in making decisions in their neighborhood	–	30%	33%	○ –
If issues come up that affect youth in their neighborhood, they do something about it	–	32%	38%	● ↑
Can count on their friends	–	–	66%	
Have at least 1 adult besides parents to seek help from	–	84%	84%	○ –
Have an adult in household that makes sure basic needs are met	–	87%	89%	○ –
Get the emotional support they need from their families	–	–	60%	

Experience high parental monitoring	84%	80%	87%	● ↑

Note: arrows indicate significant changes from School 2023 to School 2025