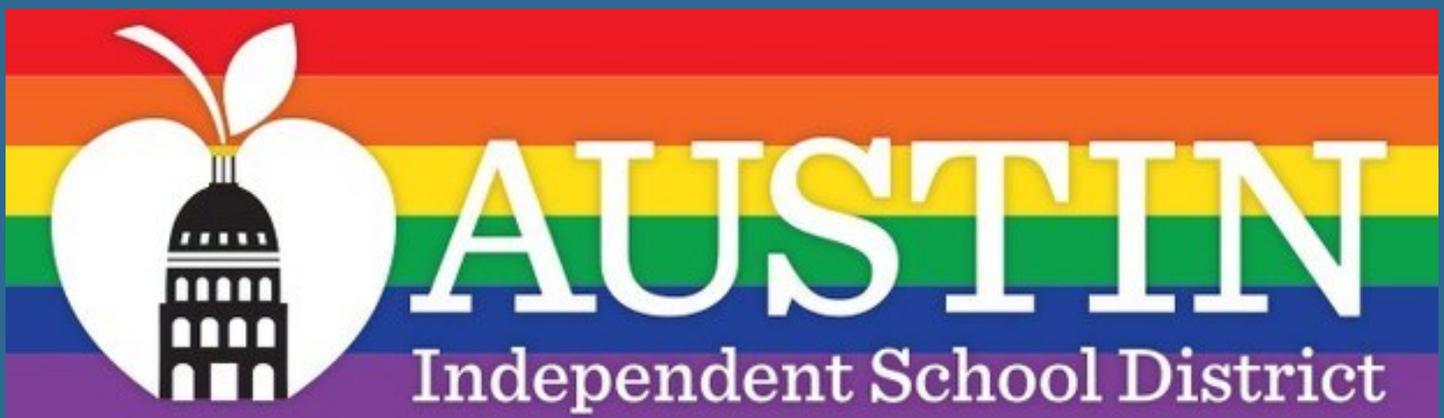


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Transgender Students' School Perceptions and Experiences





Executive Summary

Last year’s inaugural report on the experiences and perceptions of transgender students in Austin Independent School District (AISD) established that students who identify as transgender or gender non-conforming reported a significantly worse school experience than did their non-transgender peers. Compared with their peers, transgender and gender-nonconforming (T/GNC) students felt less safe and welcome at school; felt their relationships with school staff and peers were of lower quality; and felt significantly less confident in their college intentions (Clark, 2017).

Following up on last year’s report, the current report analyzed data from the 2017–2018 Student Climate Survey, 2017–2018 attendance records, and passing rates on the 2018 State of Texas Assessments of Academic Readiness (STAAR) math and reading tests to determine whether significant differences existed between the perceptions and experiences of T/GNC students and their non-T/GNC peers in AISD.

Statistically significant differences were found between the responses of T/GNC and non-T/GNC students across all but three items on the Student Climate Survey, such that T/GNC students reported a consistently worse experience at school than did their non-T/GNC peers across all areas (Table 1). Moreover, T/GNC students reported lower confidence in their intentions to attend college, had lower attendance rates, and lower passing rates on STAAR math and reading tests.

These findings indicate the necessity of directing additional resources to improve the school experience for T/GNC students. As recommended in last year’s report (Clark, 2017), AISD should (a) **ensure middle and high school students have active and supported gay-straight alliances**, (b) **implement a lesbian, gay, bisexual, trans, queer/questioning, and others (LGBTQ+)-inclusive curriculum**, (c) **provide professional development opportunities to school staff that focus on transgender issues**, and (d) **provide training for school staff that focuses on intervention strategies with respect to harassment and victimization of T/GNC students**. Furthermore, this report recommends the **expansion of mental health services** for students across AISD so that all students, including T/GNC students, have the resources to work through the challenges of adolescence. Lastly, the district should revisit the possibility of **providing gender-neutral bathrooms** in all middle and high schools.

Table 1.
T/GNC students’ average ratings of school climate were substantially lower than their non-T/GNC peers, as measured by average aggregate ratings across survey subscales.

Subscales of 2017–2018 Student Climate Survey	T/GNC vs. Non-T/GNC
Student engagement	-15%
Behavioral environment	-10%
Academic self-confidence	-10%
SEL skills	-10%
Adult fairness and respect	-8%
Culture and language	-7%
Teacher expectations	-2%

Source. 2017–2018 Student Climate Survey
Note. Percentages represent the difference in the number of T/GNC versus non-T/GNC students who responded *sometimes* or *a lot of the time* to survey items in each subscale.

Table of Contents

Introduction.....	5
Transgender Students’ Perceptions of School Climate	6
Student Engagement	6
Behavioral Environment	8
Academic Self-Confidence.....	8
Adult Fairness and Respect	9
Culture and Language.....	9
Social and Emotional Skills	10
In Their Own Words.....	12
What Makes You Feel Welcome at School?	12
What Makes You Feel Unwelcome at School?.....	12
Conclusions and Recommendations.....	13
References	14
Appendix.....	15

List of Figures

Figure 1. T/GNC students were significantly less likely than their non-T/GNC peers to agree they liked coming to school	6
Figure 2. T/GNC students were significantly less likely than their non-T/GNC peers to agree they enjoyed doing their schoolwork.....	6
Figure 3. T/GNC students were significantly less likely than their non-T/GNC peers to agree their homework helped them learn the things they needed to know, with almost half of T/GNC students responding only a little of the time or never	7
Figure 4. T/GNC students were significantly less likely than their non-T/GNC peers to agree their schoolwork encouraged them to think in new ways	7
Figure 5. T/GNC students reported significantly less relevant instructional practices than did their non-T/GNC peers	7
Figure 6. T/GNC students felt significantly less safe at school than did their non-T/GNC peers.	8
Figure 7. T/GNC students felt significantly less successful on their schoolwork than did their non-T/GNC peers...8	
Figure 8. T/GNC students were significantly less likely than their non-T/GNC peers to report that adults at their school listened to students' ideas and opinions... ..	9
Figure 9. T/GNC students were significantly more likely than their non-T/GNC peers to agree some students at their school were not treated fairly because of who they were	9
Figure 10. T/GNC students felt it was significantly more difficult to talk to adults at their school about their problems than did their non-T/GNC peers.....	10
Figure 11. T/GNC students struggled to resolve conflict more often than did their non-T/GNC peers.....	10
Figure 12. T/GNC students were significantly less likely to agree it was easy to make friends at school than were their non-T/GNC peers.....	11

What do *transgender* and *gender-nonconforming* mean?

The term *transgender* is used to describe people who do not identify as the gender they were assigned at birth. This includes persons assigned male or female at birth but who now identify as the opposite gender. Persons who identify as neither male nor female are considered nonbinary or nonconforming. This includes other terms, such as *agender*, *genderqueer*, and *gender fluid*. This report refers to transgender and gender-nonconforming students by both an acronym (T/GNC) and transgender as an umbrella term. The term *non-transgender* used in Figures 1 through 12 refers to students who did not identify as transgender or gender-nonconforming.

Introduction

Transgender and gender-nonconforming (T/GNC) students face numerous challenges as a result of their gender identity and expression, including biased language, verbal and physical harassment, discrimination, and physical assault; such victimization and discrimination have a substantial negative effect on their school experience, resulting in a greater number of missed school days, lower grades, and weaker feelings of connection and safety at school (Clark, 2017).

Similar to last year, the 2017–2018 Student Climate Survey asked students to identify their gender with response options of “boy,” “girl,” or “I’d prefer to self-identify.” If students chose to self-identify, they were provided with the option to write in their gender identity. Whereas only middle and high school students were asked to self-identify their gender in 2016–2017, students in grades 3 through 11 were provided the option to self-identify this year. Of the 38,269 students who completed the survey, 281 students in grades 4 through 11 chose to identify as something other than their assigned gender. Responses from students in 3rd grade were not included due to concerns regarding comprehension and validity of self-identification responses.

It is important to note that this report only includes students who explicitly identified as transgender or gender non-conforming. As such, it is possible that some students who identify as transgender or gender-nonconforming were not included in this analysis due to only responding by selecting the opposite gender than the one they were assigned at birth or failing to provide a specific response about how they self-identify. These responses were excluded to ensure that the sample used to conduct analyses was as accurate as possible.

The following figures compare the responses of T/GNC students and non-T/GNC students on select items from the 2017–2018 Student Climate Survey. The Student Climate Survey included five response options (*a lot of the time*, *sometimes*, *a little of the time*, *never*, and *don’t know*). For display purposes in the following figures, responses of *a lot of the time* and *sometimes* are displayed as *agree*, while responses of *a little of the time* and *never* are displayed as *disagree*. Consistent with prior reports, responses of *don’t know* have been excluded from all calculations.

While T/GNC students reported worse ratings than their non-T/GNC peers on every item from the Student Climate Survey, the following items were selected due to the size of the disparity between group ratings. These differences illustrate the necessity of adopting more comprehensive policies and practices to better support T/GNC students in Austin Independent School District (AISD).

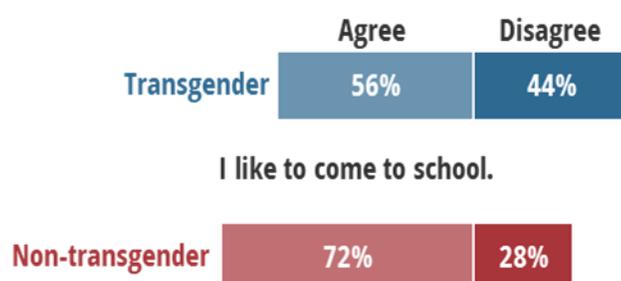
More than 1,100 AISD students in grades 3 through 11 chose to self-identify their gender; however, only 281 provided specific responses indicating they identify as transgender or gender-nonconforming.

Student Engagement

The following figures illustrate significant differences between the perceptions of T/GNC students and their non-T/GNC peers on 2017–2018 Student Climate Survey items related to student engagement. Based on these responses, **a significantly greater proportion of T/GNC students did not like coming to school, did not enjoy their schoolwork, did not believe their homework helped them learn, did not believe their schoolwork pushed them to think in new ways, and did not believe teachers connected schoolwork to their lives outside the classroom.** Furthermore, as detailed in the appendix, T/GNC students reported significantly lower levels of engagement than did their non-T/GNC peers on all other student engagement-related items.

Figure 1.

T/GNC students were significantly less likely than their non-T/GNC peers to agree they liked coming to school.

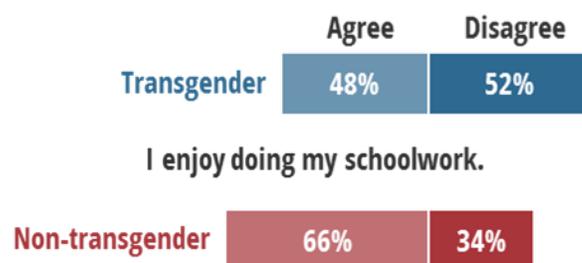


Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Figure 2.

T/GNC students were significantly less likely than their non-T/GNC peers to agree they enjoyed doing their schoolwork.



Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

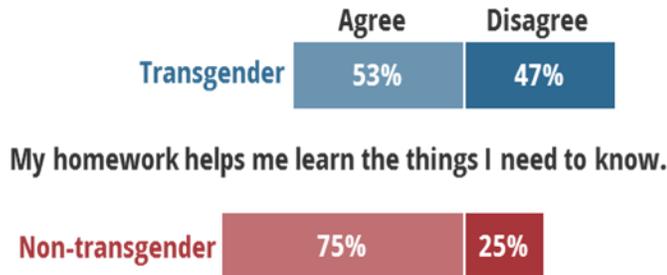
Attendance rates for 2017–2018 (calculated as the percentage of days missed out of total days enrolled) were significantly lower for transgender students than non-transgender students (95.5% vs. 96.1%, $p < .05$).

Similarly, 2018 STAAR test passing rates were lower for transgender students (reading, 67%; math, 69%) than non-transgender students (reading, 69%; math, 73%), though differences were not statistically significant.

Student Engagement

Figure 3.

T/GNC students were significantly less likely than their non-T/GNC peers to agree their homework helped them learn the things they needed to know, with almost half of T/GNC students responding only *a little of the time* or *never*.

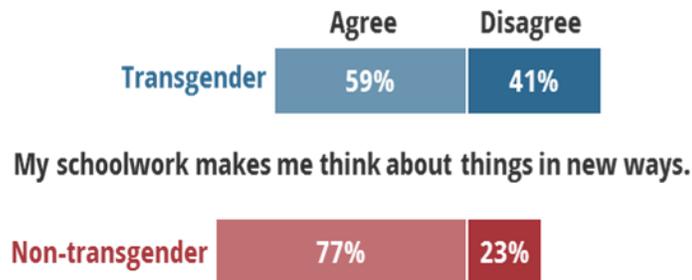


Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Figure 4.

T/GNC students were significantly less likely than their non-T/GNC peers to agree their schoolwork encouraged them to think in new ways.

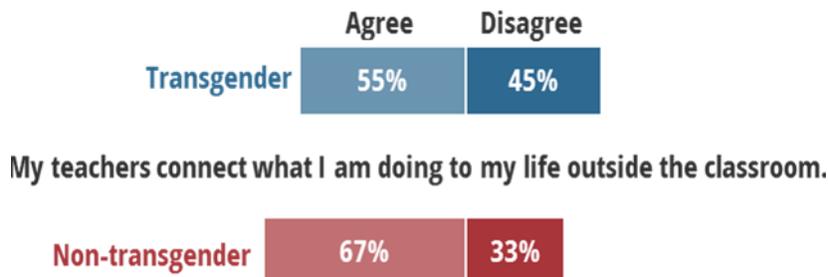


Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Figure 5.

T/GNC students reported significantly less relevant instructional practices than did their non-T/GNC peers.



Source. 2017–2018 Student Climate Survey

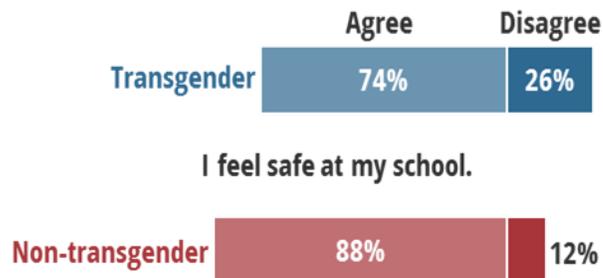
Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Behavioral Environment

Figure 6 illustrates significant differences in the perceptions of T/GNC students, compared with the perceptions of their non-T/GNC peers, on an item from the 2017–2018 Student Climate Survey related to the behavioral environment. Based on these responses, **a significantly greater proportion of T/GNC students than of non-T/GNC students did not feel safe at school**. Furthermore, as detailed in the appendix, T/GNC students reported significantly lower levels of satisfaction than did their non-T/GNC peers on all other items related to the behavioral environment.

Figure 6.

T/GNC students felt significantly less safe at school than did their non-T/GNC peers.



Source. 2017–2018 Student Climate Survey

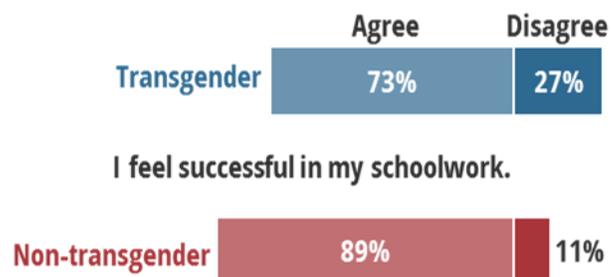
Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Academic Self-Confidence

Figure 7 illustrates significant differences in the perceptions of T/GNC students, compared with the perceptions of their non-T/GNC peers, on an item from the 2017–2018 Student Climate Survey related to academic self-confidence. As displayed in Figure 7, **a significantly greater proportion of T/GNC students than of non-T/GNC students did not feel successful in their schoolwork**. Furthermore, as detailed in the appendix, T/GNC students reported feeling significantly less confident than did their non-T/GNC peers on all other items related to academic self-confidence.

Figure 7.

T/GNC students felt significantly less successful on their schoolwork than did their non-T/GNC peers.



Source. 2017–2018 Student Climate Survey

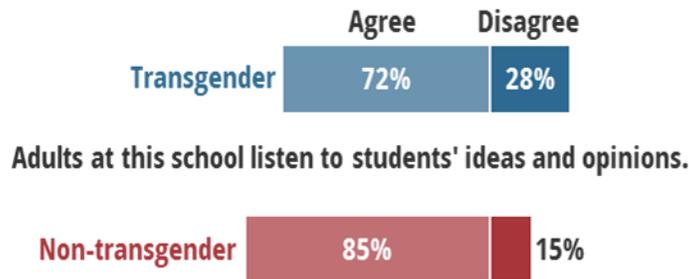
Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Adult Fairness and Respect

Figure 8 illustrates significant differences in the perceptions of T/GNC students, compared with the perceptions of their non-T/GNC peers, on an item from the 2017–2018 Student Climate Survey related to adult fairness and respect. Based on these responses, **a significantly greater proportion of T/GNC students than of non-T/GNC students did not feel adults listened to students' ideas and opinions**. Furthermore, as detailed in the appendix, T/GNC students reported feeling significantly less confident than their non-T/GNC peers with respect to their relationships with adults at school.

Figure 8.

T/GNC students were significantly less likely than their non-T/GNC peers to report that adults at their school listened to students' ideas and opinions.



Source. 2017–2018 Student Climate Survey

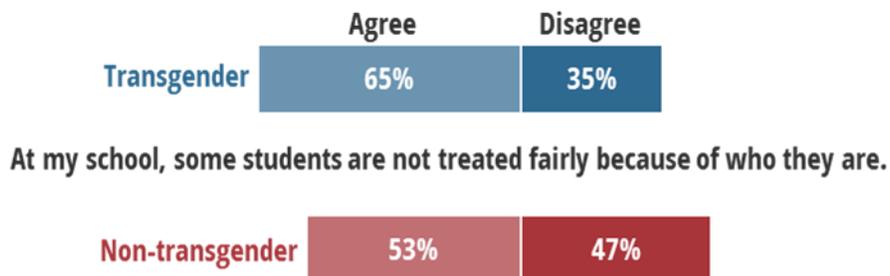
Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Culture and Language

Figure 9 illustrates significant differences in the perceptions of T/GNC students, compared with the perceptions of their non-T/GNC peers, on an item from the 2017–2018 Student Climate Survey related to culture and language. Based on these responses, **a significantly greater proportion of T/GNC students than of non-T/GNC students felt some students at their school were treated unfairly because of who they were**. Furthermore, as detailed in the appendix, T/GNC students reported that different cultures, languages, and identities were respected significantly less frequently than did their non-T/GNC peers.

Figure 9.

T/GNC students were significantly more likely than their non-T/GNC peers to agree some students at their school were not treated fairly because of who they were.



Source. 2017–2018 Student Climate Survey

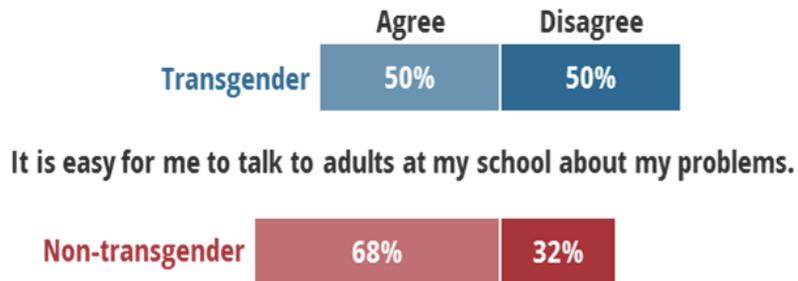
Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .05$).

Social and Emotional Learning (SEL) Skills

The following figures illustrate significant differences in the perceptions of T/GNC students, compared with the perceptions of their non-T/GNC peers, on 2017–2018 Student Climate Survey items related to SEL skills. Based on these responses, **T/GNC students were significantly more likely than non-T/GNC students to disagree that it was easy to talk to adults at school about their problems, that they felt confident in their ability to resolve conflict with classmates, and that they made friends easily at school.** Furthermore, as detailed in appendix, T/GNC students reported more challenges with respect to SEL skills than did their non-T/GNC peers.

Figure 10.

T/GNC students felt it was significantly more difficult to talk to adults at their school about their problems than did their non-T/GNC peers.

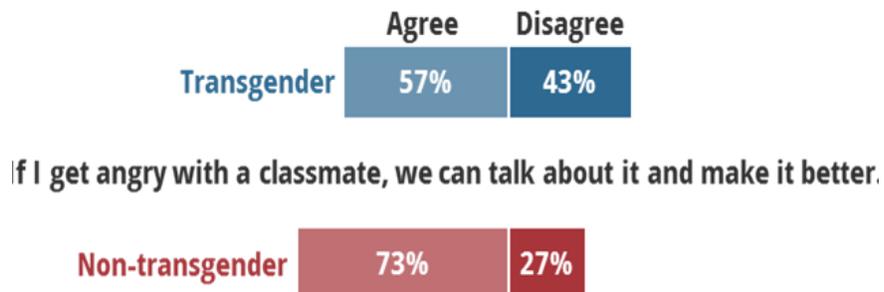


Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Figure 11.

T/GNC students struggled to resolve conflict more often than did their non-T/GNC peers.

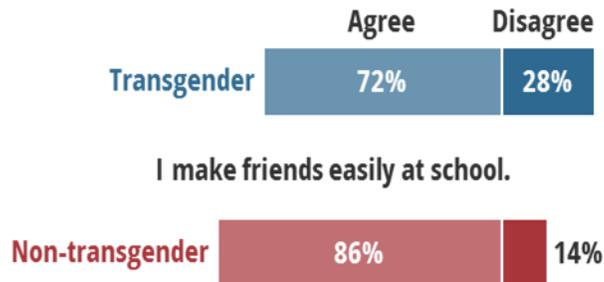


Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

Figure 12.

T/GNC students were significantly less likely to agree it was easy to make friends at school than were their non-T/GNC peers.



Source. 2017–2018 Student Climate Survey

Note. Agree represents the percentage of students who responded *sometimes* or *a lot of the time*. Disagree represents the percentage of students who responded *a little of the time* or *never*. Responses of *don't know* were excluded from analysis. Chi square goodness of fit tests indicated significant differences between T/GNC and non-T/GNC responses ($p < .0001$).

In Their Own Words

The 2017–2018 Student Climate Survey included two open-ended response questions asking students, “Do you feel welcome at school? What is one thing your school does to make you feel welcome?” and “Do you ever feel unwelcome at school? What is one thing your school could do to make you feel more welcome?” Of students who self-identified as T/GNC, many provided meaningful feedback regarding how their school made them feel welcome or unwelcome and what schools could do to make students feel more welcome. Many of these responses specifically referenced the students’ gender identity or expression when citing whether they felt welcome or unwelcome at school.

What makes you feel unwelcome at school?

Based on findings described in the previous section, which detailed the significantly worse perceptions and experiences of T/GNC students in AISD, it is unsurprising that many students wrote about specific experiences that made them feel unwelcome at school. Students made numerous references to **homophobic and transphobic language** (in addition to racist slurs) used by other students and teachers that largely went unaddressed. They referred to teachers and other students **consistently failing to use their preferred names and pronouns**. One student made specific reference to **not being able to change their name and gender in the school database**, though did not clarify who refused the change and on what grounds (Note: AISD student service does permit name and gender changes). Students reported **feeling unsafe and uncomfortable** when using the bathroom due to **schools failing to provide a gender-neutral bathroom**. One student stated that they had only **used the school bathrooms one time in 3 years** out of fear and discomfort.

What makes you feel welcome at school?

A small percentage of T/GNC students voiced support for certain policies and practices that helped them feel welcome at school. Some students referenced **clubs, organizations, and associations based on inclusiveness and diversity of gender expression and sexual orientation** (e.g., gay-straight alliances, LGBTQ+ clubs, pride alliances), while a few others reported that they felt welcome because **teachers and staff used their correct names and pronouns**. A handful of students referenced a **generally supportive and accepting school climate** in which teachers are supportive of different gender identities and expressions.

What can schools do to make students feel more welcome?

T/GNC students provided several suggestions to help them feel more welcome at school, most of which were based on policies and practices that had previously made them feel unwelcome: **using their preferred names and pronouns, facilitating and supporting name and gender modifications in the school database, establishing gender-neutral bathrooms, and enforcing rules that prohibit transphobic language**. Some students voiced a desire for the **creation of LGBTQ+ clubs or gay-straight alliances (GSAs)** at their school, while others spoke of **better educating students and staff about gender identity and expression**. One consistent suggestion was regarding **mental health issues**; according to students, schools should: (a) **be more supportive and understanding of students’ mental health challenges**, (b) **provide designated safe spaces for de-escalation**, and (c) **better educate teachers and staff regarding mental health issues**. More generally, students suggested **more intentional action from school administration to build community and connectedness**.

“One thing isn’t enough. Bathrooms should be gender-neutral/co-ed bathrooms. As a trans student, and knowing many, it is impossible to use the restroom. I have used the bathroom one time since I got to this school. One time in 3 years because of how incredibly uncomfortable it makes me.”

Conclusion and Recommendations

Similar to last year's report (Clark, 2017), students who identified as transgender or gender-nonconforming reported a significantly more stressful, lower-quality educational experience in AISD than did their peers. Ratings of school climate on the 2017–2018 Student Climate Survey were worse for T/GNC students than for non-T/GNC students on **every single survey item**. In addition, T/GNC students had **lower attendance and lower passing rates on the State of Texas Assessments of Academic Readiness (STAAR) math and reading tests** for the 2017–2018 school year. In aggregate, these findings clearly demonstrate that AISD is not adequately supporting these students, and that additional action is necessary to better foster their success. As such, the following actions are recommended:

- **Ensure middle schools and high schools have active and supported GSAs**
- **Implement LGBTQ+-inclusive curriculum**
- **Provide school staff with professional development opportunities that focus on gender identity and gender expression issues**
- **Provide training for school staff that focuses on intervention strategies with respect to harassment and victimization of students because of gender identity or expression**
- **Expand mental health services, including professional development opportunities that focus on increasing staff knowledge and awareness of adolescent mental health issues, and more specifically, on the challenges faced by students who identify as transgender or gender-nonconforming**

Lastly, student feedback indicates that **the ongoing absence of gender-neutral bathrooms remains a significant barrier to transgender and gender-nonconforming students feeling safe, comfortable, and welcome at school**. At a minimum, every student deserves a safe space to use the bathroom; AISD should revisit the feasibility of providing gender-neutral bathrooms for students at middle and high schools.

The past year has not been without encouraging actions taken by AISD to address these issues. Following publication of last year's report, **AISD established a working group, with the intention of coordinating support for LGBTQ+ students, families, and their schools**. In conjunction with the working group, the SEL Department created the **All Are Welcome** initiative, the goal of which is to **ensure that all AISD students, including those who identify as LGBTQ+, feel welcomed into the AISD community**. Lastly, the AISD board of trustees has added a specific reference **to gender identity and expression to the district's anti-harassment policy**. These are all positive steps toward ensuring that transgender and gender-nonconforming students are better supported; however, as this report has shown, more action is necessary.

References

Clark, C. (2017). *Transgender students' school perceptions and experiences*. Austin, TX: Austin Independent School District.

Appendix

Student Engagement

Table 1.

Student engagement	T/GNC	Non-T/GNC
I like to come to school.	56% (<i>n</i> = 267)	72%*** (<i>n</i> = 36,254)
I enjoy doing my schoolwork.	48% (<i>n</i> = 263)	66%*** (<i>n</i> = 36,040)
My homework helps me learn the things I need to know.	53% (<i>n</i> = 262)	75%*** (<i>n</i> = 35,328)
My schoolwork makes me think about things in new ways.	59% (<i>n</i> = 267)	77%*** (<i>n</i> = 34,826)
I have fun learning in my classes.	70% (<i>n</i> = 268)	78%*** (<i>n</i> = 35,763)
My teachers connect what I am doing to my life outside the classroom.	55% (<i>n</i> = 243)	67%*** (<i>n</i> = 31,406)
I receive recognition or praise for doing good work.	69% (<i>n</i> = 258)	81%*** (<i>n</i> = 33,550)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded sometimes or a lot of the time. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$.

Behavioral Environment

Table 2.

Behavioral environment	T/GNC	Non-T/GNC
My classmates show respect to each other.	81% (<i>n</i> = 262)	86%* (<i>n</i> = 36,426)
My classmates show respect to other students who are different.	76% (<i>n</i> = 259)	83%* (<i>n</i> = 35,030)
I am happy with the way my classmates treat me.	81% (<i>n</i> = 262)	87%*** (<i>n</i> = 36,272)
I feel safe at my school.	74% (<i>n</i> = 255)	88%*** (<i>n</i> = 35,511)
Students at this school treat teachers with respect.	71% (<i>n</i> = 268)	83%*** (<i>n</i> = 35,763)
Students at my school follow the school rules.	67% (<i>n</i> = 261)	79%*** (<i>n</i> = 35,474)
My classmates behave the way my teacher wants them to.	61% (<i>n</i> = 260)	72%** (<i>n</i> = 34,805)
Our classes stay busy and do not waste time.	72% (<i>n</i> = 265)	83%*** (<i>n</i> = 35,140)
Students at my school are bullied (teased, messed with, threatened by other students).	64% (<i>n</i> = 237)	55%** (<i>n</i> = 29,999)
At my school, students take care of each other.	70% (<i>n</i> = 254)	82%*** (<i>n</i> = 33,590)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded sometimes or a lot of the time. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$; ** = $p < .001$; * = $p < .05$.

Academic Self-Confidence

Table 3.

Academic self-confidence	T/GNC	Non-T/GNC
I can do even the hardest schoolwork if I try.	77% (<i>n</i> = 265)	88%*** (<i>n</i> = 36,303)
I can reach the goals I set for myself.	81% (<i>n</i> = 265)	90%*** (<i>n</i> = 35,485)
I try hard to do my best work.	91% (<i>n</i> = 274)	95%*** (<i>n</i> = 36,315)
I feel successful in my schoolwork.	73% (<i>n</i> = 266)	89%*** (<i>n</i> = 35,813)

Source. 2017–2018 Student Climate Survey

Note. Figures represent the percentage of students who responded *sometimes* or *a lot of the time*. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$.

Adult Fairness and Respect

Table 4.

Adult fairness and respect	T/GNC	Non-T/GNC
Teachers at this school care about their students.	87% (<i>n</i> = 261)	93%*** (<i>n</i> = 36,045)
Adults at this school listen to student ideas and opinions.	72% (<i>n</i> = 258)	85%*** (<i>n</i> = 35,337)
Adults at this school treat all students fairly.	81% (<i>n</i> = 263)	89%*** (<i>n</i> = 35,543)
The staff in the front office show respect to students.	87% (<i>n</i> = 255)	94%*** (<i>n</i> = 34,440)
My teachers are fair to everyone.	80% (<i>n</i> = 258)	89%*** (<i>n</i> = 34,722)
Teachers at this school know who I am.	82% (<i>n</i> = 260)	91%*** (<i>n</i> = 33,722)
My teachers know what I am good at.	79% (<i>n</i> = 245)	87%*** (<i>n</i> = 32,367)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded sometimes or a lot of the time. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$.

Culture and Language

Table 5.

Culture and language	T/GNC	Non-T/GNC
At my school, there is respect for different cultures.	86% (<i>n</i> = 253)	91%* (<i>n</i> = 34,353)
At my school, there is respect for students who speak languages other than English.	89% (<i>n</i> = 249)	93%* (<i>n</i> = 33,795)
At my school, some students are not treated fairly because of who they are.	65% (<i>n</i> = 225)	53%* (<i>n</i> = 29,738)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded sometimes or a lot of the time. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. * = $p < .05$.

SEL Skills

Table 6.

SEL skills	T/GNC	Non-T/GNC
I use ways to calm myself down.	67% (<i>n</i> = 261)	76%** (<i>n</i> = 35,572)
I don't give up, even when I feel frustrated.	76% (<i>n</i> = 265)	86%*** (<i>n</i> = 36,303)
It is easy for me to talk to adults at my school about my problems.	50% (<i>n</i> = 260)	68%*** (<i>n</i> = 34,761)
I say "no" to friends who want me to break the rules.	80% (<i>n</i> = 248)	88%*** (<i>n</i> = 35,000)
During my school day, I am aware of when my feelings change.	80% (<i>n</i> = 246)	89%*** (<i>n</i> = 33,631)
During my school day, I am aware of when my thoughts change from positive to negative.	84% (<i>n</i> = 250)	89%* (<i>n</i> = 33,832)
During my school day, I am aware of how my body feels when my feelings change.	84% (<i>n</i> = 239)	88% (<i>n</i> = 32,770)
At my school, I often notice how people feel and act.	85% (<i>n</i> = 256)	90% (<i>n</i> = 34,300)
If I get angry with a classmate, we can talk about it and make it better.	57% (<i>n</i> = 238)	73%*** (<i>n</i> = 32,751)
I make friends easily at school.	72% (<i>n</i> = 254)	86%*** (<i>n</i> = 34,648)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded *sometimes* or *a lot of the time*. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$; ** = $p < .001$; * = $p < .05$.

Teacher Expectations

Table 7.

Teacher expectations	T/GNC	Non-T/GNC
My teachers expect me to think hard about the things we read.	93% (<i>n</i> = 253)	94%* (<i>n</i> = 33,972)
My teachers expect everybody to work hard.	94% (<i>n</i> = 260)	97%*** (<i>n</i> = 34,861)

Source. 2017–2018 Student Climate Survey

Note. Numbers represent the percentage of students who responded *sometimes* or *a lot of the time*. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups. *** = $p < .0001$; * = $p < .05$.

College Intentions

Table 8.

College intentions	T/GNC	Non-T/GNC
I will go to college after high school.	71% (<i>n</i> = 280)	74% (<i>n</i> = 34,902)

Source. 2017–2018 Student Climate Survey

Note. Response options included *yes*, *no*, and *maybe*. Numbers represent the percentage of students who responded *yes* or *maybe*. Pearson chi square goodness of fit tests were conducted to determine significant differences between groups.

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