



District of Columbia

YOUTH RISK BEHAVIOR SURVEY

2019



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GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

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YOUTH RISK BEHAVIOR SURVEY 2019

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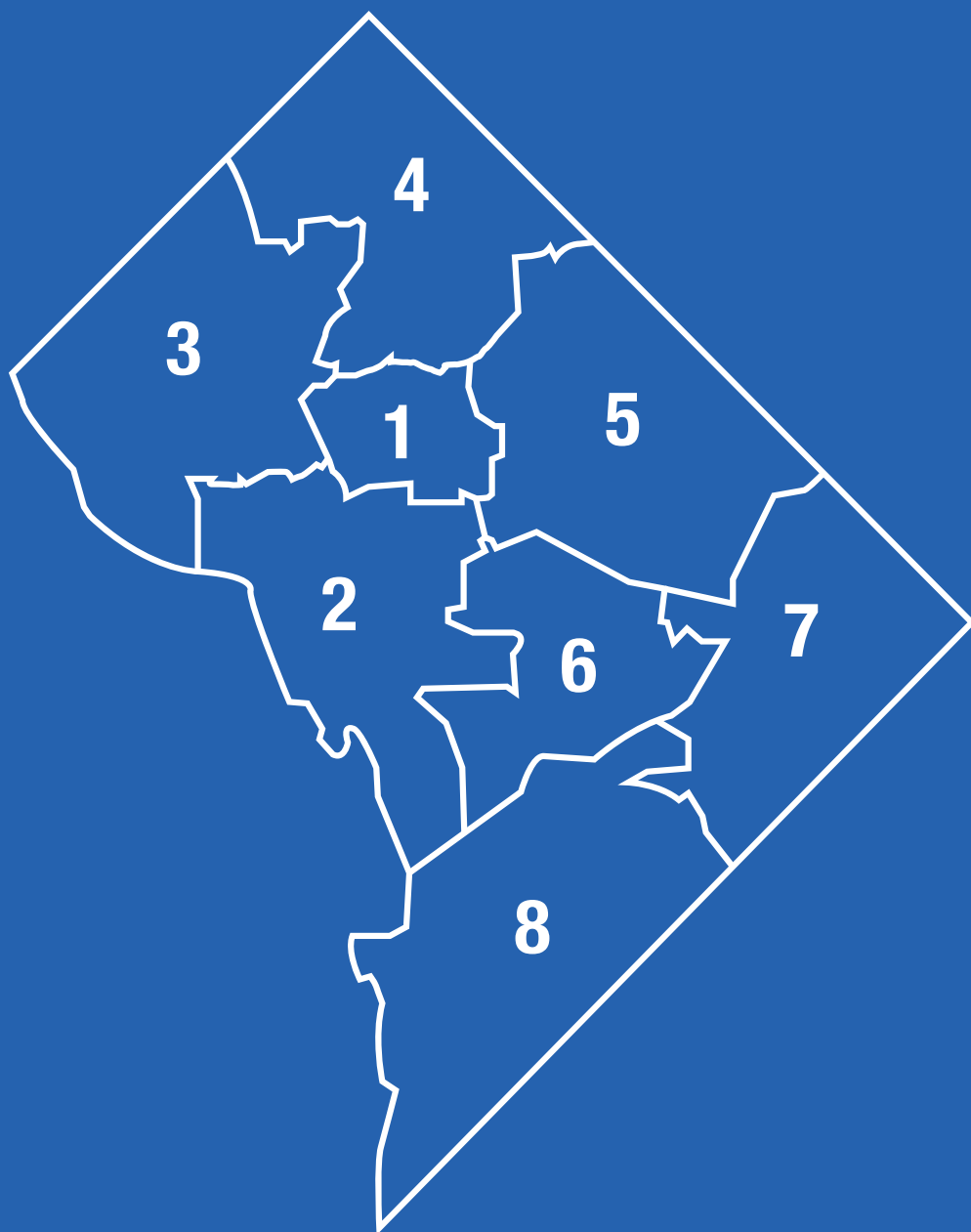
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Letter from the **STATE SUPERINTENDENT**

At the Office of the State Superintendent of Education (OSSE), we know that healthy bodies and healthy minds are the foundation of academic success. As we grapple with the largest public health emergency in a century, our school communities' health and wellbeing are front and center. The public health crisis has impacted not only the health and wellness of our students, educators and communities, but also our students' ability to access and thrive in their education. This is a dramatic, but not unique, example of what the Youth Risk Behavior Survey (YRBS) has long shown us: that the health and wellbeing of our students is intimately related to their ability to succeed in school and in life.

The District of Columbia's biennial YRBS results describe health-related risk and protective factors as reported anonymously by middle and high school students from DC public and public charter schools. OSSE uses its YRBS results to inform how we support our adolescent students and remove health barriers to learning and instruction.

Unique among the states, the District's YRBS employs a census-level data collection methodology that generates a deep and broad data set that enables us to identify trends within and among specific groups of students. In addition to analyses based on transgender identity, sexual orientation, and race/ethnicity, for the first time, the 2019 YRBS Report includes a ward-level analysis.

The 2019 YRBS Report shows success in several areas compared to the first report in 2007. Alcohol, tobacco, and illegal drug use have declined. Violence victimization and violent behaviors among high school students are trending downward, and membership of high school males in gangs and crews has decreased from 21.6 percent in 2012 to 16.2 percent in 2019.

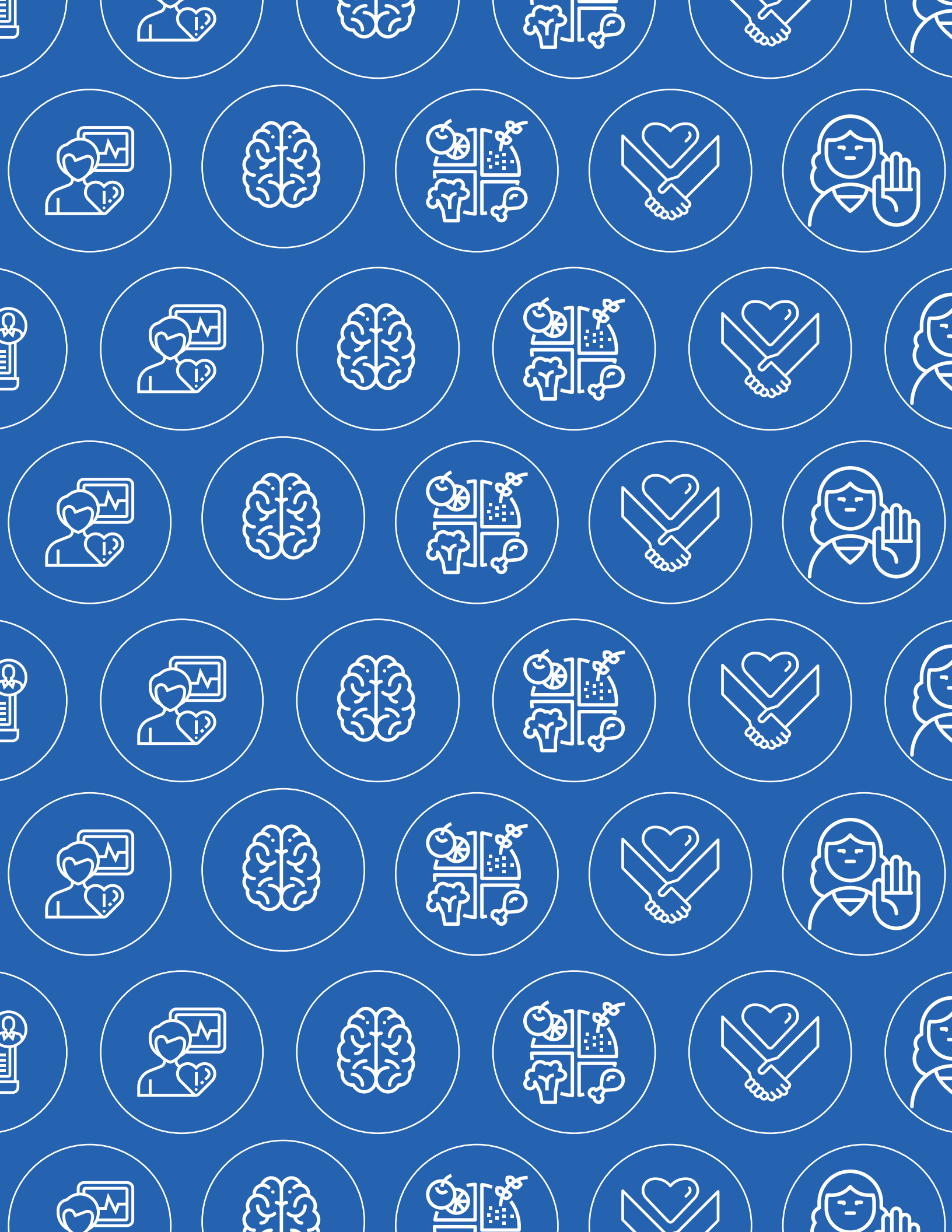
Despite these encouraging trends, the 2019 YRBS report also identifies areas of serious and persistent concern. Lesbian, gay and bisexual (LGB) middle school students were more likely to go hungry than their heterosexual peers. High school students whose gender expression is different from their assigned sex are more than three times as likely to have attempted suicide, compared to students whose gender expression matches their assigned sex. Condom usage at both the middle school and high school levels continues to decline.

We will continue to work with schools, our sister agencies, and community partners to ensure that students are prepared to succeed in school and in life. These data are a valuable tool for helping OSSE and our partners effectively direct our resources. We hope that all schools and community partners use these results to make evidence-based decisions to inform professional development needs, drive intervention efforts, and guide investments in student supports.

Thank you to our schools and students for participating in this process. We are committed to continuing to engage all middle and high school students as we work to ensure that students of all backgrounds are prepared to succeed in school and life.

Sincerely,

Hanseul Kang
State Superintendent of Education



HOW TO UNDERSTAND THIS REPORT

This report presents data from the District of Columbia Youth Risk Behavior Survey (YRBS) for 2019 and covers the following risk behavior categories, which coincide with the categories of [OSSE's Health Education Standards](#):

- Alcohol, Tobacco and Other Drugs
- Mental and Emotional Health
- Nutrition and Physical Activity
- Disease Prevention / Sexual Health
- Violence and Safety

The report finds significant differences between and within specific groups of students in the District of Columbia youth population (e.g., sex, grade, race and ethnicity) for various health behaviors and describes behaviors that have undergone significant changes since the YRBS was previously administered in 2007, 2012, 2015, and 2017. When data are reported separately for different groups (e.g., males and females), the data shown apply only to those groups and should not be added together.

How to Understand Statistically Significant Results

The term “significant” is used throughout the report to denote a change that is statistically significant. Statistical significance refers to differences in data that do not occur by chance, but because an actual difference exists between the groups or years being compared. All comparisons in this report were calculated using a significance level of 95 percent, indicating that there is at least a 95 percent probability that the result did not occur by chance. Significance here does not say anything about the size of the change or difference that has occurred, but rather, it indicates that the change or difference observed has a 95 percent chance of being true and less than a 5 percent chance of not being true.

How to Understand Significance Reported in Tables

Tables are used throughout the report to display changes in the data between the 2007, 2012, 2015, 2017, and 2019 surveys. Trend tables in this report have a respective column for each year in addition to two trend columns, the first indicating whether there was a significant change in students’ behavior between the most recent survey administrations (2017 and 2019) and the second indicating whether there is a significant change between 2007 and 2019. Unless otherwise noted, arrows are used in the significance column to denote if there is a significant linear change between the earlier and later year.

When 2007 data is not available for the long-term trend column, only significant change between 2012 and 2019 is measured. The direction of the arrow indicates if the data show a significant increase, a significant decrease, or a non-significant change. Color is used to show if the behavior has improved over time (green) or if it has worsened over time (red). The arrows used are as follows:

↔	No significant change
↑	Significant increase in a positive direction (e.g., significant increase in eating fruit)
↓	Significant decrease in a positive direction (e.g., significant decrease in riding in a vehicle with someone who drank alcohol)
↑	Significant increase in a negative direction (e.g., significant increase in marijuana use)
↓	Significant decrease in a negative direction (e.g., significant decrease in condom use)



DEMOGRAPHICS AND STUDENT CHARACTERISTICS

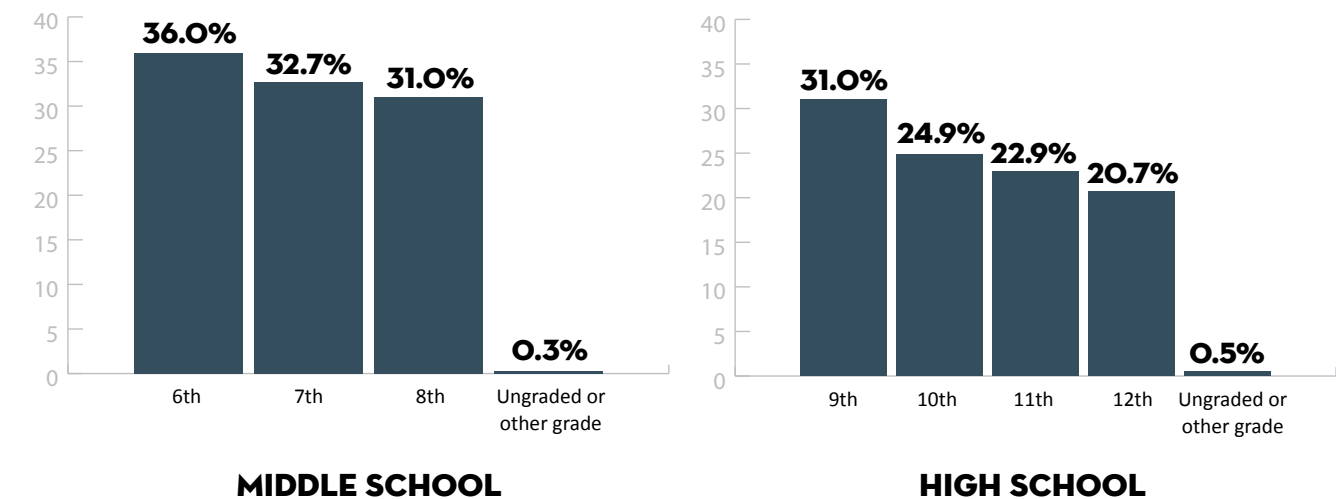
DEMOGRAPHICS AND STUDENT CHARACTERISTICS

Survey participants had the following characteristics:

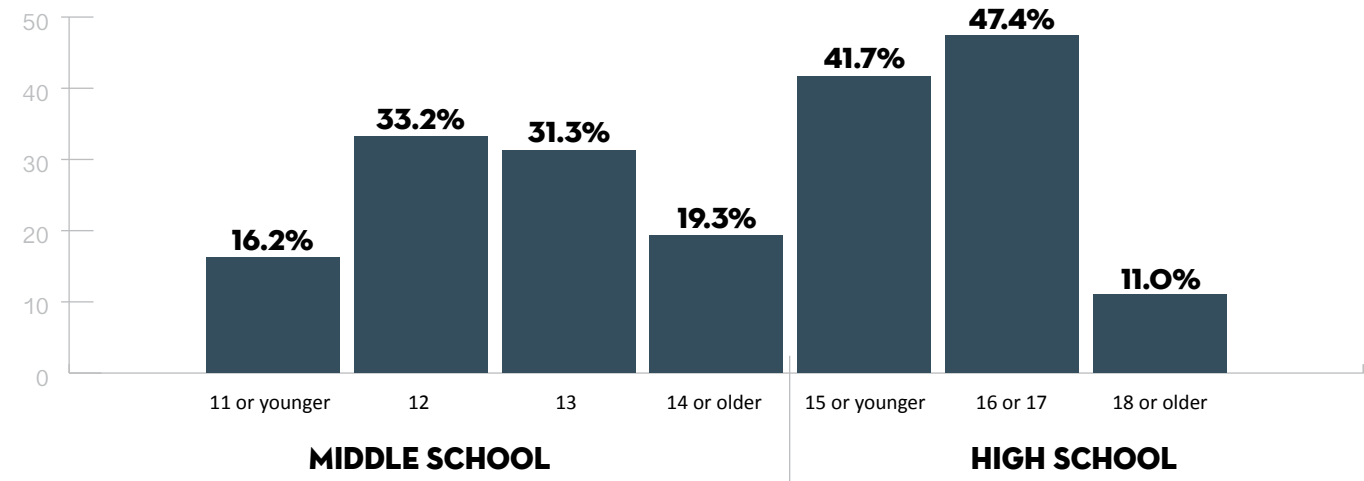
Sex

	Middle School	High School
Male	50.0%	49.3%
Female	50.0%	50.7%

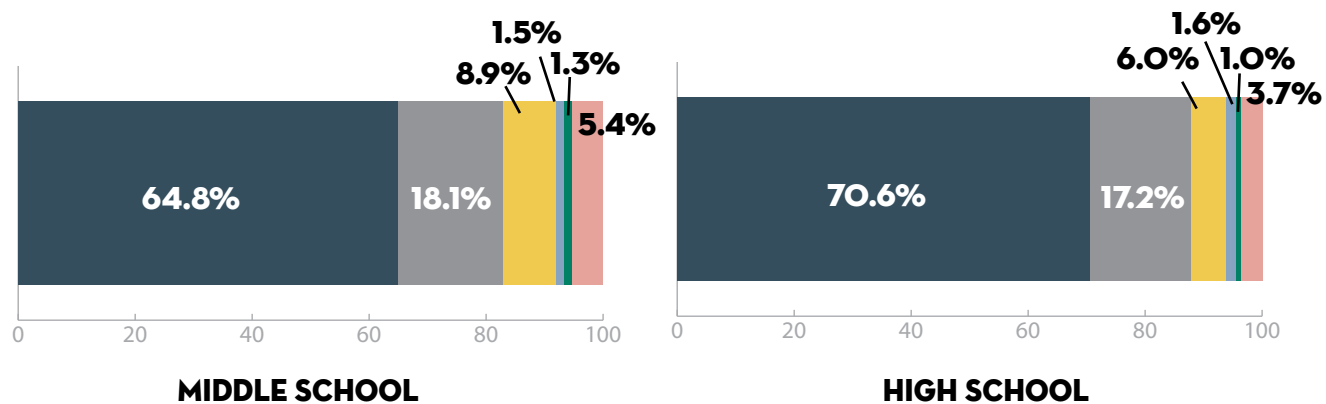
Grade



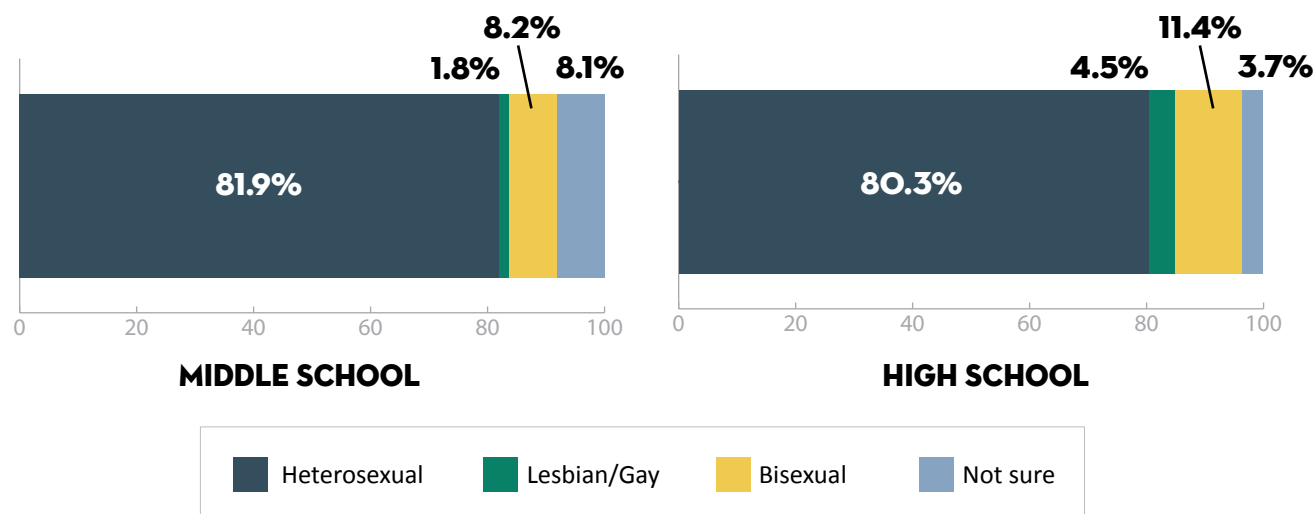
Age



Race/Ethnicity



Sexual Orientation



Throughout this report, analysis that refers to lesbian, gay, and bisexual (LGB) students only includes those who identify as lesbian, gay, or bisexual; students who responded as “not sure” are excluded from analysis that compares heterosexual youth to LGB youth.

DEMOGRAPHICS AND STUDENT CHARACTERISTICS (CONTINUATION)

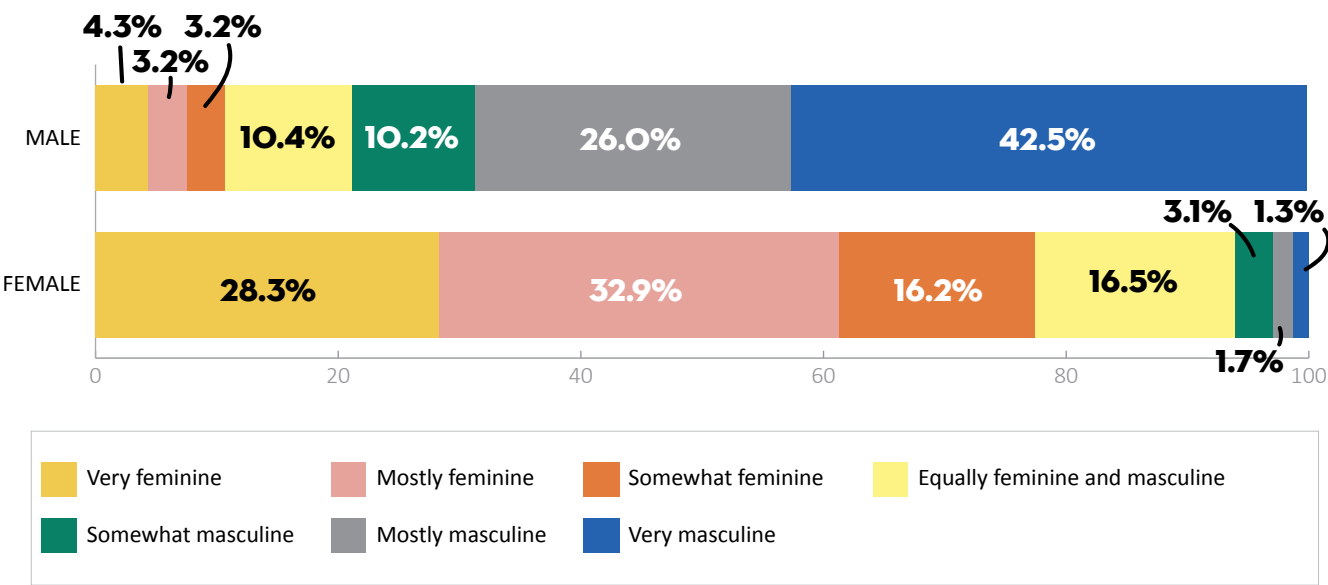
TRANSGENDER	
Middle School Percentage	High School Percentage
0.9%	1.9%



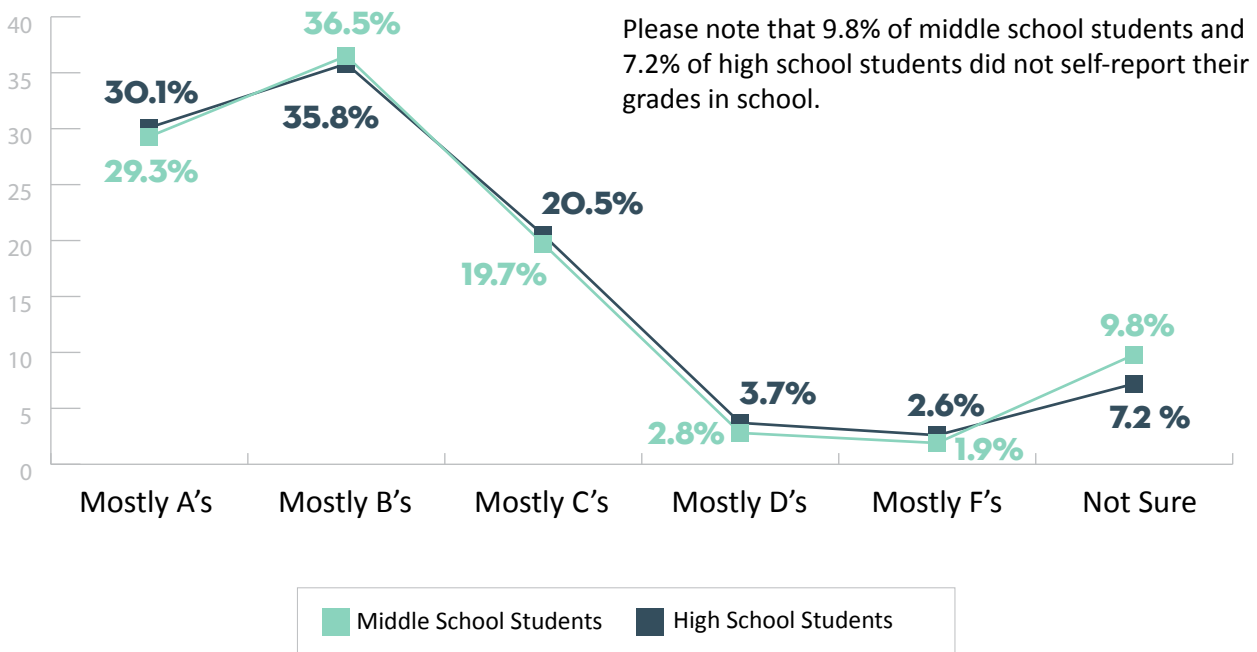
The Human Rights Campaign defines transgender as an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.¹ Being transgender does not imply any specific sexual orientation.

High school gender expression: Self-reported thoughts on how others at school would describe them based on appearance, style, dress, or the way they walk or talk, by sex

Most students express a gender that aligns with their sex. Percentage of high school students who identified as...



Self-reported academic performance in school during the previous 12 months





ALCOHOL, TOBACCO AND OTHER DRUGS

According to the Centers for Disease Control and Prevention (CDC), substance use during adolescence affects growth and development, occurs more frequently with other risky behaviors, and contributes to the development of health problems in adulthood.² In DC, alcohol and drug use is down overall, but students who identify as LGB remain over-represented in the number of students who report substance use. Similarly, there are major differences in the rates of use of electronic vapor products across race and sexual orientation. Understanding patterns associated with substance use is critical to inform programming to meet the needs of the groups that are most impacted.

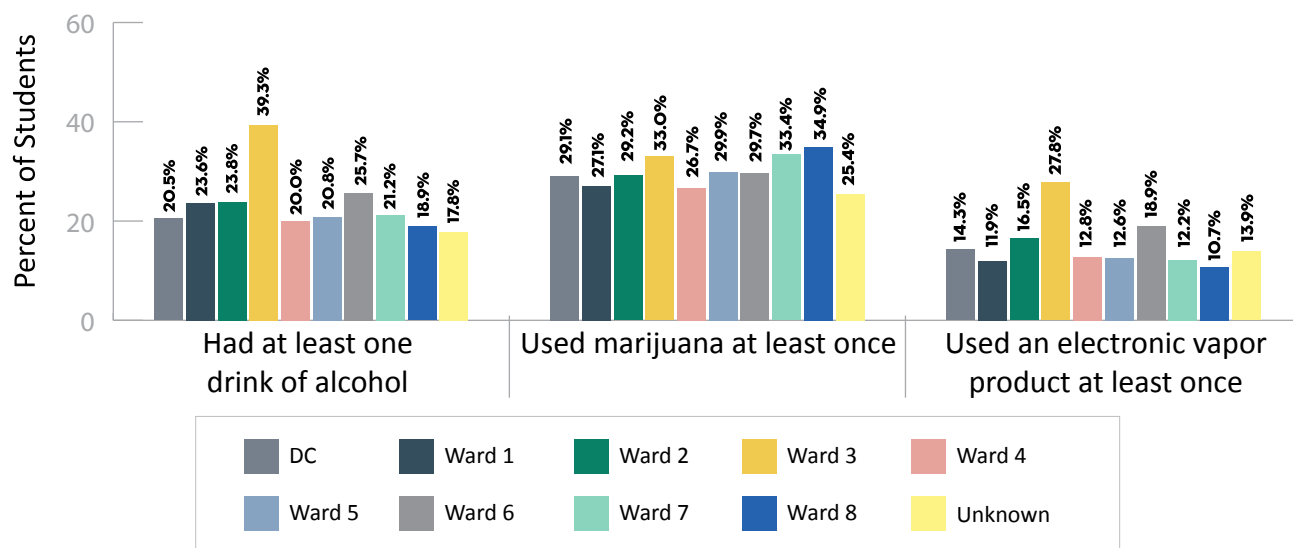
ALCOHOL, TOBACCO AND OTHER DRUGS

Current (past 30-day) substance use	Middle School Average Age of First Use	High School Average Age of First Use
Smoked cigarettes	10.3 years	11.6 years
Had at least one drink of alcohol	10.3 years	12.8 years
Used marijuana	11.4 years	13.5 years



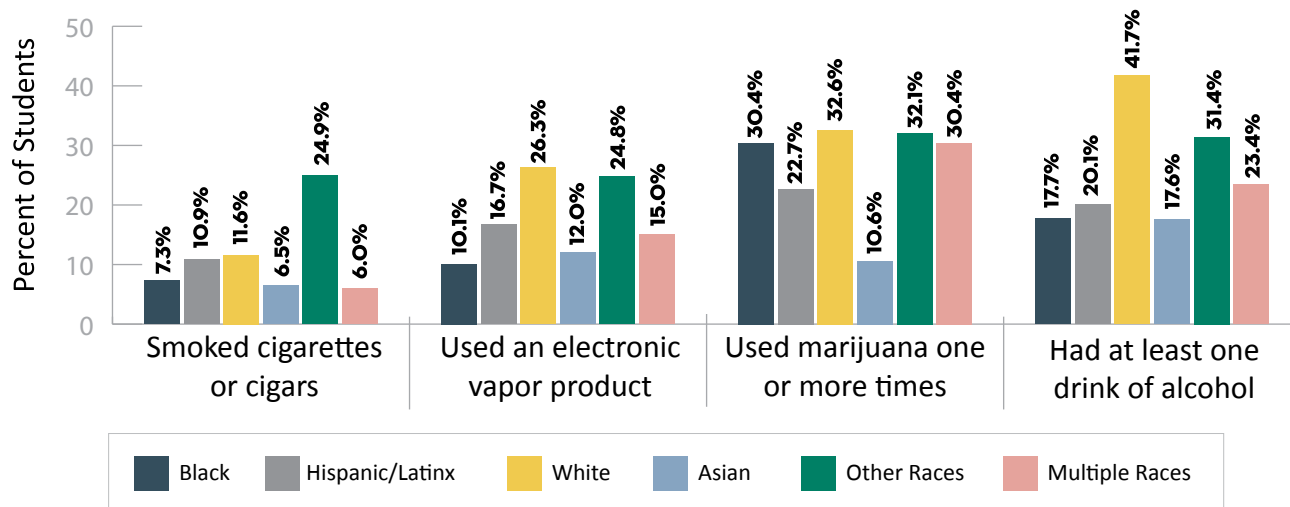
Nearly one in 10 middle school students report having had their first drink of alcohol, other than a few sips, at age 9 or younger.

High school substance use within the last 30 days, by ward of residence*



* Approximately 60 percent of high school students report knowing in which DC ward they live.

High school substance use within the last 30 days, by race/ethnicity



Trends in high school students' current (past 30-day) substance use: 2007 to 2019	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Smoked cigarettes*	11.0%	13.8%	8.2%	8.1%	5.3%	Down↓	n/a
Smoked cigars, cigarillos, or little cigars	10.4%	16.5%	11.5%	10.5%	6.6%	Down↓	Down↓
Used electronic vapor products	n/a	n/a	13.4%	10.9%	13.0%	Up↑	No Change↔
Used marijuana	20.5%	32.2%	28.7%	33.0%	29.2%	Down↓	Up↑
Had at least one drink of alcohol	34.2%	31.4%	20.1%	20.5%	20.2%	No Change↔	Down↓
Used illegal drugs	n/a	25.3%	13.3%	14.1%	13.1%	No Change↔	Down↓

*The wording of this question was altered from “How old were you when you smoked a whole cigarette for the first time?” to “How old were you when you first tried cigarette smoking, even one or two puffs?” in 2017. Therefore, no long-term trend data are available for this question.

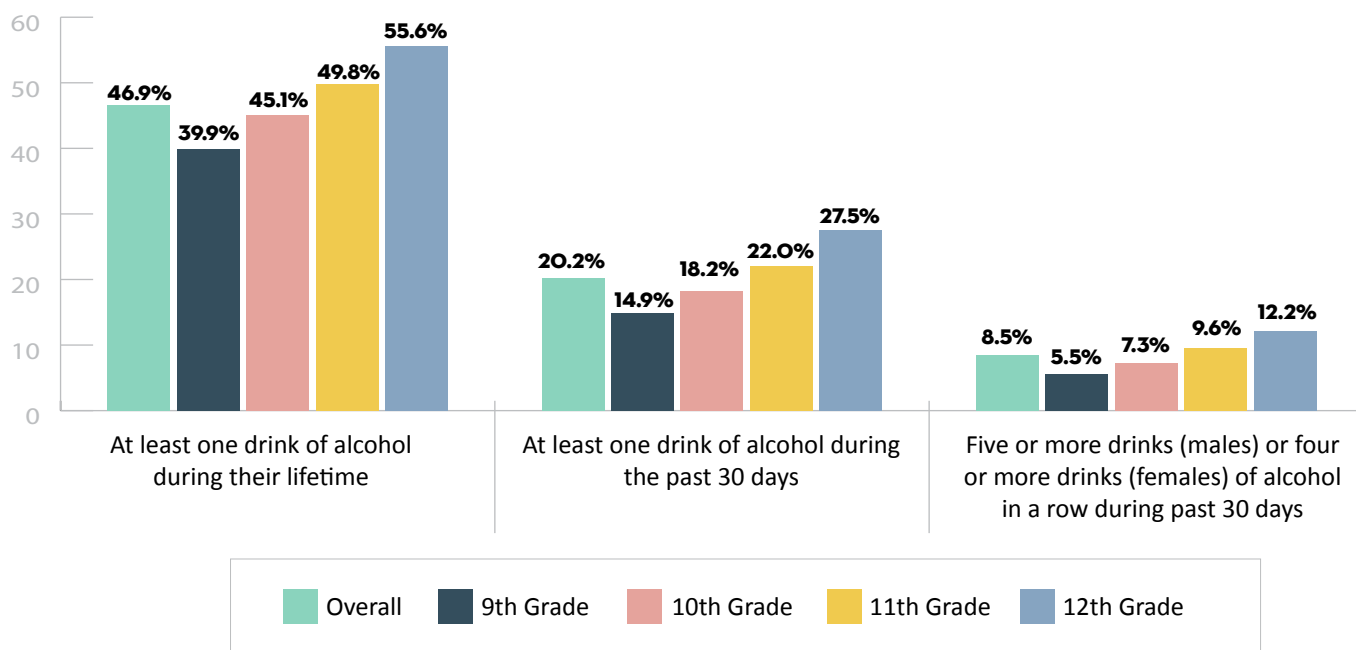


Rates of electronic vapor product use have not changed significantly since 2015. However, there is a notable difference in use between DC wards of residence, with Ward 3 students reporting the highest electronic vapor product usage rates of all wards in 2019.

ALCOHOL, TOBACCO AND OTHER DRUGS (CONTINUATION)

	Trends in alcohol age of initiation: 2007 to 2019	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
MIDDLE SCHOOL	Percentage of students who had their first drink of alcohol other than a few sips before age 11 years	17.6%	14.2%	10.9%	14.4%	13.1%	Down ↓	Down ↓
HIGH SCHOOL	Percentage of students who had their first drink of alcohol other than a few sips before age 13 years	25.4%	22.0%	18.8%	16.1%	17.8%	Up ↑	Down ↓

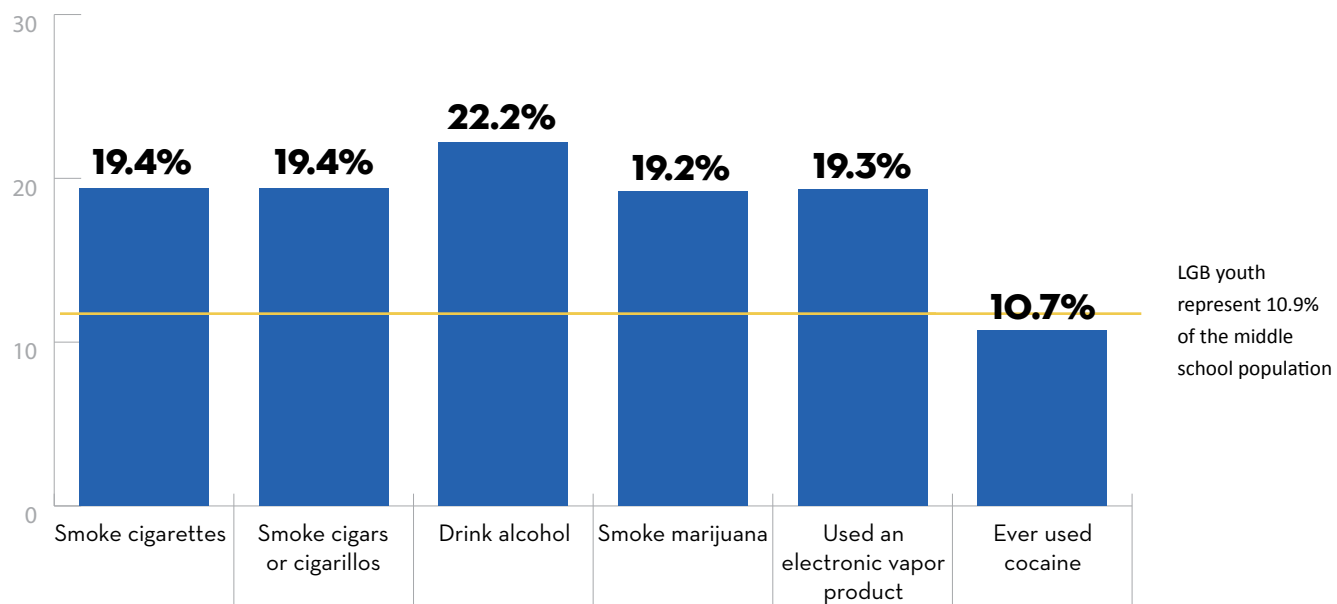
High school alcohol use, by grade



*All three categories of drinking were significantly higher at higher grade levels.

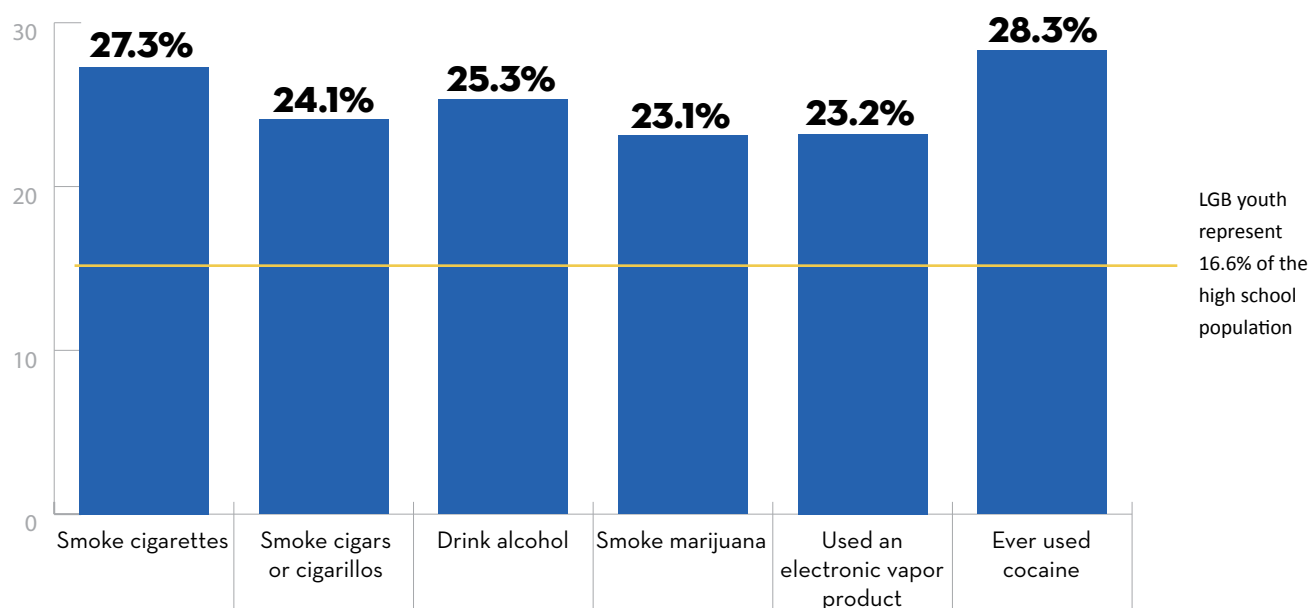
LGB youth are overrepresented in the percentage of students who reported substance use.

Of middle school students who reported substance use, the following shows the percentage who are lesbian, gay, or bisexual:



*Differences are significant between students who identify as heterosexual and students who identify as LGB for all categories except cocaine use.

Of high school students who reported substance use, the following shows the percentage who are lesbian, gay, or bisexual:



*All differences between students who identify as heterosexual and students who identify as LGB are statistically significant.

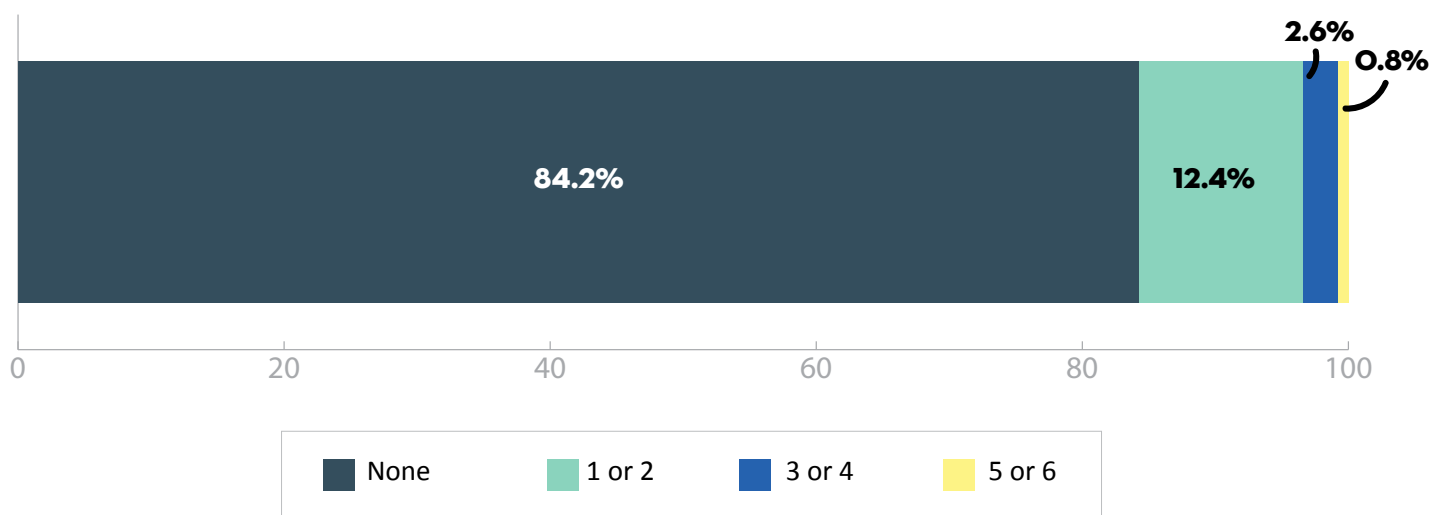
ALCOHOL, TOBACCO AND OTHER DRUGS (CONTINUATION)

Trends in high school students' substance-related behaviors: 2007 to 2019	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Rode one or more times during the past 30 days in a car or other vehicle driven by someone who had been drinking alcohol	29.0%	25.5%	20.4%	22.1%	20.1%	Down↓	Down↓
Drove a car or other vehicle after drinking alcohol during the past 30 days	n/a	11.2%	7.8%	7.0%	6.6%	No Change ↔	Down↓
Drank alcohol or used drugs before the most recent time they had sexual intercourse during the past three months	17.4%	20.5%	18.1%	19.2%	16.5%	No Change ↔	No Change ↔



Of students who reported drinking and driving, 30 percent did so frequently (on six or more occasions in the past 30 days).

High school students by number of illicit drugs* they have used three or more times

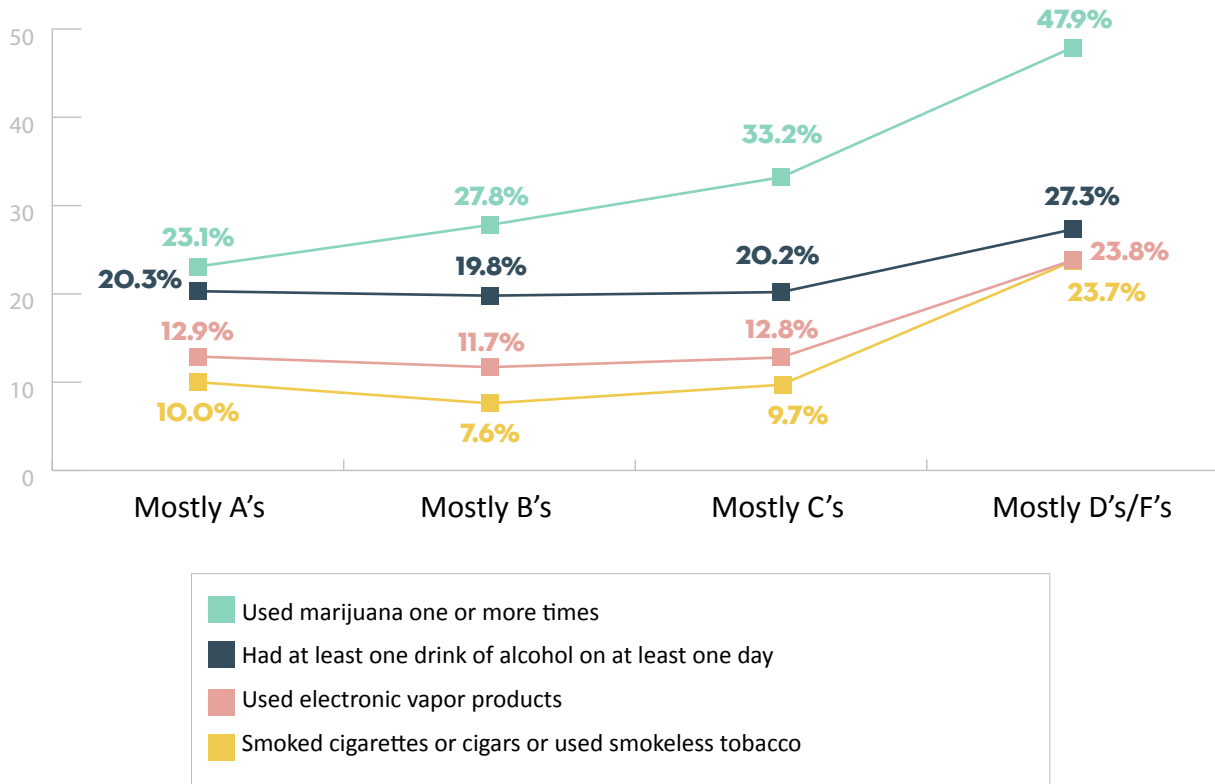


*Illicit drugs include cocaine, inhalants, heroin, methamphetamines, synthetic marijuana, ecstasy, or prescription pain medicine without a doctor's prescription.



Twenty percent of all high school students reported having used prescription pain medicine without a doctor's prescription or differently than how a doctor told them to use it.

High school substance use within the last 30 days, by academic performance



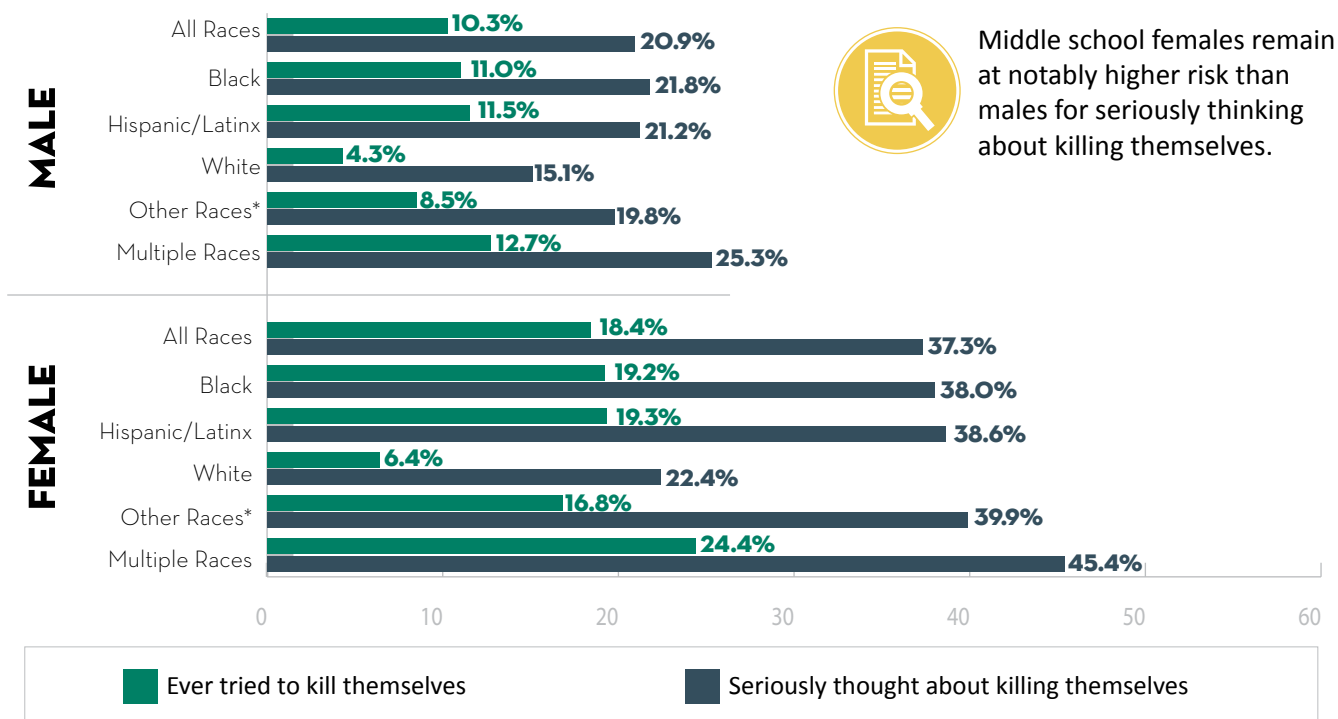


MENTAL AND EMOTIONAL HEALTH

Mental and emotional health are essential for youth to have a positive quality of life and function well at home, in school, and in their communities.³ Suicide is among the leading causes of death nationally for youth ages 10-24 years.⁴ In DC, youth are contemplating and attempting suicide at alarming rates, with the rates for certain groups, including middle school females and students who identify as LGB or transgender, even more troubling. Amidst concerning findings, our data also demonstrate protective factors, including the presence of a relationship with a school-based trusted adult. OSSE is committed to working with schools and mental and behavioral health partners to develop safe and supportive school environments to identify and respond to these needs.

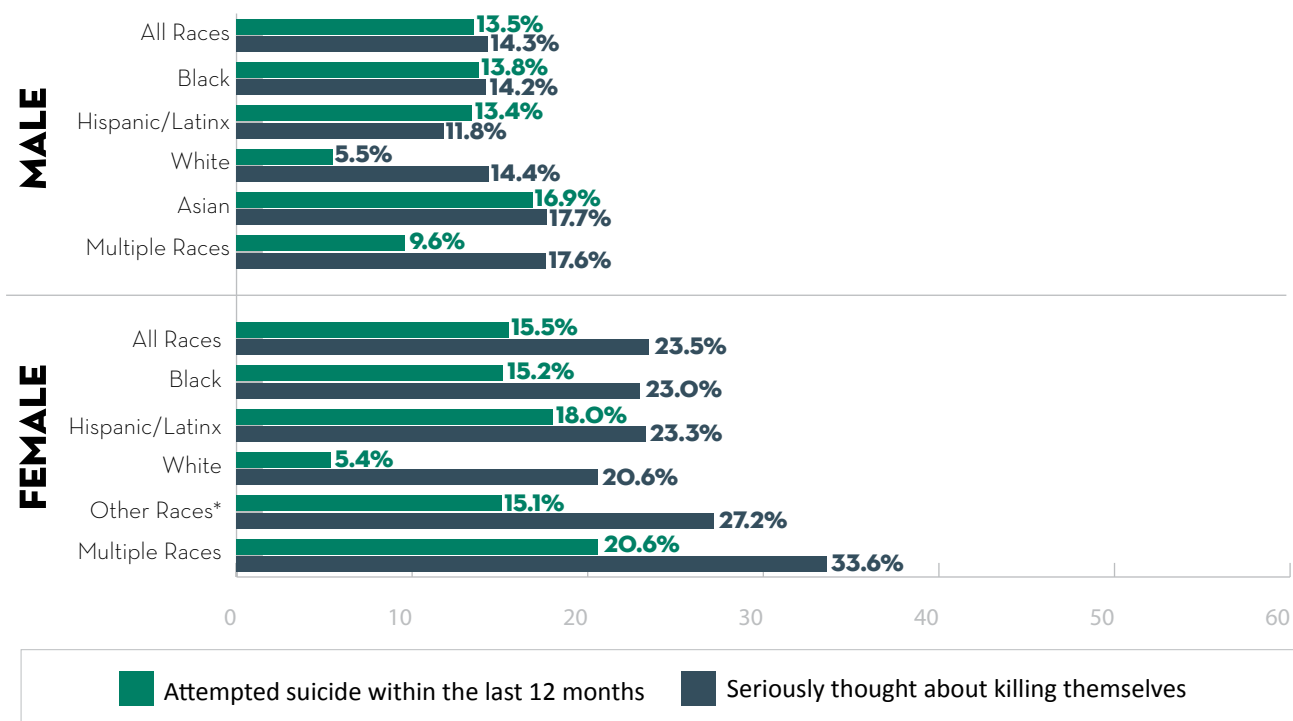
MENTAL AND EMOTIONAL HEALTH

Middle school suicidality, by race and sex



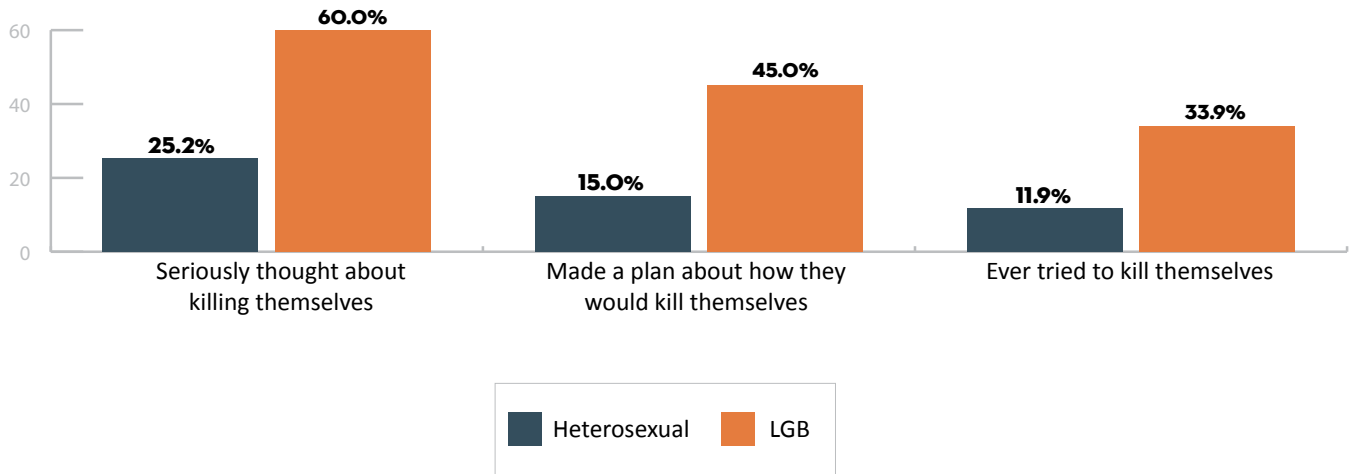
*Other Races" includes Asian students, as Asian students accounted for fewer than 100 students.

High school suicidality, by race and sex



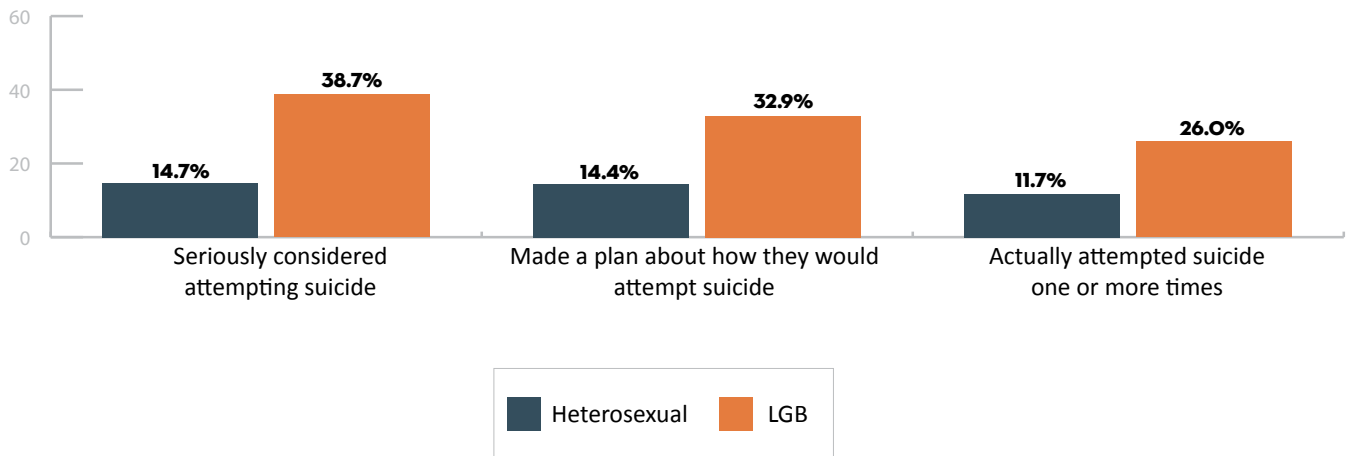
*Asian females are included with "Other Races" includes Asian females, as Asian females accounted for fewer than 100 students.

Middle school suicidality, by sexual orientation



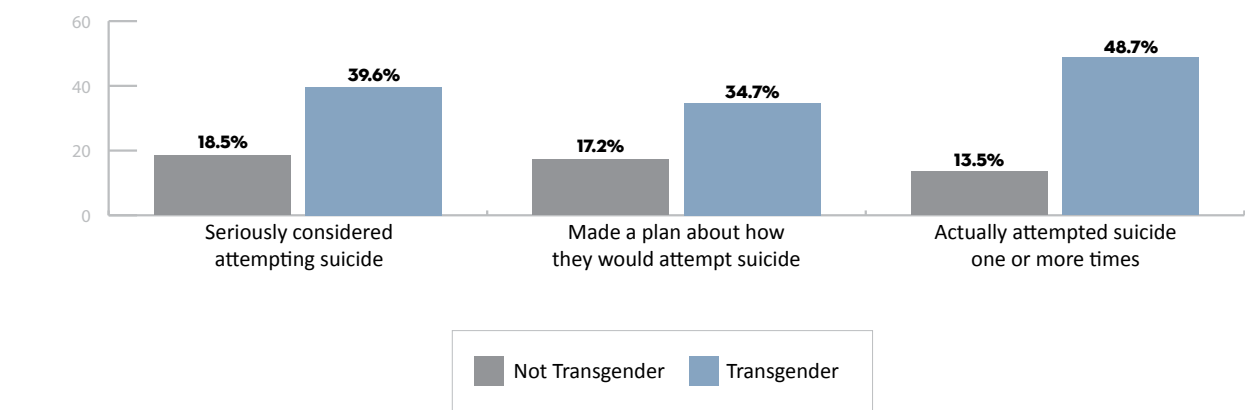
LGB middle school students are two and a half to three times as likely as their heterosexual peers to have seriously thought about, planned to, or ever tried to kill themselves.

High school suicidality, by sexual orientation

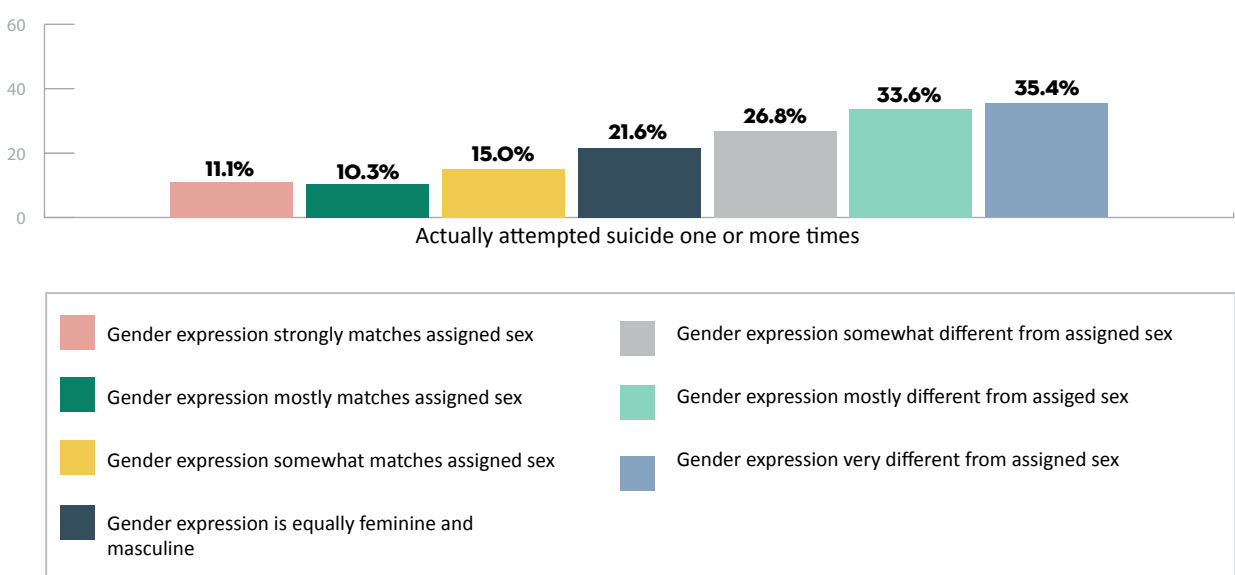


- LGB high school students are more than two times as likely as their heterosexual peers to have seriously thought about, planned to, or attempted to kill themselves.
- One in 10 lesbian, gay, and bisexual high school students has needed medical treatment as a result of an attempted suicide.

High school suicidality, by gender identity

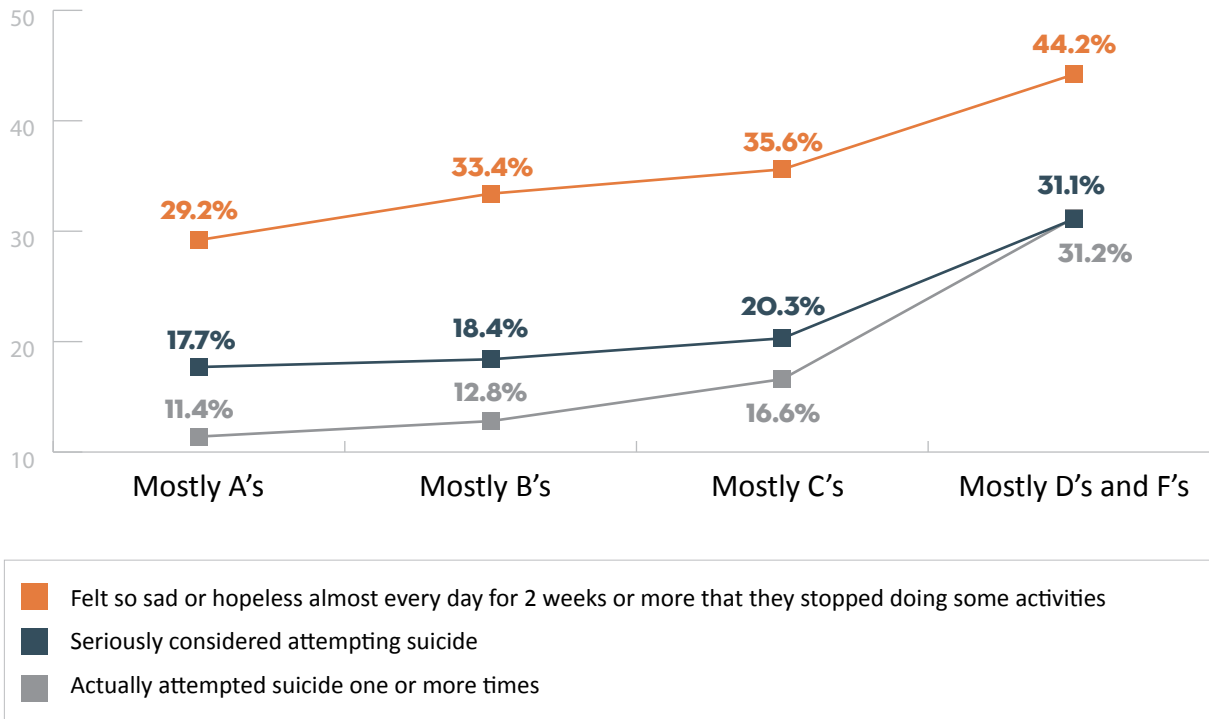


High school suicidality, by gender expression



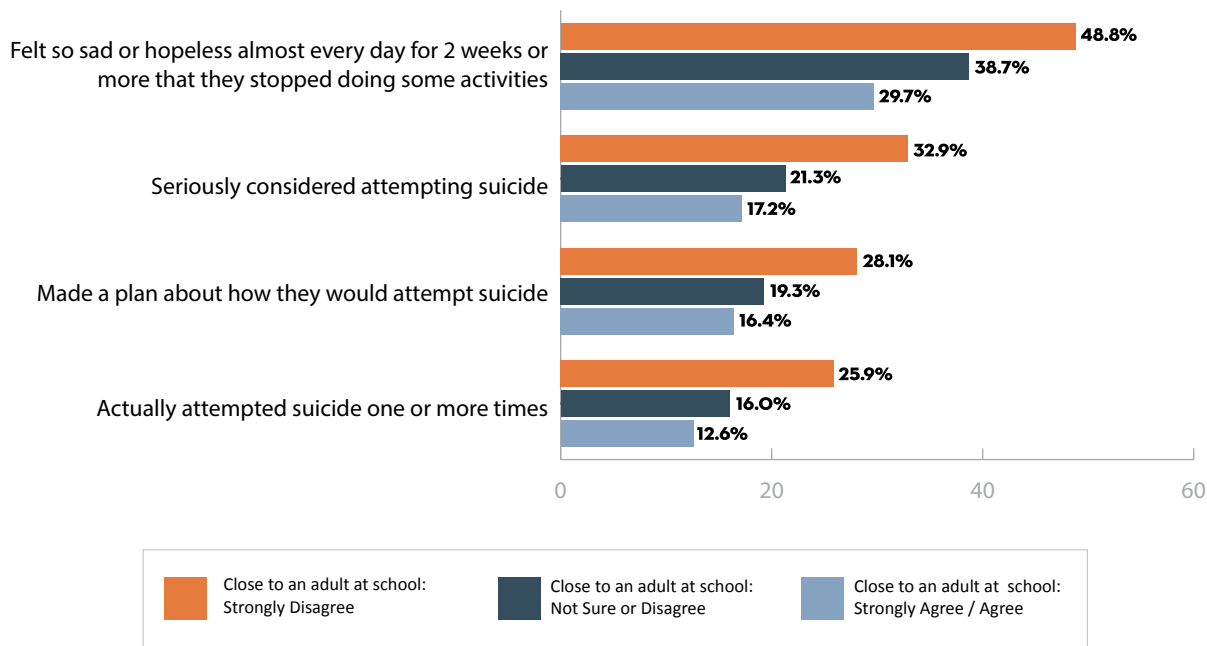
High school students whose gender expression is very or mostly different than their assigned sex (i.e., males who reported a very or mostly feminine gender expression) are more than three times as likely to have ever attempted suicide compared to students whose gender expression strongly or mostly matches their assigned sex.

High school depressed mood and suicidality, by academic performance



Mood and suicidal behaviors were associated with academic performance among high school students. Nearly one third of students receiving mostly D's and F's report having attempted suicide one or more times during the previous 12 months.

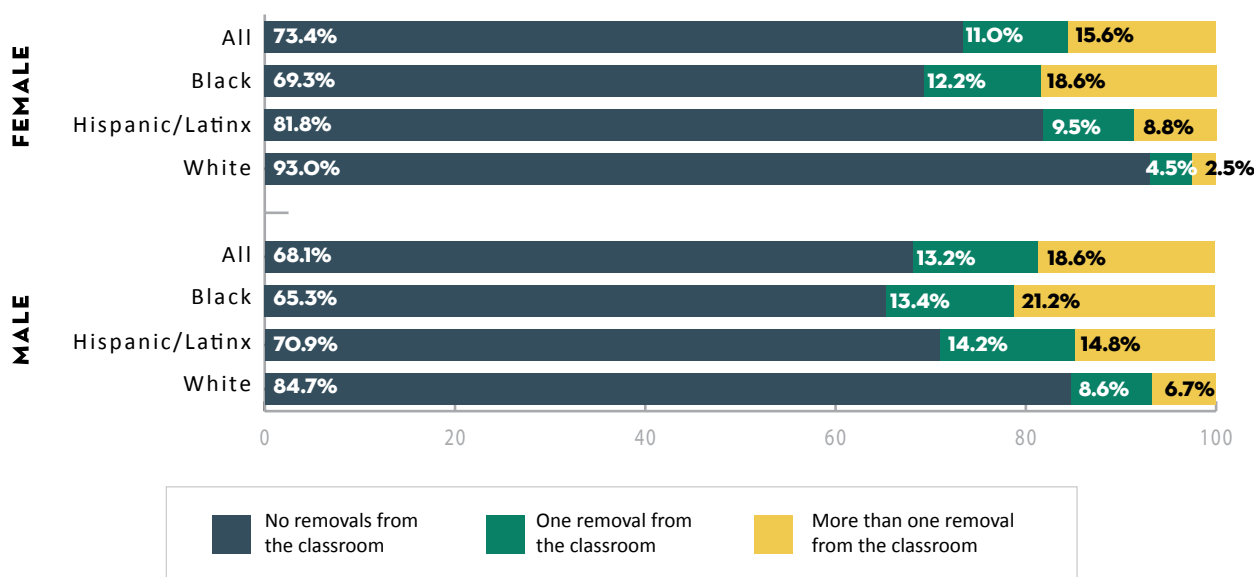
High school depressed mood and suicidality, by level of closeness with school-based supportive adult



There is a strong association between high school students' feelings of depressed mood and suicidality and their reported lack of a school-based supportive adult. Among high school students who report lacking a supportive adult at school, one in four students has attempted suicide.

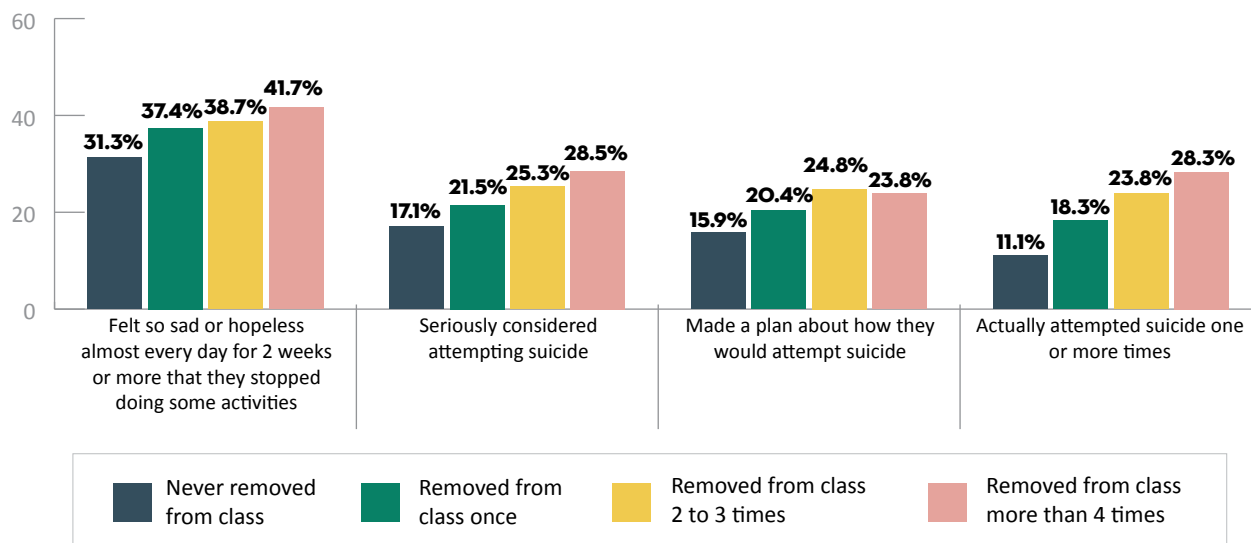
MENTAL AND EMOTIONAL HEALTH (CONTINUATION)

High school discipline experience, by race and sex



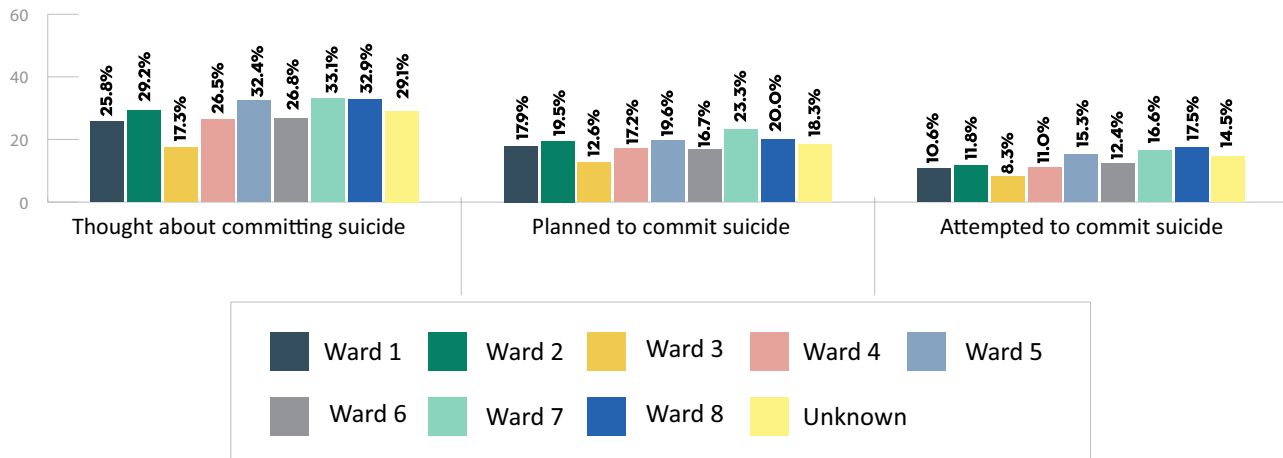
*Other racial groups are not shown due to low sample sizes.

High school depressed mood and suicidality, by discipline experience



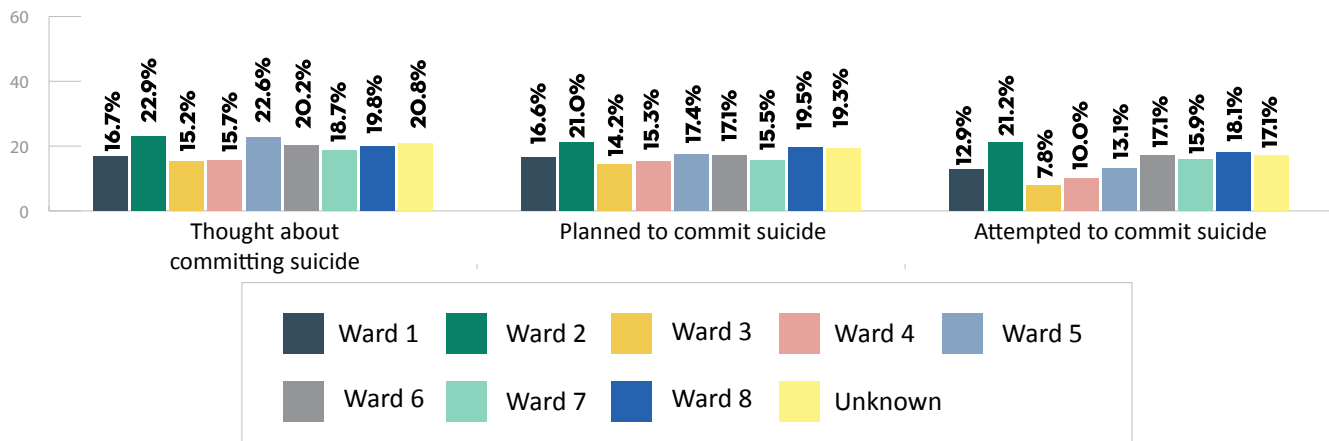
High school students who have been removed from class for disciplinary reasons four or more times in the past 12 months are nearly three times as likely to attempt suicide as their peers who have never been removed from class.

Middle school depressed mood and suicidality, by ward of residence*



*Approximately 40 percent of middle school students report knowing in which DC ward they live.

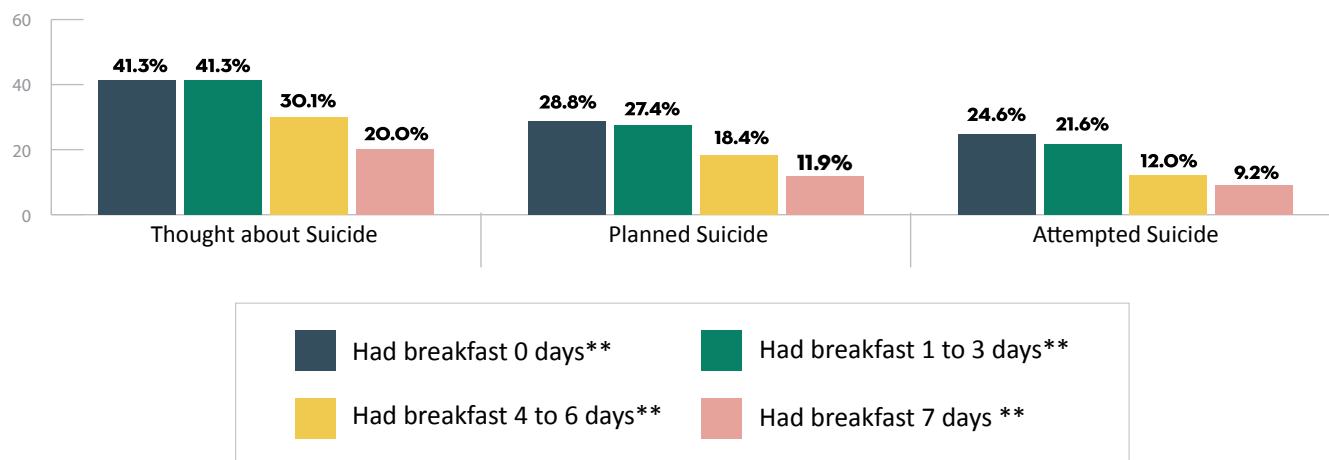
High school depressed mood and suicidality, by ward of residence*



* Approximately 60 percent of high school students report knowing in which DC ward they live.

MENTAL AND EMOTIONAL HEALTH (CONTINUATION)

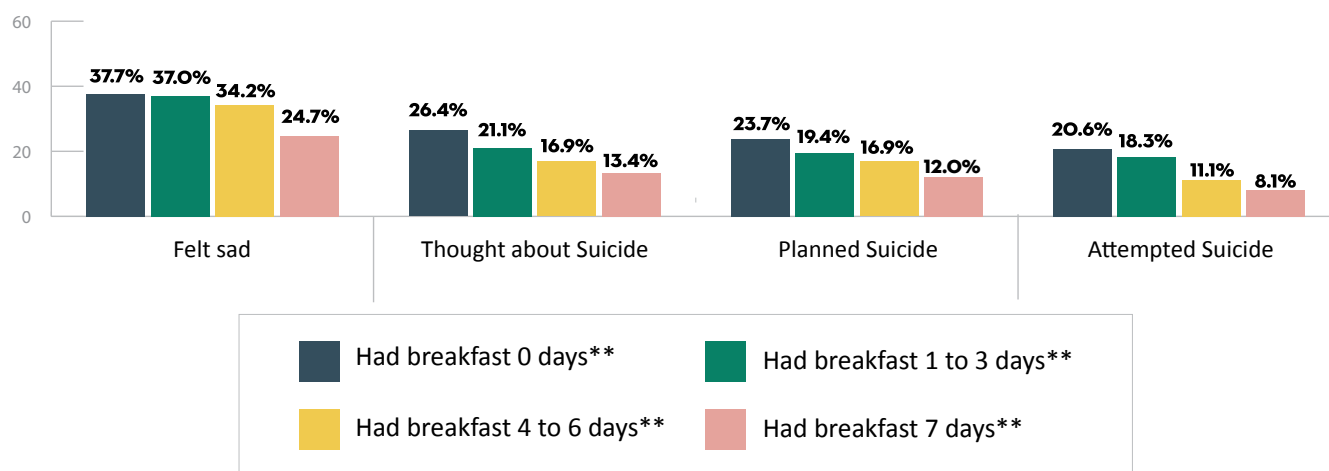
Middle school suicidality, by breakfast consumption*



* Breakfast consumption is any breakfast, not just school breakfast.

**In the seven days prior to the survey.

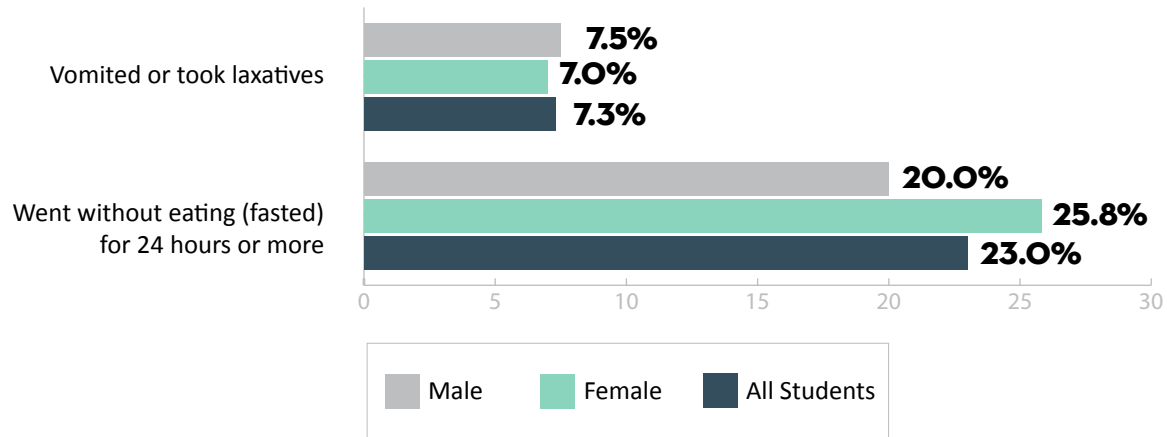
High school suicidality, by breakfast consumption*



* Breakfast consumption is any breakfast, not just school breakfast.

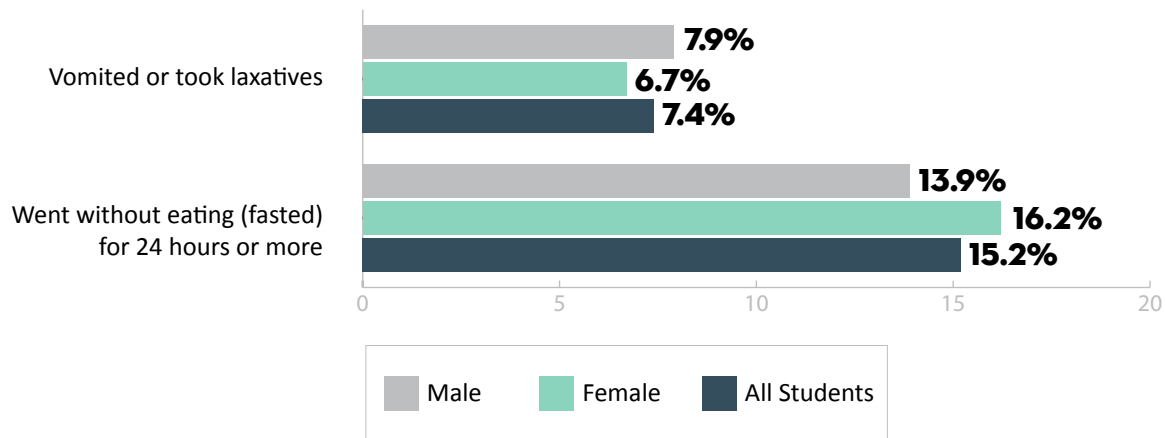
** In the seven days prior to the survey.

Middle school students' lifetime disordered eating behaviors, by sex



- Significantly more middle school female students than male students report having ever fasted for 24 hours or more to lose weight.
- Male and female middle school students report similar rates of vomiting or taking laxatives to lose weight.

High school students' current (past 30-day) disordered eating, by sex



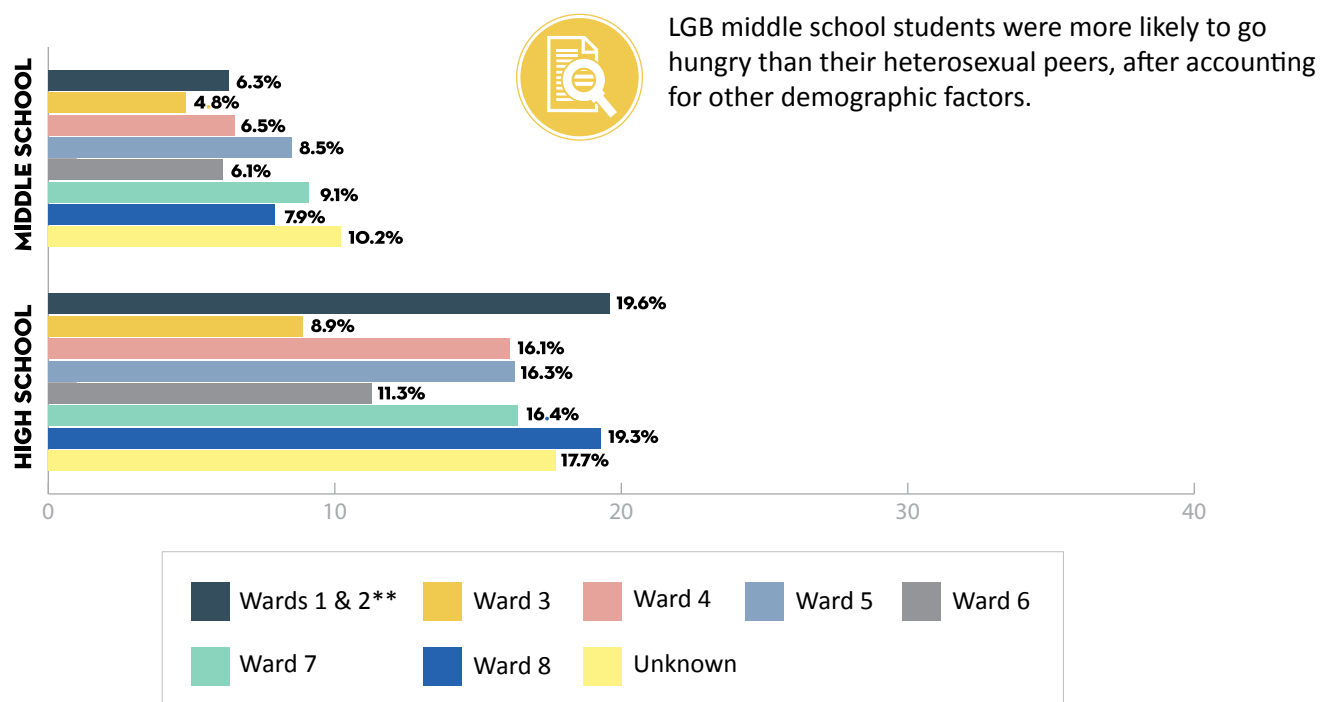


NUTRITION AND PHYSICAL ACTIVITY

Healthy eating and physical activity contribute to student success in school and life. Not only are poor nutrition and inadequate physical activity significant risk factors for obesity and other chronic diseases,⁵ but they also impact students' academics. In DC, students who had gone hungry were more likely to have lower grades in school. On the other hand, students who received mostly A's reported higher rates of physical activity and lower rates of sedentary behaviors. In order to close the achievement gap and ensure students are prepared for success, schools and communities must be supportive of students' food security and physical health.

NUTRITION AND PHYSICAL ACTIVITY

Students who went hungry sometimes, most of the time, or always, by ward of residence*

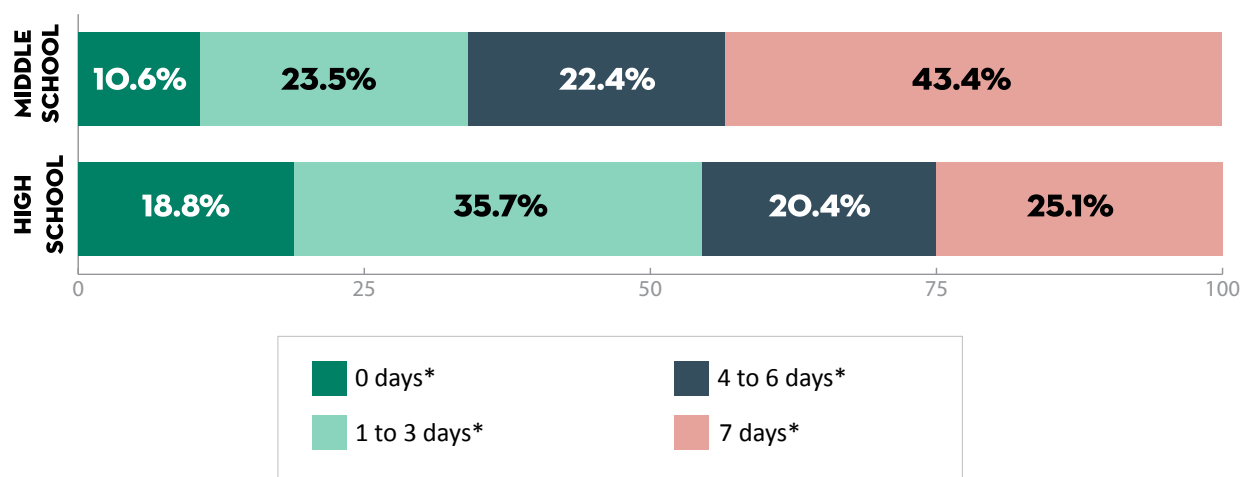


* Approximately 40 percent of middle school students report knowing in which DC ward they live.

* Approximately 60 percent of high school students report knowing in which DC ward they live.

** Wards 1 & 2 combined for data suppression due to low sample size.

Breakfast consumption among middle and high school students

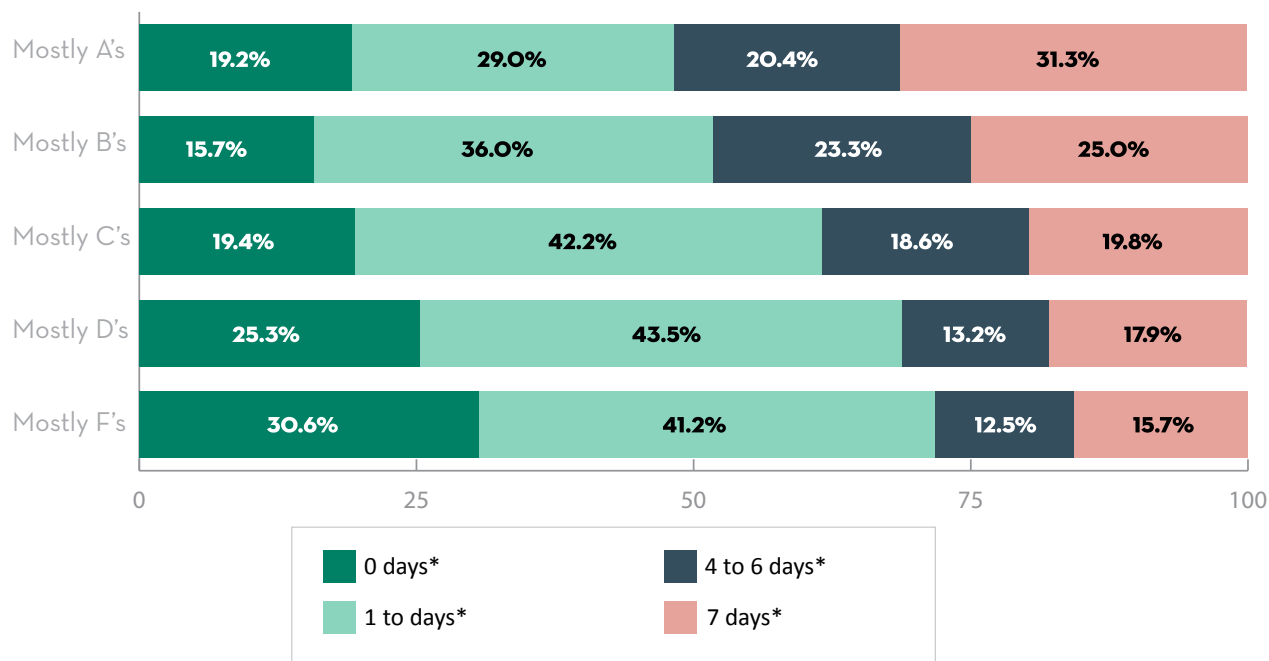


* In the seven days prior to the survey



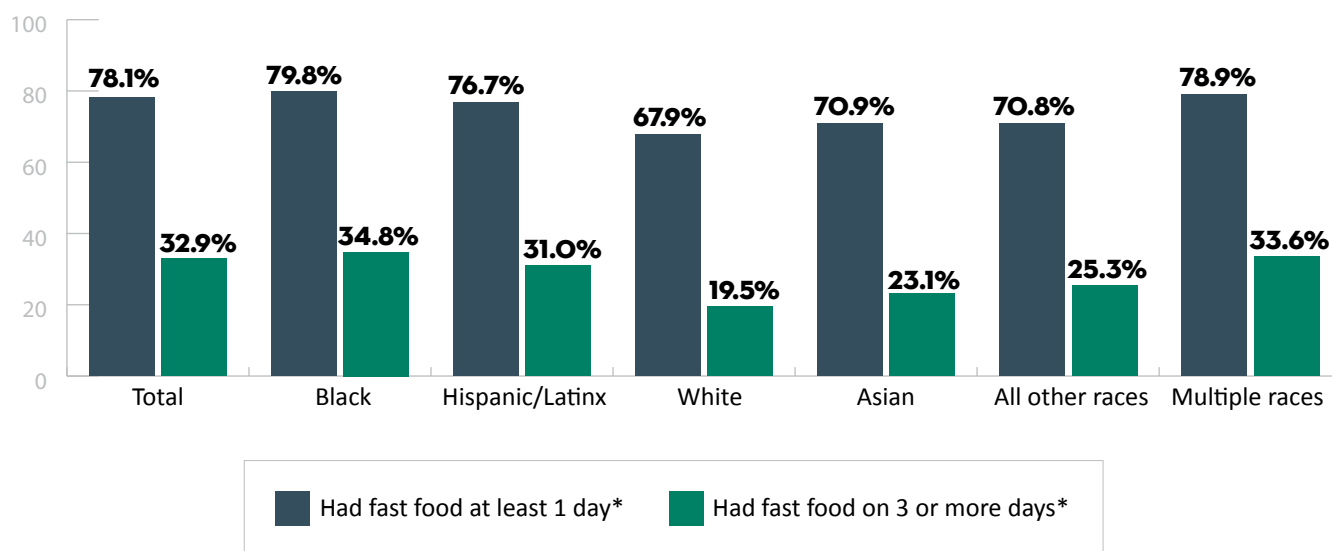
- Frequency of breakfast consumption is much lower among high school students than middle school students and is the least frequent among high school males age 18 and older.
- High school students who were removed from class for disciplinary reasons were less likely to eat breakfast, after accounting for other demographic factors.

Breakfast consumption among high school students, by academic performance



Middle and high school students who have gone hungry are more likely to have lower grades in school, after accounting for other demographic factors.

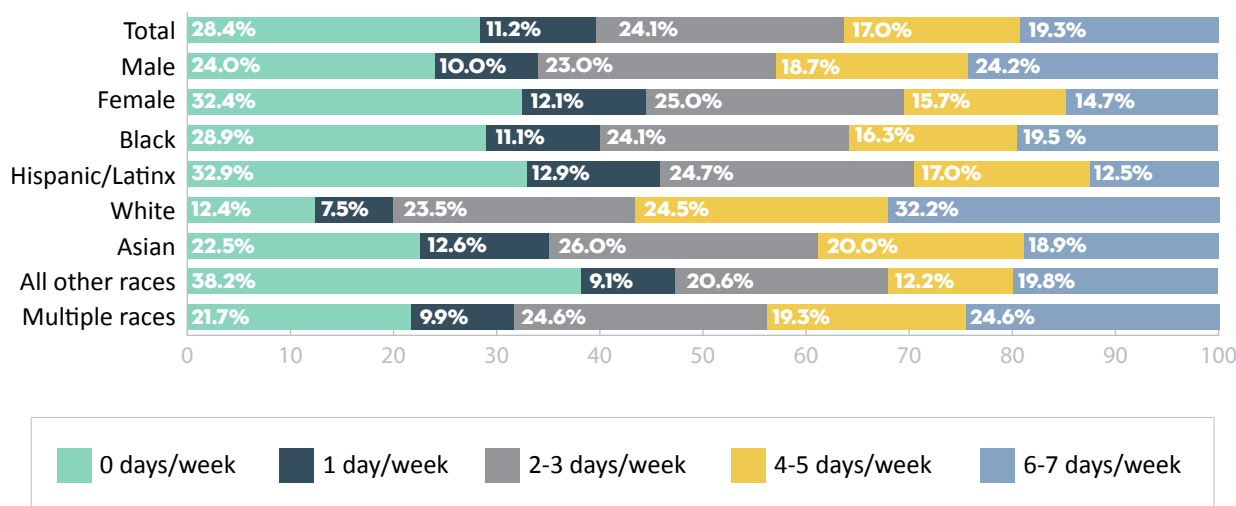
Fast food consumption among high school students, by race



Four out of every five high school students reported having eaten at a fast food chain or carry out restaurant at least once in the week prior to the survey.

NUTRITION AND PHYSICAL ACTIVITY (CONTINUATION)

High school physical activity, by race and sex



- Female high school students were about 40 percent less likely to be active on at least four days per week than their male peers, after accounting for other demographic factors.
- LGB high school students were about 15 percent less likely to be active on at least four days per week than their heterosexual peers, after accounting for other demographic factors.

Physical Activity: Sports Team Participation

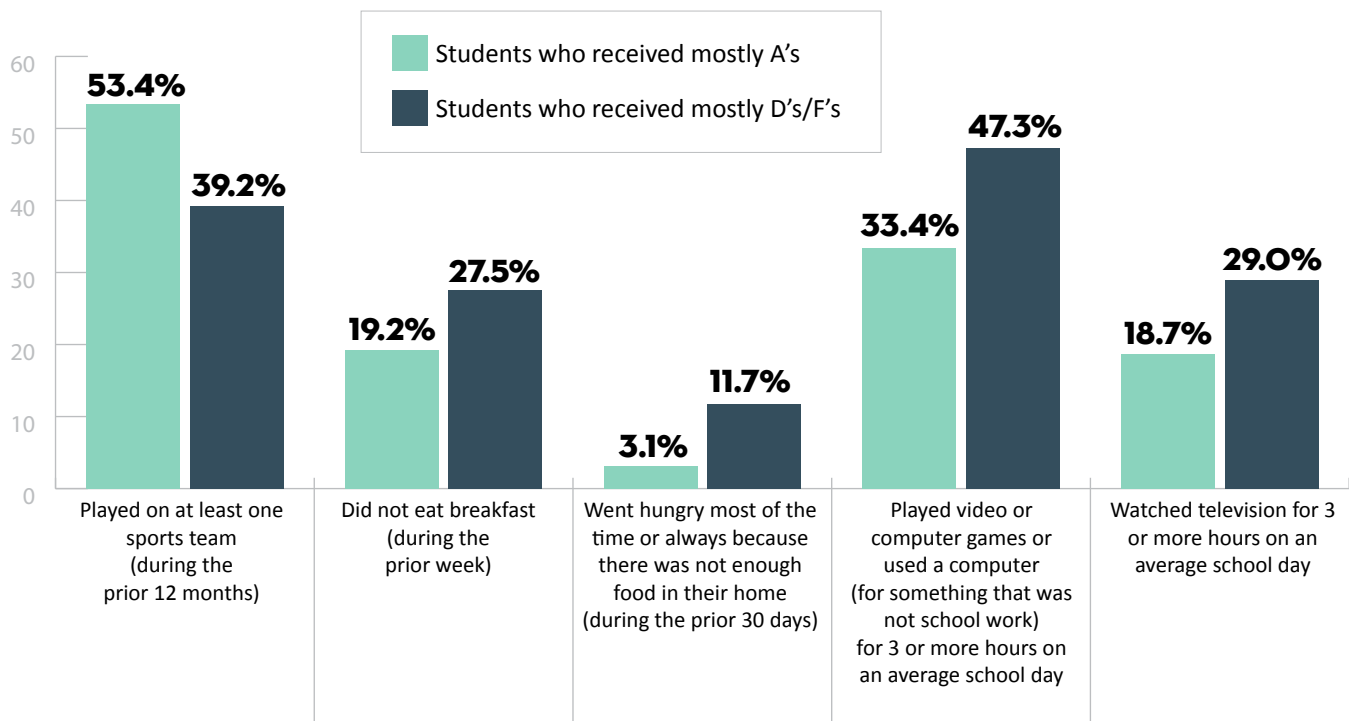
Percentage of high school students who, during the prior 12 months...	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Played on at least one sports team (run by their school or community groups)	48.6	54.5	54.9	52.4	50.3	Down↓	No Change ↔



- High school students who participated on a sports team were 2.3 times as likely to be physically active on at least four or more days per week, after accounting for other demographic factors.
- More than 15 percent of high school students have had at least one concussion from playing a sport or being physically active; 7 percent of students have had more than one concussion.



High school physical activity, sedentary behavior, and eating habits, by academic performance





DISEASE PREVENTION/SEXUAL HEALTH

According to the CDC, youth ages 15-24 make up just over one quarter of the sexually active population, but account for half of the 20 million new sexually transmitted infections that occur in the United States each year.⁶ In DC, we see several positive trends in sexual behaviors among youth, including lower rates of students' reporting ever having sexual intercourse and those reporting multiple sexual partners. However, we also see continued reason for concern. One in twelve middle school males reports having had sex by age 11. And while better than the national average, DC youth report declining rates of condom usage. Supporting students' sexual health will sustain these positive trends, help to turn the curve on negative trends, and assist youth with making choices that benefit their sexual and overall health and wellbeing.

DISEASE PREVENTION/SEXUAL HEALTH

MIDDLE SCHOOL										HIGH SCHOOL				
	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Percentage of youth who ...														
Had sexual intercourse during their life*	29.2%	18.5%	11.6%	13.7%	12.2%	Down ↓	Down ↓	56.5%	53.5%	40.9%	45.6%	44.0%	No Change ↔	Down ↓
Male youth	43.1%	28.5%	19.5%	22.9%	19.6%	Down ↓	Down ↓	64.1%	61.5%	50.9%	54.6%	51.6%	Down ↓	Down ↓
Female youth	16.5%	9.3%	4.1%	5.2%	5.4%	No Change ↔	Down ↓	51.0%	46.7%	32.7%	37.5%	37.6%	No Change ↔	Down ↓
Had sexual intercourse with one or more people during the past three months*	-	-	-	-	-	-	-	40.6%	36.6%	28.2%	31.1%	30.9%	No Change ↔	Down ↓
Had sexual intercourse with four or more people (high school) or three or more people (middle school) during their life*	12.0%	8.1%	4.7%	4.9%	4.0%	Down ↓	Down ↓	20.3%	21.7%	13.8%	14.0%	12.2%	Down ↓	Down ↓
Male youth	21.2%	13.8%	8.5%	8.7%	7.0%	Down ↓	Down ↓	29.9%	33.0%	23.4%	23.0%	19.6%	Down ↓	Down ↓
Female youth	3.4%	2.8%	1.0%	1.3%	1.0%	No Change ↔	Down ↓	14.3%	12.2%	5.9%	6.3%	5.8%	No Change ↔	Down ↓
Has ever had oral sex*	-	-	-	-	-	-	-	-	41.2%	33.5%	39.2%	38.1%	No Change ↔	Down ↓
Male youth	-	-	-	-	-	-	-	-	51.9%	42.7%	46.1%	42.8%	Down ↓	Down ↓
Female youth	-	-	-	-	-	-	-	-	31.4%	24.6%	32.0%	33.5%	No Change ↔	Up ↑

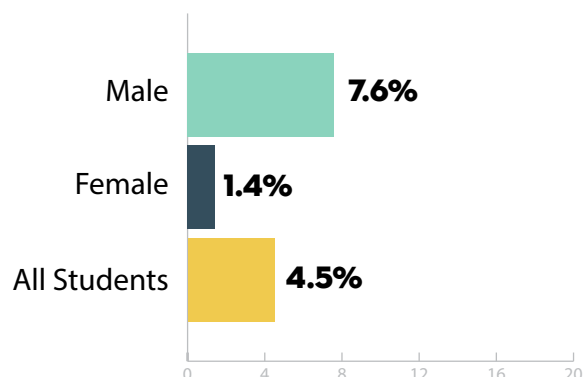
*Significant difference between male and female youth



Since 2007, the overall rates of DC youth reporting having sexual intercourse and oral sex have declined. However the rate of high school female youth who have had oral sex has risen approximately 2 percent since 2012.

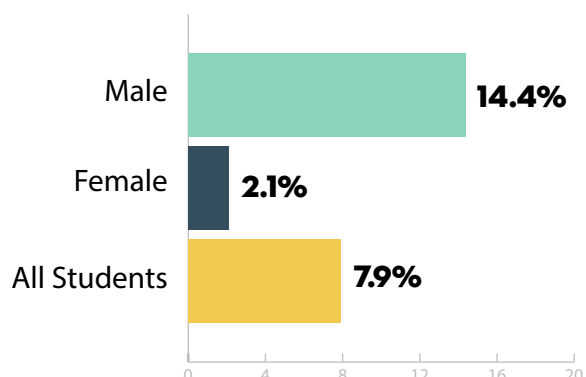
MIDDLE SCHOOL

Percent of middle school students who had sexual intercourse by age 11, by sex



HIGH SCHOOL

Percent of high school students who had sexual intercourse by age 13, by sex



*Significant difference between male and female youth



- Middle school students who are LGB are 2.5 times as likely to have had sex before the age of 11 as their heterosexual peers, after accounting for other demographic factors.
- High school students who are LGB are 1.4 times as likely to have had sex before the age of 13 as their heterosexual peers, after accounting for other demographic factors.

Trends in condom use during most recent sexual intercourse among middle school and high school youth*	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Middle School	78.1%	73.0%	68.8%	67.8%	63.0%	Down ↓	Down ↓
High School	69.9%	70.1%	66.6%	61.2%	57.1%	Down ↓	Down ↓

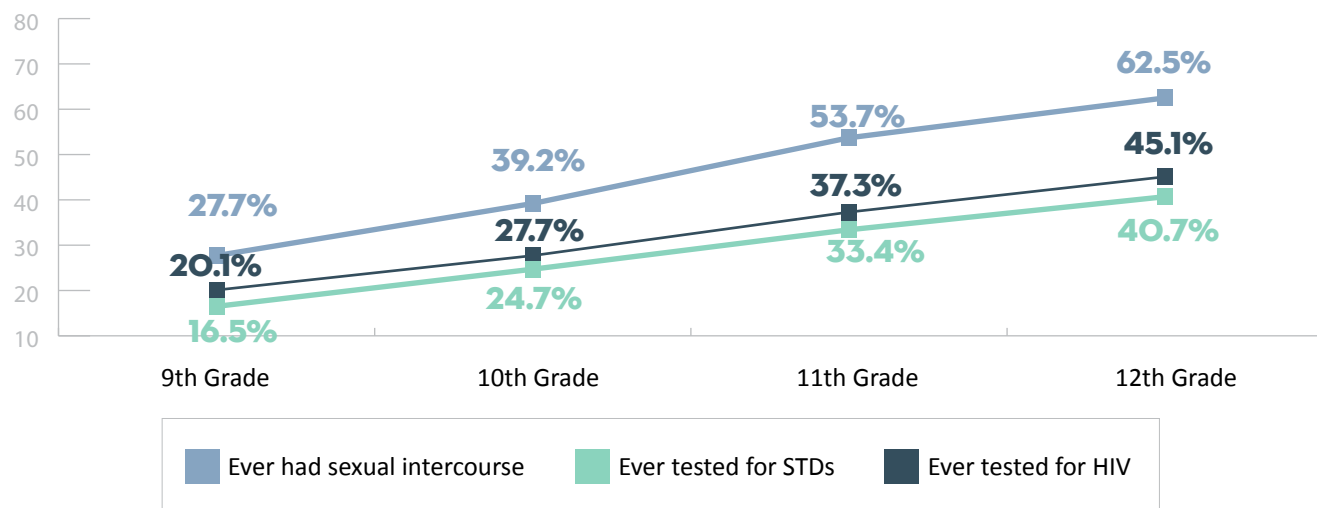
*This question was asked of high school youth who reported having sexual intercourse in the past three months and of middle school youth who reported ever having sexual intercourse.



DC high school students used a condom at a higher rate than the national average in 2017 (61 percent vs. 46 percent). National data are not yet available for 2019.

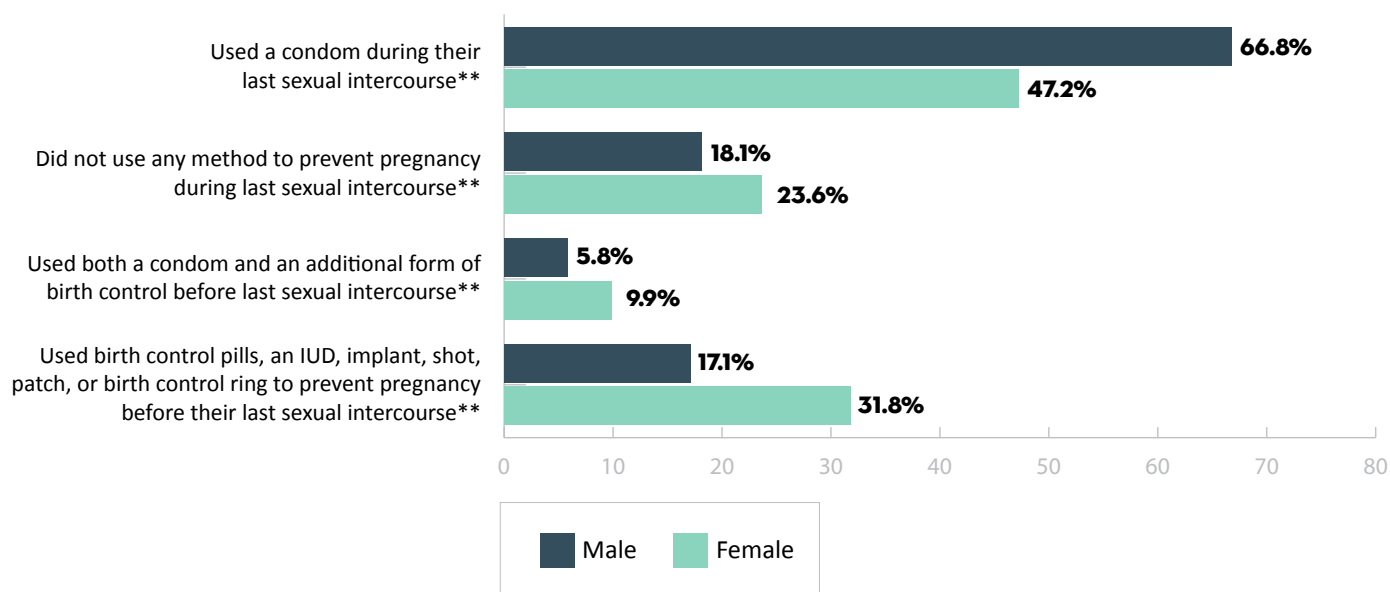
DISEASE PREVENTION/SEXUAL HEALTH (CONTINUATION)

Sexual activity and STD and HIV testing among high school youth, by grade



Between grades 9 and 12, sexual activity and STD and HIV testing increased, but the rate of condom usage decreased from nearly 65 percent of sexually active students in grade 9 to only 52 percent in grade 12.

Birth control and condom use among high school youth, by sex*



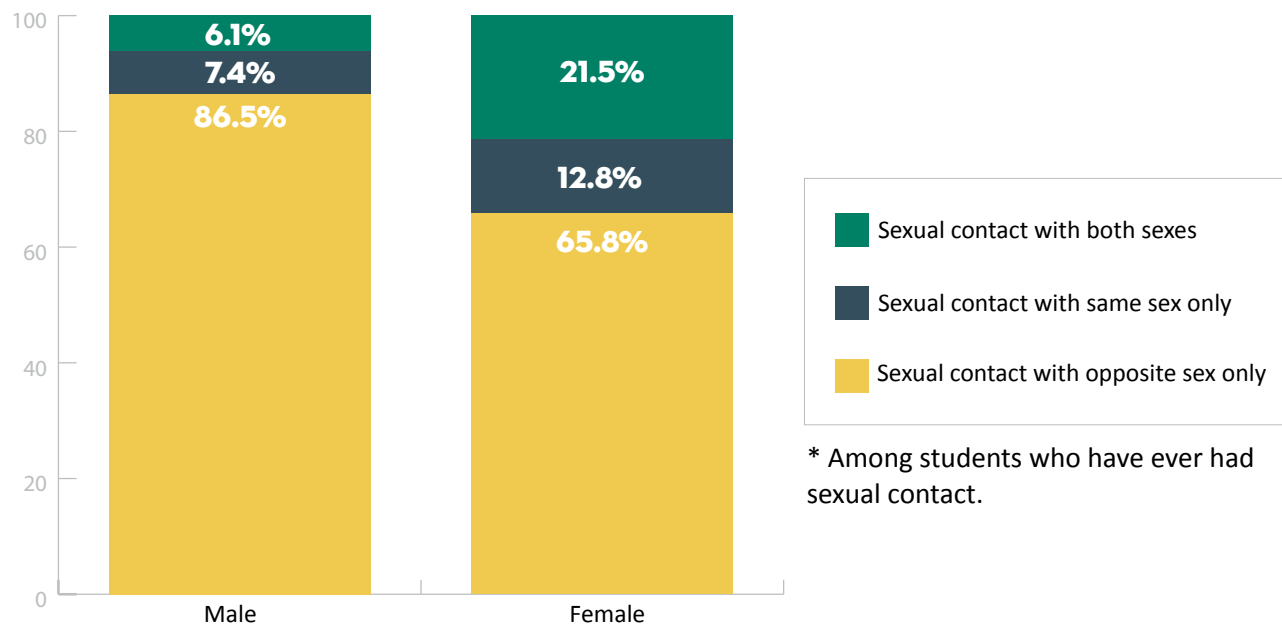
*Among students who were sexually active within the last 3 months

** Significant difference between male and female youth



High school LGB students were 37 percent less likely to use a condom during their last sexual intercourse than heterosexual students, after accounting for other demographic factors.

Sexual contact among high school youth, by sex*



A higher proportion of female than male high school students reported having sexual contact with the same sex only or with both sexes.

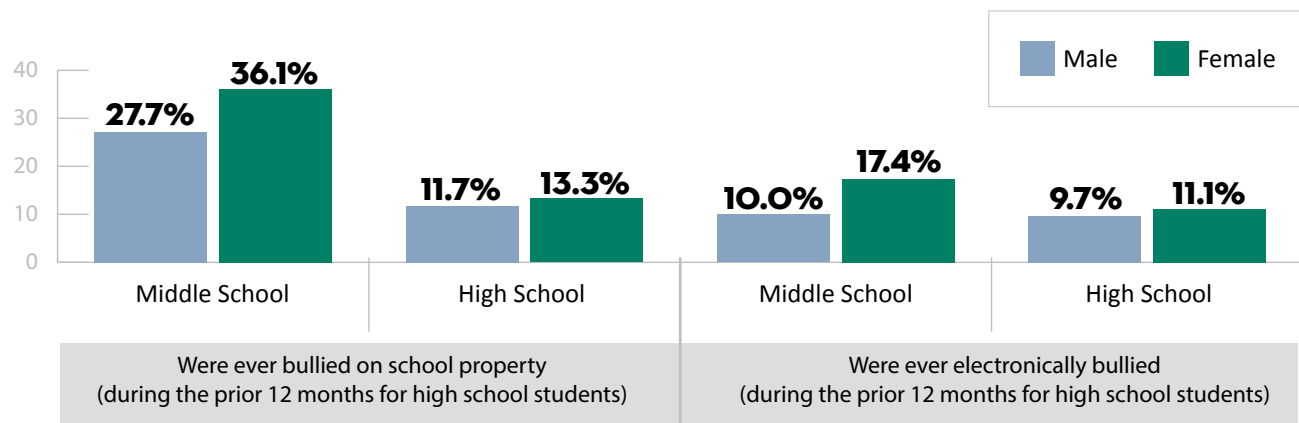


SAFETY AND VIOLENCE

Violence is one of the leading causes of death and injuries among young people between the ages of 10 and 24 in the United States.⁷ Since 2007, overall trends in violent behaviors have decreased in DC, but some groups are experiencing violence at much higher rates. At the high school level, black students reported missing school because they felt unsafe at double the rate of their white peers, and Hispanic/Latinx students at more than three times the rate of white students. Academic achievement was also associated with lower rates of violence. Students who received mostly A's reported being in a fight much less than their peers who received mostly F's. These data show the continued need for inclusive policies and programs that support safe schools and communities for all students.

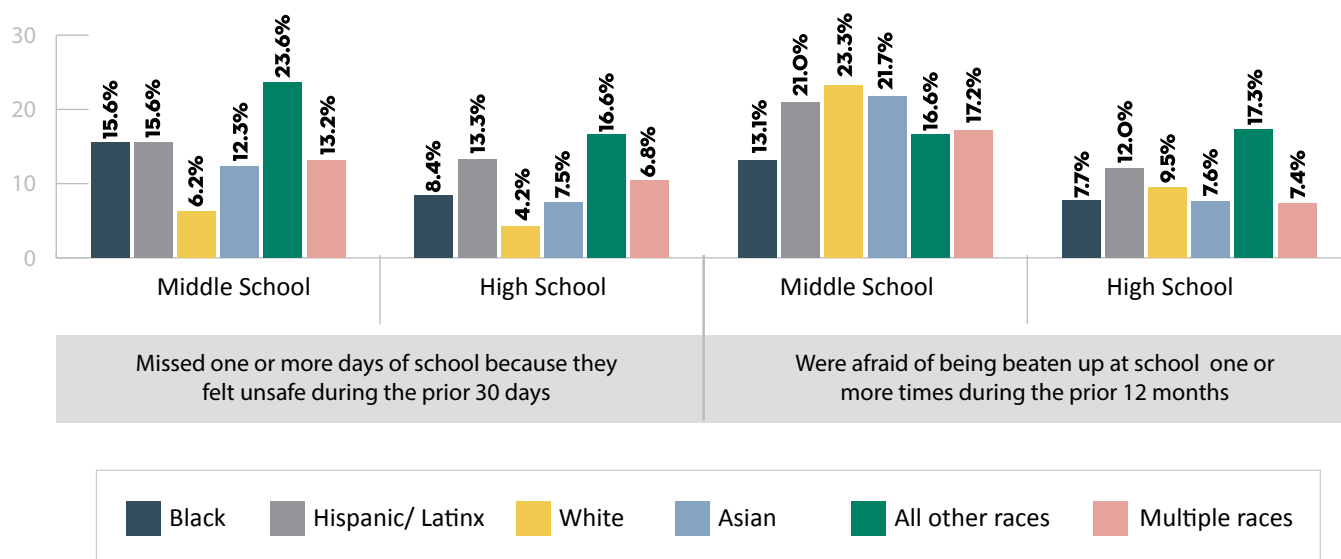
SAFETY AND VIOLENCE

Bullying among DC middle and high school students, by sex



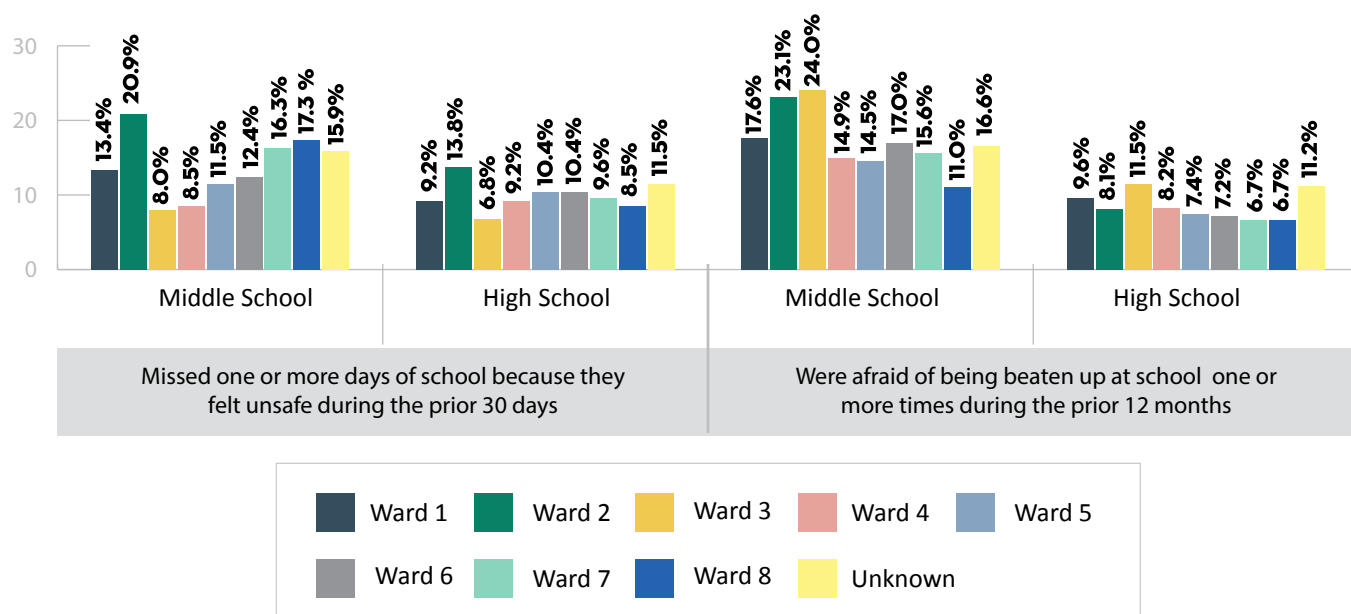
*Differences are statistically different between males and females in middle school, but not high school.

Feelings of unsafety, by race/ethnicity



High school students who report being removed from class for disciplinary reasons on four or more occasions are also more likely to report missing school due to feeling unsafe. They report missing school due to feeling unsafe at three times the rate of students who have never been removed from class.

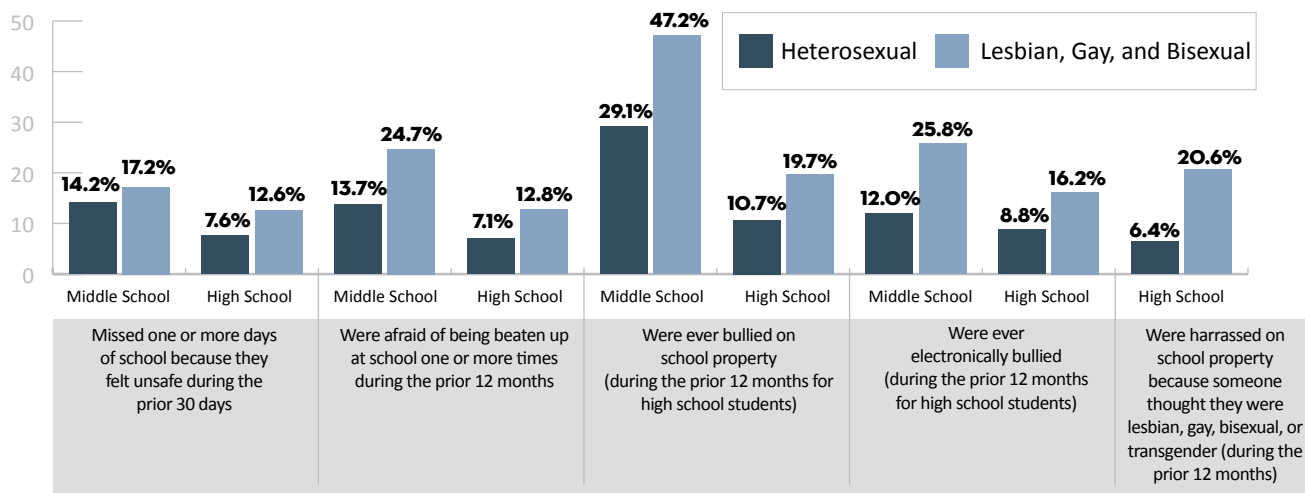
Feelings of unsafety, by ward of residence*



*Approximately 40 percent of middle school students report knowing in which DC ward they live.

*Approximately 60 percent of high school students report knowing in which DC ward they live.

Percentage of students who...



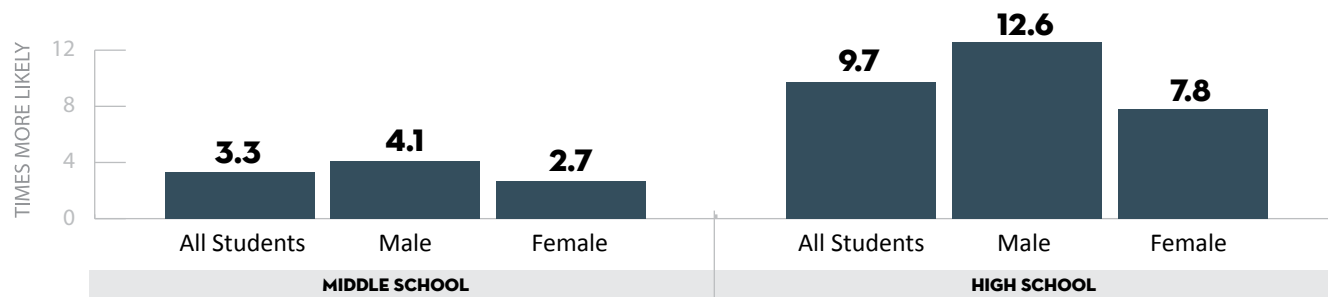
*Differences are significant between heterosexual and LGB students for all questions in middle and high school.



High school students who identify as LGB report nearly double the rate of having been bullied on school property of their heterosexual peers. Notably, LGB high school students also report approximately 5 percent higher rates of being removed from class for at least one day for disciplinary reasons than their heterosexual peers.

SAFETY AND VIOLENCE (CONTINUATION)

Likelihood of bullying others among students who report having been bullied, by sex



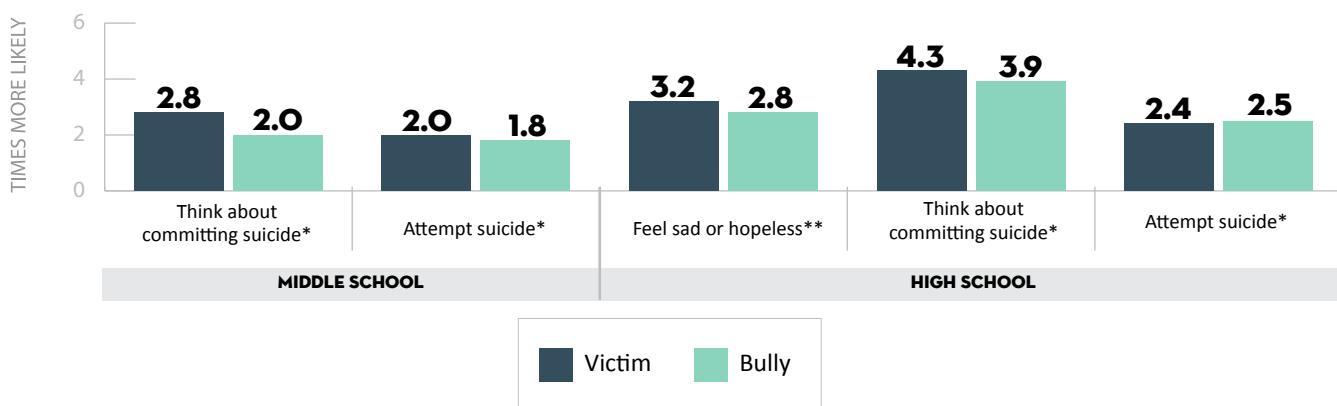
*After accounting for race, grade, and sexual orientation



High school males who report having been bullied during the prior 12 months were 12.6 times more likely than high school males who had not been bullied to report having ever bullied someone else on school property during the same 12 months, after accounting for other demographic factors.

Risk Factors Associated with Bullying Aggression and Victimization

Students who bully others and who are bullied were more likely to:



*Questions around suicidality for middle school students ask if students have in their lifetime “ever seriously thought about killing” or “ever tried to kill” themselves; questions for high school students ask if students have in the prior 12 months “ever seriously considered attempting suicide” or “actually attempted suicide.”

**Questions around depression for high school students ask if students have in the prior 12 months “felt so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities.”

Trends in violent behaviors among middle school students: 2007 to 2019

Violence perpetration among middle school students during the prior 12 months	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Were ever in a physical fight	76.3%	69.8%	63.7%	67.5%	65.1%	Down↓	Down↓
Ever carried a weapon	33.8%	22.8%	23.1%	26.7%	26.7%	No Change ↔	Down↓
Bullied someone else on school property during the prior 12 months	n/a	17.0%	13.9%	14.5%	12.1%	Down↓	Down↓



34 percent of middle school males reported carrying a weapon, compared to 19 percent of middle school females. Males also reported having been in a fight at higher rates than females, a comparison of 74 to 57 percent.

Trends in violence victimization and violent behaviors among high school students: 2007 to 2019

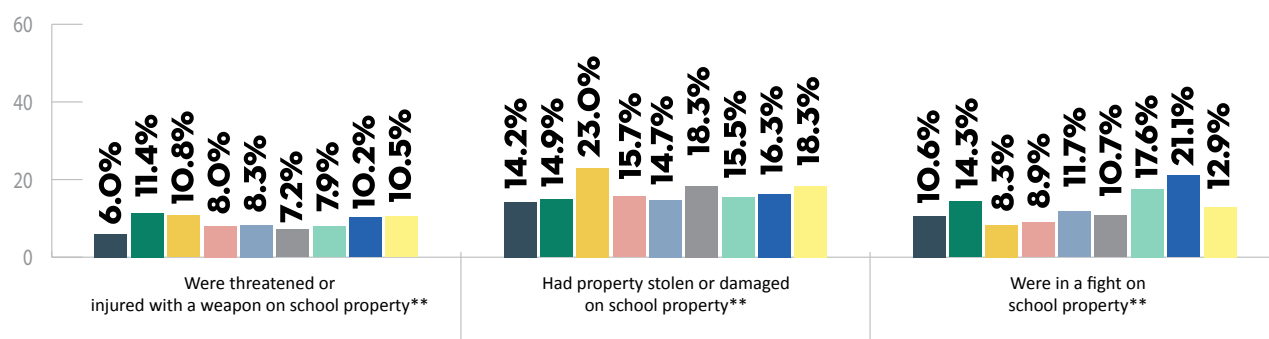
Violence victimization among high school students during the prior 12 months	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Were threatened or injured with a weapon on school property during the prior 12 months	11.2%	8.5%	7.6%	9.8%	9.4%	No Change ↔	Down↓
Had property stolen or deliberately damaged on school property one or more times during the prior 12 months	27.9%	21.3%	17.5%	18.9%	17.1%	Down↓	Down↓
Violence perpetration among high school students during the prior 12 months	2007	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
Were in a physical fight on school property one or more times during the prior 12 months	18.8%	15.3%	13.8%	15.5%	14.1%	Down↓	Down↓
Were in a physical fight one or more times during the prior 12 months	44.1%	37.6%	32.4%	31.0%	28.7%	Down↓	Down↓
Carried a weapon one or more times during the prior 30 days	21.5%	20.0%	18.1%	18.8%	15.6%	Down↓	Down↓



High school students who slept somewhere besides their parent's/guardian's home were 3.2 times as likely to have possessions stolen or deliberately damaged at school and 5.3 times as likely to be threatened with a weapon at school than students who slept in their parent's/guardian's home, after accounting for other demographic factors.

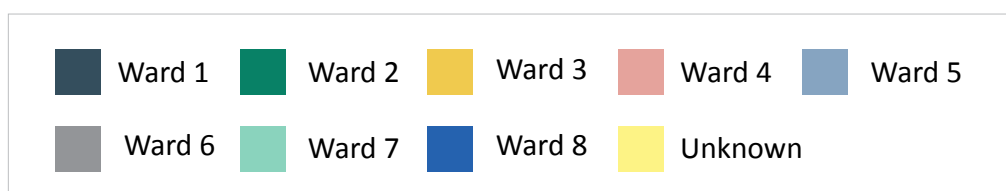
SAFETY AND VIOLENCE (CONTINUATION)

High school violence victimization, by ward of residence*

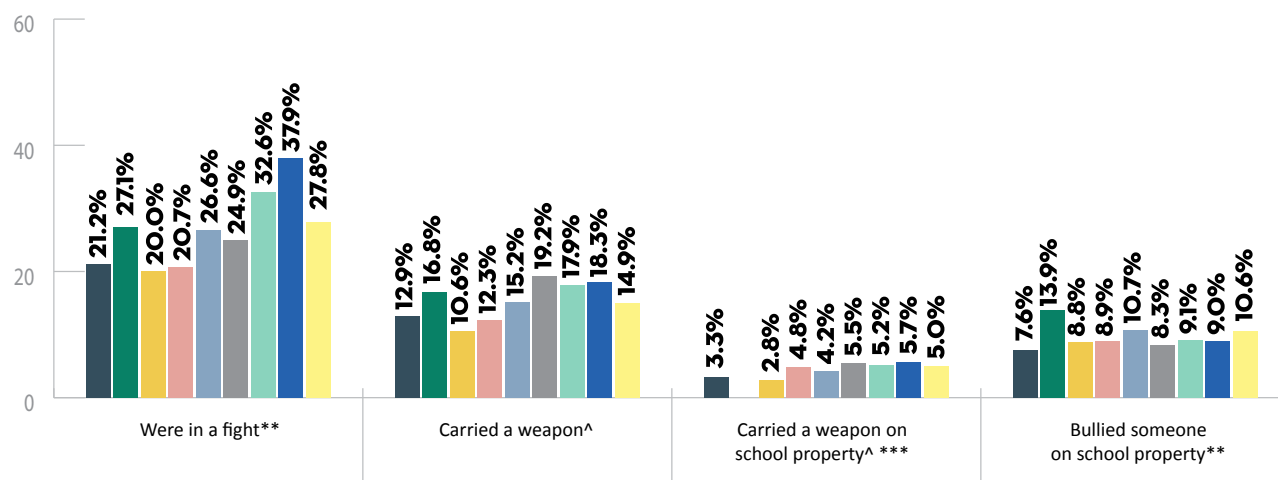


* Approximately 60 percent of high school students report knowing in which DC ward they live.

** In the 12 months prior to the survey.



High school violent behavior, by ward of residence*



* Approximately 60 percent of high school students report knowing in which DC ward they live.

** In the 12 months prior to the survey.

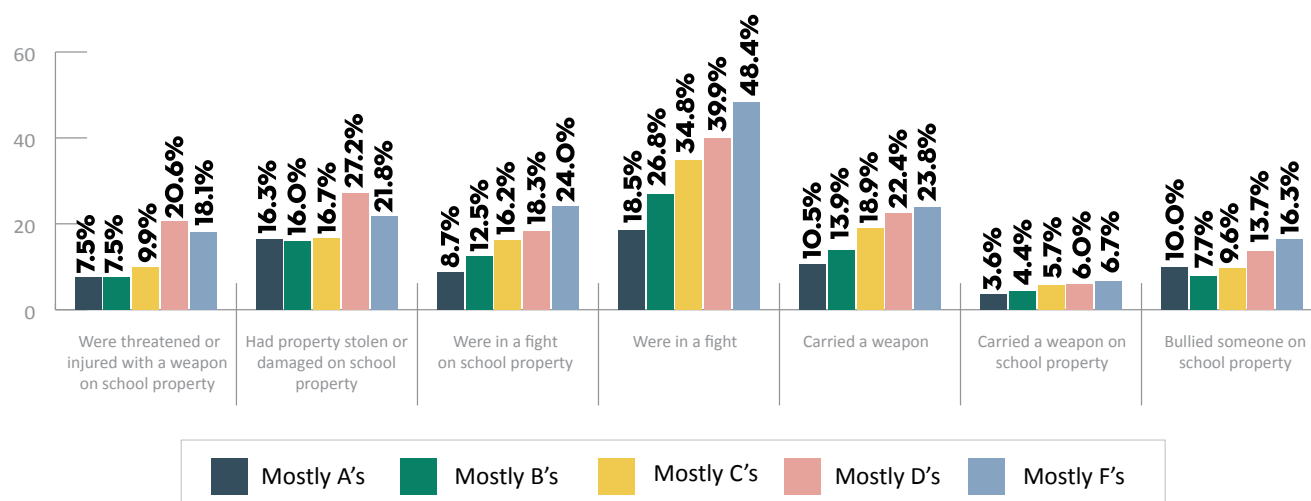
^ In the 30 days prior to the survey.

*** Data were suppressed for Ward 2 due to low sample size



The percentage of high school students who were in a physical fight (one or more times during the 12 months before the survey) is down from 44.1 percent in 2007 to 28.7 percent in 2019.

High school violence victimization and violent behavior, by academic performance



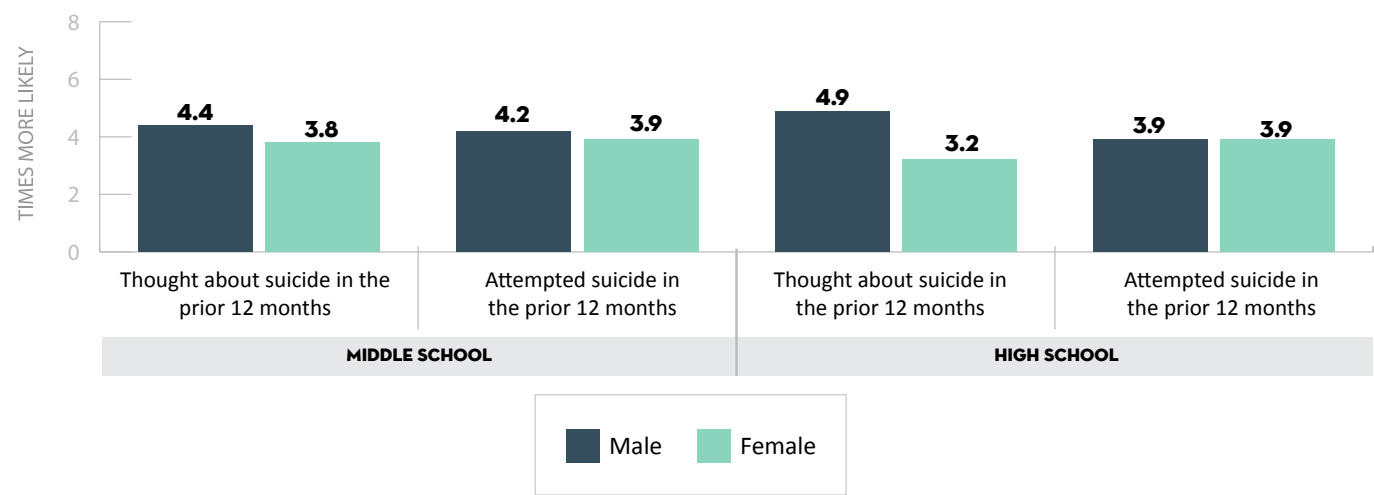
Percentage of students who...

Were a member of a gang or crew (during the prior 12 months)	2012	2015	2017	2019	2017-2019 Trend	Long-Term Trend (2007-2019)
High School	16.5%	17.3%	14.7%	13.4%	Down↓	Down↓
Male	21.6%	21.3%	18.6%	16.2%	Down↓	Down↓
Female	11.5%	13.3%	10.7%	10.4%	No Change ↔	Down↓



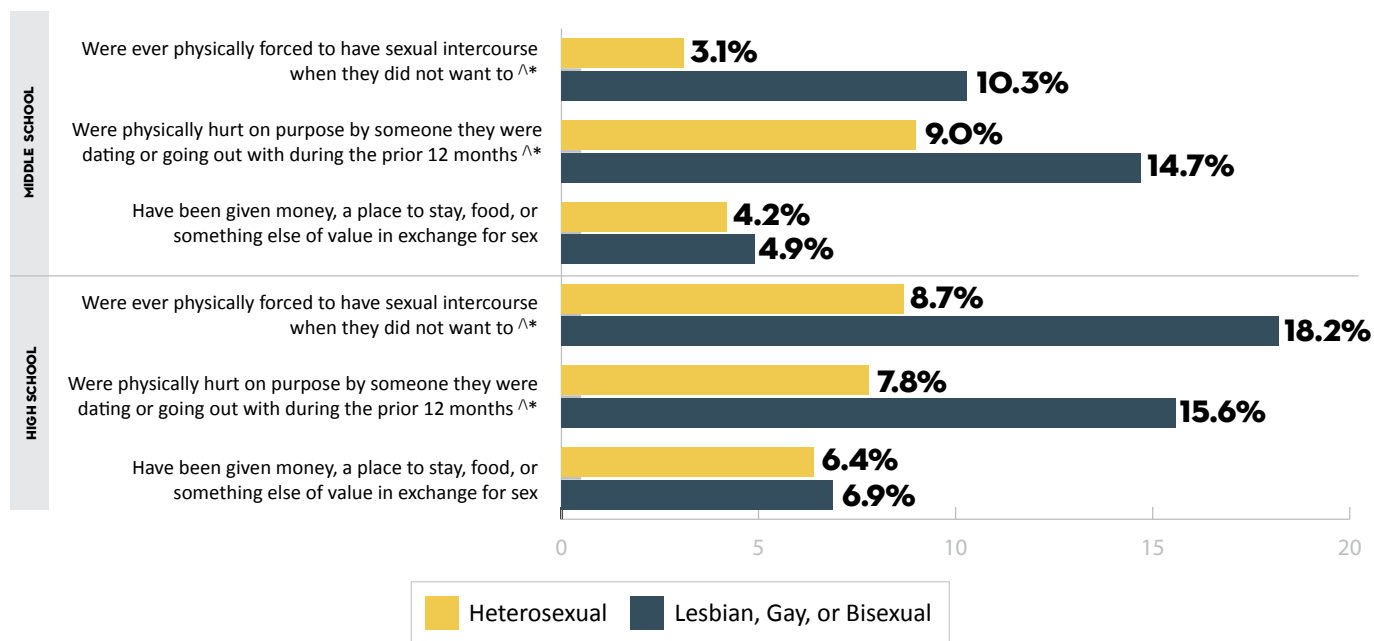
Membership in gangs and crews is down from 21.6 percent in 2012 to 16.2 percent in 2019 in high school males.

Students who were ever physically forced to have sexual intercourse (when they did not want to) were more likely to have:



Among female middle school students who reported ever being physically forced to have sexual intercourse (when they did not want to), 44 percent reported at least one suicide attempt during the prior 12 months.

Violent experiences, by sexual orientation



[^] Among students who dated or went out with someone during the past 12 months

* Statistical difference between heterosexual and LGB students



- LGB high school students were more than twice as likely to report being forced to have sexual intercourse (raped) and physically hurt by the person they were dating compared to heterosexual youth, after accounting for other demographic factors.
- Transgender youth were 3.8 times as likely to experience dating violence and twice as likely to have been physically forced to have sexual intercourse (raped) than non-transgender youth, after accounting for other demographic factors.

Obtaining Agreements to Participate and

Managing Survey Logistics

Gaining approval to conduct the 2019 DC YRBS from local education agencies (LEAs) and each school required a well-coordinated effort between OSSE and the contractor, ICF International.

Beginning in the fall of 2018 OSSE provided LEA leaders with information about the survey through various communication methods (i.e., memoranda, newsletters, e-mails, and telephone calls). These communiqués included information on the purposes of the survey, content of the survey, uses of the DC YRBS data, the survey collection window, parental permission, and the requirements of the LEA and school for participating in the survey.

LEA Approval Process

Each LEA was provided with a form to be completed and returned to OSSE signifying their agreement to participate and designating a primary point of contact at the LEA. After the form was received, OSSE notified ICF, and each school was assigned an ICF school liaison. OSSE and ICF school liaisons worked with each LEA or each school directly to (1) identify a point of contact for the school to coordinate the survey logistics, (2) determine a date for the survey that was convenient and minimized disruptions to normal school day activities, and (3) obtain a list of second period classes for the data collection. ICF school liaisons worked closely with school points of contact to quickly finalize the survey arrangements in preparation for the field data collection.

DC YRBS Data Collection

The data collection included the training of survey administrators, classroom-level data collection, and processing of the data collected.

Training the Field Data Collection Staff

The survey administrators participated in a two-day training that was modeled after the highly successful national YRBS training. The training develops technical skills of the survey administrator, while engendering a strong commitment to the concept of the project and the project team. Over the course of the training, the survey administrators first observe demonstrations by the training team on the procedures for data collection. The survey administrators then acquire these skills through practice, demonstrating them to one another and refining each other's performance through constructive feedback.

By the end of the training, the survey administrators acquire the requisite skills; are capable of professionally representing OSSE and ICF; are bonded to the project, the training team, and each other; and are better

equipped to perform effectively in the field.

Classroom-Level Data Collection

The 2019 DC YRBS was conducted by the trained survey administrators at eligible schools in Spring 2019. Prior to the scheduled survey administration date, field staff delivered a packet containing the following information to each school point of contact: finalized survey arrangement details, parent exemption letters, and instructions for teachers to read when distributing the letters. Approximately two to three days prior to the scheduled administration date, field staff communicated with the school point of contact to confirm that all teachers had sent the letters home with students and were tracking the return of any signed letters exempting a student from participating in the survey. On the day of the survey, field staff provided all the materials necessary to conduct the 2019 DC YRBS, and after the survey, staff reviewed survey materials to ensure all classes were accounted for and student response rates had been documented accurately. Students who were absent or unable to participate in the original survey administration were offered a make-up session. Field staff revisited schools to survey classes that may have missed the original survey session due to a field trip or other unforeseen circumstance.

Processing the Data Collected

On a weekly basis, the survey administrators returned all collected 2019 DC YRBS data to the ICF project office for processing. Processing of the data included ensuring that all school- and classroom-level data were received and reviewing individual surveys for excessive stray marks or damage.

At the conclusion of data processing, ICF packaged and transmitted all survey forms to CDC's YRBS technical assistance (TA) contractor for scanning. After scanning was completed, a data file was created and sent to the CDC to be edited. The CDC edited the data for logical consistency and overall data quality and returned the edited file to the YRBS TA contractor for weighting.

APPENDIX B

For additional information on student subgroup responses, please see the following:
osse.dc.gov/page/2019-dc-yrbs-data-files

Responses based on age, grade, race/ethnicity, and gender:

[2019 DC Middle School Summary Tables](#)

[2019 DC High School Summary Tables](#)

Responses based on academic achievement:

[2019 DC Middle School Academic Achievement](#)

[2019 DC High School Academic Achievement](#)

Responses based on sexual identity:

[2019 DC Middle School Sexual Identity](#)

[2019 DC High School Sexual Identity](#)

Responses based on sexual contacts (high school only):

[2019 DC High School Sexual Contacts](#)

Detailed Trend information:

[2019 DC Middle School Trend Report](#)

[2019 DC High School Trend Report](#)

REFERENCES

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3. Centers for Disease Control and Prevention. (30 March 2020). *What are childhood mental health disorders?*
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4. Centers for Disease Control and Prevention. (30 March 2020). *Anxiety and depression in children*.
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5. Centers for Disease Control and Prevention. (2 April 2020). *Protecting the health of Americans by increasing physical activity and good nutrition and promoting a healthy weight*.
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7. Centers for Disease Control and Prevention. (7 April 2020). *Preventing youth violence*.
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