

If I Spoke Up: The Conditions That Shape Student Civic Voice

Qualitative Analysis Codebook

Responses were coded and analyzed using Displayr. We developed a codebook iteratively, reviewing student responses to refine the categories and ensure they reflected the themes emerging from the data. We then conducted descriptive analyses to examine the prevalence of each theme overall and by grade level, along with subgroup comparisons by student demographics and school belonging.

Code	Definition	Example	Inclusion Criteria	Exclusion Criteria
School Experience & Learning	Issues related to students' daily educational experiences, including learning conditions, school systems, resources, and opportunities.	"I would speak up about the work that we do in class and how we could make it interesting and fun for more people while still learning what we need to know."	School rules and discipline, teaching quality, curriculum, grading, homework, facilities, food, technology, school funding, extracurricular activities, and college or career preparation.	Concerns primarily about students' safety, relationships, treatment, or sense of belonging.
Well-Being & Belonging	Issues related to students' safety, relationships, treatment, and connection with their school communities.	"The first thing I would speak up about is how all students should be treated with respect no matter what they are going through or their background."	Mental health, stress, burnout, bullying, harassment, school safety, respect, relationships, inclusion, discrimination, fairness, and belonging.	Broader discussions of political or social issues that are not connected to students' experiences at school.
Social & Political Issues	Issues related to broader community, national, and societal concerns.	"I would really want to speak up about bigotry and the impact the current political climate has on different minority groups."	Government and political leadership, elections, immigration, climate change, gun policy, poverty, homelessness, healthcare, the economy, war,	Concerns specifically focused on policies, conditions, or experiences within the student's school.

			and civil or human rights.	
Lack Student Voice	Perspectives on students' ability, willingness, or opportunity to speak up and influence decisions that affect them.	"Even if I was included, almost nobody would listen to me."	Feeling unheard, believing adults will not listen, doubting that participation will make a difference, uncertainty about what to say, discomfort speaking up, lack of interest in participating, and wanting students to have greater influence in decisions.	Responses that identify a substantive issue as the primary concern, as well as responses that are off-topic, nonsensical, or clearly not serious.