

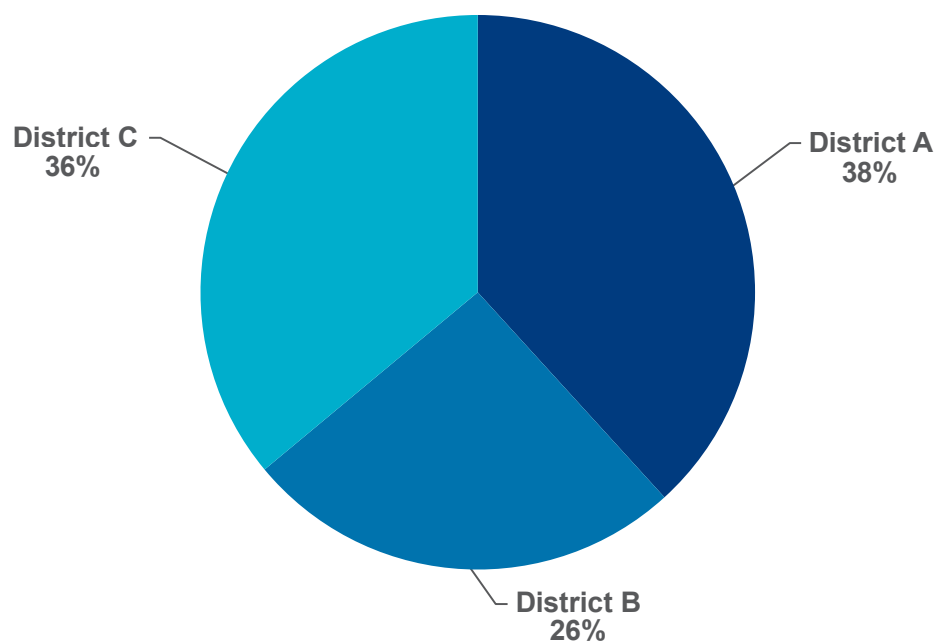
Catholic School Dataset Methodology

The Belonging Playbook from Springtide Research Institute relies on data from the Springtide Catholic school dataset, comprising survey responses from 19,137 middle school and high school students attending Catholic schools across the United States.

Between October 2022 and April 2023, Springtide Research Institute administered surveys to students enrolled in one of 43 Catholic middle/high schools across three Catholic school districts in the United States. Figure 1 depicts the proportion of students from each district included in the dataset. To protect client confidentiality, we are not sharing the names of these districts or the participating schools.

Figure 1: District Breakdown in the Springtide Catholic School Dataset

Percentages listed in demographic charts may not add up to exactly 100% due to rounding.



All surveys were completed by students entirely online via the Alchemer platform. Each school was given a unique survey link that was then distributed to students per the school's own policy. Most students completed the survey during a class period in school (e.g., religion class). Others may have completed the survey during unstructured periods at school or at home.

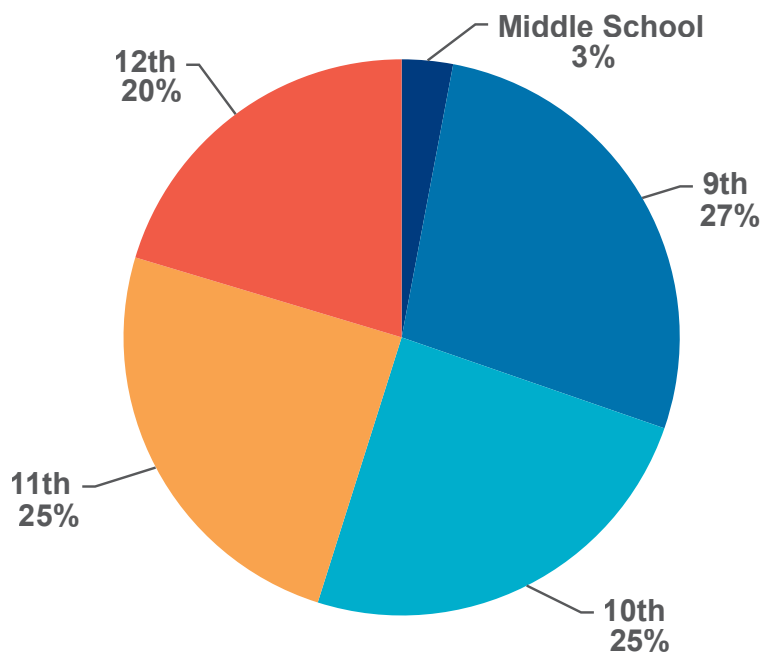
While the surveys used to collect these data were developed separately to serve the particular needs of each district, a series of core questions was replicated across all studies. These survey questions touched on themes including frequency of religious/spiritual experiences, religious practice, and the role of adults in students' faith lives.

Also appearing in all three surveys was the Springtide Belonging Index, which asks about each of three elements of belonging: being noticed, being named, and being known. Two surveys included additional questions exploring students' connection to religion/spirituality, their comfort discussing religion/spirituality, their perceptions of school support, and school outcomes. Student responses were synthesized alongside demographic information into a single dataset.

Survey items used Likert scale, matrix, and check-all-that-apply response option structures. All three surveys included demographic questions about grade level, gender, race or ethnicity, and religious affiliation.

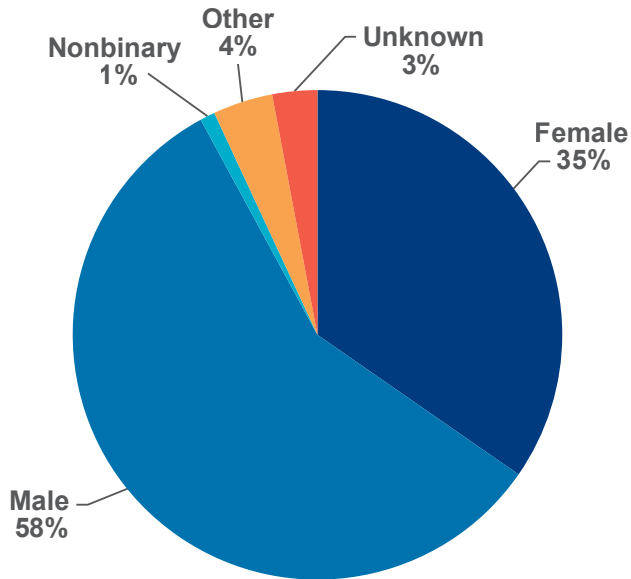
Figures 2–5 present an aggregated breakdown of demographic variables across all survey respondents. Responses broke down fairly evenly for grades 9–12, with just 3% of responses coming from middle school students. Just under half of the respondents were white, and 60% were male. While all the respondents attend a Catholic school, 40% identify their religion as something other than Catholic.

Figure 2: Grade-Level Breakdown in the Springtide Catholic School Dataset



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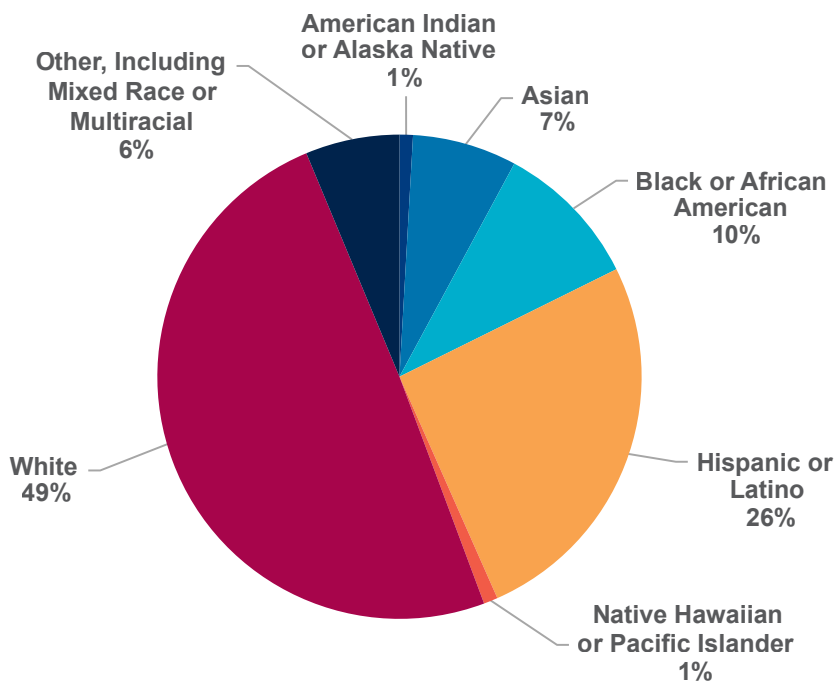
Figure 3: Gender Breakdown in the Springtide Catholic School Dataset



Students were asked, “Which gender do you most identify with?” They were provided with the following response options: Female, Male, Prefer to self-describe, and Prefer not to answer. If they chose Prefer to self-describe, they were asked to specify their gender identity in the provided text box. A researcher reviewed each of these text responses to ensure validity of the data. If a student provided a response that indicated a gender non-conforming identity (e.g., “genderfluid”), their gender was coded as Nonbinary. If a student provided a response that indicated otherwise (e.g., “dinosaur”), their gender was coded as Other. One school removed this gender question from their survey - these students are represented here in the Unknown category.

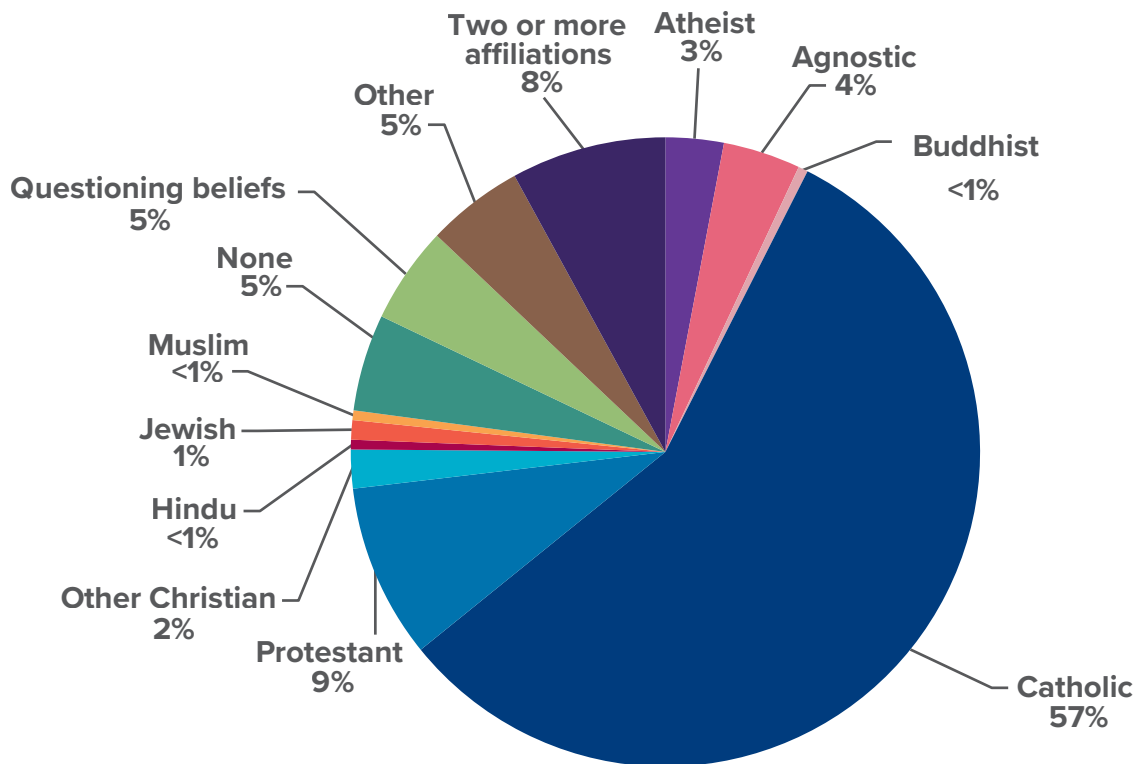
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Figure 4: Racial and Ethnic Breakdown in the Springtide Catholic School Dataset



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Figure 5: Religious Breakdown in the Springtide Catholic School Dataset



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For further information on the Springtide Catholic school dataset or how your school can get involved, contact the Springtide Research Team at research@springtideresearch.org.