

Research Brief: School Experiences and Outcomes Among Transgender, Nonbinary, and Gender-Expansive Young People

Across two national survey samples, transgender, nonbinary, and gender-expansive students reported harmful school policies or practices as well as meaningful sources of support: 56% reported attending a school with at least one discriminatory policy, while 97% said they had at least one supportive educator at their school.

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Key Findings

- Transgender, nonbinary, and gender-expansive (TGE) students who reported discriminatory school policies or experienced negative events at school missed more days in the school year; **nearly a third of TGE students (32%) missed at least one day of school in the last month due to safety concerns.**
- TGE students who had more supportive educators, were more connected to other LGBTQ+ students, and had positive depictions of LGBTQ+ people, issues, or topics in at least one class had **higher estimated GPAs** than those with fewer supportive educators, less connection to other LGBTQ+ students, and no positive depictions of LGBTQ+ people, issues, or topics in school.
- TGE students reported high levels of activism, with over half (51%) having led at least one activism activity; **the majority of TGE students of color (75%) had participated in or led activism activities.**
- TGE students reported several ways that teachers and other staff have supported LGBTQ+ students at their school, with behaviors ranging from **asking about and respecting pronouns** to **providing assistance with name changes.**