

# Peer Discrimination in the Classroom and Academic Achievement<sup>1</sup>

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## ONLINE APPENDIX

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Table A1. Correlation between self-reported perceived discrimination against rural migrants and student characteristics

	(1)	(2)	(3)	(4)
	Individual perceived discrimination index			
Rural migrant	-0.027 (0.038)	-0.014 (0.039)	-0.014 (0.039)	-0.000 (0.037)
Age	0.056** (0.023)			0.012 (0.020)
Female	-0.151*** (0.029)			-0.145*** (0.032)
Mother's years of education	-0.001 (0.005)			0.004 (0.005)
Father's years of education	0.001 (0.005)			0.004 (0.006)
Only child	0.019 (0.040)			0.046 (0.040)
Attended kindergarten	-0.192*** (0.040)			-0.132*** (0.046)
Repeated grade in primary school	0.008 (0.047)			0.009 (0.048)
Books at home (from 1 "very few" to 5 "many")	-0.050*** (0.016)			-0.018 (0.015)
6th grade class rank		0.005** (0.002)		0.003 (0.002)
Subjective difficulty of 6th grade English		-0.045*** (0.015)		-0.023 (0.016)
Subjective difficulty of 6th grade Math		-0.111*** (0.018)		-0.118*** (0.018)
Subjective difficulty of 6th grade Chinese		-0.024 (0.019)		0.008 (0.019)
Family is wealthy			0.044 (0.044)	0.067 (0.044)
Family receives income assistance			0.099** (0.046)	0.025 (0.050)
Parent is member of Communist Party			-0.013 (0.040)	-0.017 (0.043)
Number of best friends			0.001* (0.001)	0.001 (0.001)
Indicator for "I'm easy to get along with"			-0.236*** (0.032)	-0.189*** (0.032)
School fixed effects	N	N	N	N
Observations	6,473	5,895	5,634	5,199
R-squared	0.019	0.025	0.013	0.038

Notes: OLS estimates are reported. The unit of observation is an individual student; the sample includes both local and migrant students. Robust standard errors clustered at the school level are in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

Table A2. Correlation between class discrimination index and class characteristics

	(1)	(1)
	Class discrimination index	
Class size	-0.003 (0.004)	0.002 (0.014)
Share of rural migrant students in class	0.594* (0.347)	0.274 (0.489)
Teacher female	-0.109 (0.067)	-0.089 (0.107)
Teacher age	-0.007 (0.014)	-0.011 (0.021)
Teacher education (indicator for higher degree)	-0.047 (0.062)	-0.023 (0.099)
Teacher experience (years)	0.003 (0.012)	0.006 (0.017)
Teacher job tenure (years)	0.002 (0.006)	-0.004 (0.009)
Teacher has received award	0.007 (0.072)	-0.052 (0.079)
<i>Class averages:</i>		
Age	0.095* (0.053)	0.791 (0.504)
Female	0.374 (0.620)	0.108 (0.898)
Mother's years of education	0.001 (0.050)	0.090 (0.098)
Father's years of education	0.034 (0.051)	-0.046 (0.115)
Only child	0.318 (0.231)	0.251 (0.788)
Attended kindergarten	-0.186 (0.336)	-0.512 (0.474)
Repeated grade in primary school	0.107 (0.392)	-2.403** (1.186)
Books at home (from 1 "very few" to 5 "many")	-0.187 (0.152)	0.152 (0.187)
6th grade class rank	0.016 (0.012)	0.009 (0.022)
Subjective difficulty of 6th grade English	0.019 (0.157)	-0.203 (0.284)
Subjective difficulty of 6th grade Math	-0.221 (0.218)	-0.001 (0.277)
Subjective difficulty of 6th grade Chinese	0.051 (0.196)	0.028 (0.349)
School fixed effects	N	Y
Observations	150	150
R-squared	0.224	0.179

Notes: OLS estimates are reported. The unit of observation is a class. The class discrimination index is calculated from local students' reports of perceived discrimination. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A3. Descriptive statistics of friendship networks

	Local students	Rural migrants
<b>Panel A: Friendship shares by migrant status</b>		
Local	0.88	0.53
Rural migrant	0.12	0.47
<b>Panel B: Friendship shares by same class or same school</b>		
Same class	0.64	0.64
Same school, different class	0.18	0.14
Out-of-school	0.19	0.24
<b>Panel C: Friendship shares by all categories</b>		
Same class, local	0.56	0.37
Same class, rural migrant	0.07	0.26
Same school, different class, local	0.16	0.08
Same school, different class, rural migrant	0.01	0.06
Out-of-school, local	0.15	0.09
Out-of-school, rural migrant	0.04	0.15
<b>Panel D: Out-of-school migrant "best" friends (OSMBFs)</b>		
Student has OSMBF	0.10	0.32
	(0.30)	(0.46)
Share of local classmates with OSMBFs	0.10	0.15
	(0.08)	(0.14)
Observations	5,197	1,276

Notes: The table describes the friendship networks of local students in the first column and rural migrant students in the second column by reporting means of the respective binary indicator. Standard deviations are in parentheses.

Table A4. Correlation between having an OSMBF and local student characteristics

	(1)	(2)	(3)	(4)	(5)
	Indicator for having an OSMBF				
Student has in-school migrant best friend	-0.027 (0.041)	-0.025 (0.045)	-0.021 (0.044)	-0.015 (0.048)	-0.028 (0.041)
Student has in-class migrant best friend	0.046 (0.039)	0.047 (0.043)	0.034 (0.042)	0.034 (0.047)	0.046 (0.039)
Age	0.003 (0.007)			0.012 (0.008)	0.003 (0.007)
Female	0.006 (0.008)			0.008 (0.010)	0.006 (0.008)
Mother's years of education	0.001 (0.002)			0.001 (0.002)	0.001 (0.002)
Father's years of education	-0.003* (0.002)			-0.002 (0.002)	-0.003* (0.002)
Only child	0.015 (0.011)			0.023* (0.012)	0.015 (0.011)
Attended kindergarten	0.015 (0.013)			0.019 (0.014)	0.014 (0.013)
Repeated grade in primary school	0.014 (0.015)			0.001 (0.015)	0.014 (0.015)
Books at home (from 1 "very few" to 5 "many")	0.005 (0.004)			0.006 (0.005)	0.005 (0.004)
6th grade class rank		-0.001 (0.000)		-0.001 (0.000)	
Subjective difficulty of 6th grade English		-0.003 (0.004)		-0.005 (0.005)	
Subjective difficulty of 6th grade Math		0.006 (0.005)		0.008 (0.006)	
Subjective difficulty of 6th grade Chinese		0.005 (0.005)		0.002 (0.006)	
Family is wealthy			-0.001 (0.011)	-0.007 (0.012)	
Family receives income assistance			-0.006 (0.013)	-0.011 (0.013)	
Parent is member of Communist Party			-0.015 (0.015)	-0.013 (0.017)	
Number of best friends			-0.000 (0.000)	-0.000 (0.000)	
Indicator for "I'm easy to get along with"			-0.005 (0.008)	-0.010 (0.009)	
Class size					0.000 (0.001)
Share of rural migrant students in class					0.099 (0.133)
School fixed effects	Y	Y	Y	Y	Y
Observations	5,197	4,762	4,531	4,203	5,197
R-squared	0.003	0.002	0.001	0.006	0.003

Notes: OLS estimates are reported. The unit of observation is a student; the sample is local students. Robust standard errors clustered at the school level in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A5. Correlation between having an OSMBF and teacher characteristics

	(1)	(1)
	Indicator for having an OSMBF	
Teacher female	0.012 (0.012)	0.013 (0.013)
Teacher age	0.003 (0.002)	0.003 (0.003)
Teacher education (indicator for higher degree)	0.016 (0.012)	-0.009 (0.014)
Teacher experience (years)	-0.001 (0.001)	-0.002 (0.002)
Teacher job tenure (years)	-0.001 (0.001)	-0.002 (0.002)
Teacher has received award	0.013 (0.013)	0.027* (0.016)
School fixed effects	N	Y
Observations	5,197	5,197
R-squared	0.002	0.002
F-statistic	0.76	1.48
Prob > F	0.603	0.198

Notes: OLS estimates are reported. The unit of observation is an individual student; the sample is local students. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A6. Variation in class-level data across and within schools

	(1)	(2)	(3)
	Class-level data		
	Mean	Std. dev.	Within-school std. dev.
Class size	46.54	12.54	3.00
Share of rural migrant students in class	0.21	0.17	0.06
Teacher female	0.68	0.47	0.32
Teacher age	35.69	7.45	4.58
Teacher education (indicator for higher degree)	0.57	0.50	0.31
Teacher experience (years)	14.31	8.79	5.43
Teacher job tenure (years)	8.34	6.80	3.31
Teacher has received award	0.39	0.49	0.35
<i>Class averages:</i>			
Age	12.99	0.65	0.08
Female	0.47	0.08	0.04
Mother's years of education	9.72	2.19	0.51
Father's years of education	10.44	1.82	0.48
Only child	0.47	0.28	0.05
Attended kindergarten	0.81	0.13	0.06
Repeated grade in primary school	0.14	0.17	0.04
Books at home (from 1 "very few" to 5 "many")	3.36	0.66	0.16
6th grade class rank	15.70	3.92	2.01
Subjective difficulty of 6th grade English	2.83	0.41	0.16
Subjective difficulty of 6th grade Math	2.89	0.35	0.17
Subjective difficulty of 6th grade Chinese	3.11	0.25	0.11
Observations		150	

Notes: The unit of observation is a class.

Table A7. Instrument balance test: all class averages

	(1) Share of local classmates with OSMBF (instrument)	(2) Indicator for top quintile of share of local classmates with OSMBF	(3) Indicator for within school maximum of share of local classmates with OSMBF
Class size	0.001 (0.004)	-0.005 (0.013)	-0.005 (0.026)
Share of rural migrant students in class	0.145 (0.160)	0.559 (0.621)	1.522* (0.822)
Teacher female	0.043 (0.034)	0.018 (0.127)	0.164 (0.218)
Teacher age	-0.008 (0.009)	0.012 (0.020)	0.001 (0.034)
Teacher education (indicator for higher degree)	-0.026 (0.028)	-0.007 (0.092)	-0.213 (0.192)
Teacher experience (years)	0.005 (0.007)	-0.016 (0.018)	-0.006 (0.028)
Teacher job tenure (years)	0.002 (0.003)	0.000 (0.014)	-0.018 (0.023)
Teacher has received award	0.010 (0.025)	0.031 (0.090)	0.264 (0.195)
<i>Class averages:</i>			
Age	-0.059 (0.143)	-0.193 (0.587)	-0.022 (1.130)
Female	-0.026 (0.214)	0.864 (0.782)	1.874 (1.477)
Mother's years of education	0.007 (0.027)	0.028 (0.134)	0.274 (0.184)
Father's years of education	-0.009 (0.028)	-0.098 (0.126)	-0.343* (0.182)
Only child	-0.176 (0.290)	-0.603 (0.995)	0.343 (1.570)
Attended kindergarten	-0.049 (0.127)	-0.097 (0.512)	-0.960 (1.144)
Repeated grade in primary school	0.593 (0.447)	0.446 (1.090)	-0.015 (1.914)
Books at home (from 1 "very few" to 5 "many")	-0.031 (0.066)	0.004 (0.273)	0.129 (0.517)
6th grade class rank	-0.005 (0.007)	0.018 (0.020)	-0.015 (0.046)
Subjective difficulty of 6th grade English	-0.063 (0.100)	0.087 (0.281)	0.097 (0.528)
Subjective difficulty of 6th grade Math	0.042 (0.093)	0.348 (0.322)	0.246 (0.552)
Subjective difficulty of 6th grade Chinese	0.075 (0.104)	-0.023 (0.370)	-0.194 (0.686)
School fixed effects	Yes	Yes	Yes
Observations	150	150	150
R-squared	0.174	0.116	0.160
F-statistic	0.454	0.572	1.728
Prob > F	0.975	0.920	0.0475

Notes: OLS estimates are reported. The unit of observation is a class. "Class averages" are classroom characteristics averaged over both local and migrant students. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .



Table A8. Instrument balance test: characteristics of subject teachers

	(1)	(2)	(3)	(4)
	Share of local classmates with OSMBF (instrument)			
Class size	-0.002 (0.002)	0.000 (0.002)	-0.002 (0.003)	-0.001 (0.004)
Share of rural migrant students in class	0.244 (0.172)	0.199 (0.183)	0.153 (0.180)	0.228 (0.236)
English teacher female	0.042 (0.034)			0.065 (0.052)
English teacher age	-0.000 (0.005)			0.001 (0.005)
English teacher education (indicator for higher degree)	0.073 (0.053)			0.092 (0.088)
English teacher experience (years)	0.003 (0.004)			0.002 (0.005)
English teacher job tenure (years)	-0.001 (0.002)			-0.002 (0.003)
English teacher has received award	0.002 (0.027)			-0.013 (0.043)
Math teacher female		0.005 (0.024)		0.013 (0.039)
Math teacher age		-0.003 (0.003)		0.001 (0.004)
Math teacher education (indicator for higher degree)		0.015 (0.021)		0.020 (0.041)
Math teacher experience (years)		0.001 (0.002)		-0.002 (0.003)
Math teacher job tenure (years)		-0.001 (0.002)		0.000 (0.002)
Math teacher has received award		0.001 (0.017)		-0.003 (0.022)
Chinese teacher female			-0.001 (0.027)	-0.003 (0.043)
Chinese teacher age			0.001 (0.003)	0.002 (0.003)
Chinese teacher education (indicator for higher degree)			-0.040 (0.033)	-0.024 (0.053)
Chinese teacher experience (years)			-0.003 (0.003)	-0.003 (0.004)
Chinese teacher job tenure (years)			0.004* (0.002)	0.002 (0.003)
Chinese teacher has received award			-0.008 (0.025)	-0.012 (0.042)
School fixed effects	Yes	Yes	Yes	Yes
Observations	143	142	146	134
R-squared	0.099	0.051	0.075	0.165
F-statistic	0.687	0.587	1.212	0.762
Prob > F	0.701	0.785	0.304	0.748

Notes: OLS estimates are reported. The unit of observation is a class. Robust standard errors clustered at the school level are in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

Table A9. Correlations between characteristics of students and their assigned teachers

	(1)	(2)	(3)	(4)	(5)	(6)
	Teacher characteristic:					
	Female	Age	Edu.	Exp.	Tenure	Award
Age	-0.003 (0.017)	-0.344* (0.200)	0.008 (0.015)	-0.340 (0.220)	0.028 (0.157)	-0.029* (0.015)
Female	0.018 (0.023)	0.420 (0.341)	0.004 (0.019)	0.409 (0.372)	0.415 (0.252)	-0.005 (0.021)
Mother's years of education	0.002 (0.004)	0.012 (0.049)	-0.003 (0.004)	0.003 (0.060)	0.013 (0.049)	0.006 (0.004)
Father's years of education	-0.001 (0.004)	-0.031 (0.078)	0.004 (0.004)	-0.039 (0.080)	0.009 (0.046)	0.000 (0.004)
Only child	0.002 (0.022)	0.577 (0.350)	-0.005 (0.020)	0.261 (0.576)	0.572** (0.252)	0.013 (0.025)
Attended kindergarten	0.015 (0.022)	-0.110 (0.357)	0.000 (0.024)	-0.065 (0.412)	-0.193 (0.249)	0.003 (0.027)
Repeated grade in primary school	0.013 (0.037)	0.415 (0.679)	-0.022 (0.029)	0.390 (0.667)	0.071 (0.313)	0.028 (0.033)
Books at home (from 1 "very few" to 5 "many")	0.002 (0.012)	0.193 (0.209)	-0.014 (0.010)	0.199 (0.216)	-0.068 (0.093)	0.015 (0.013)
6th grade class rank	0.001 (0.001)	-0.032* (0.017)	-0.001 (0.001)	-0.031 (0.019)	-0.028** (0.013)	-0.001 (0.001)
Subjective difficulty of 6th grade English	0.008 (0.013)	0.071 (0.160)	-0.002 (0.009)	0.052 (0.254)	0.027 (0.085)	-0.002 (0.012)
Subjective difficulty of 6th grade Math	0.018 (0.012)	0.232 (0.227)	-0.003 (0.008)	0.126 (0.238)	-0.080 (0.158)	0.010 (0.013)
Subjective difficulty of 6th grade Chinese	-0.026* (0.014)	-0.086 (0.197)	0.012 (0.011)	-0.025 (0.249)	0.034 (0.127)	-0.002 (0.016)
School fixed effects	Y	Y	Y	Y	Y	Y
Observations	1,133	1,133	1,133	1,133	1,133	1,133
R-squared	0.007	0.018	0.008	0.011	0.021	0.013
F-stat	1.404	0.965	0.919	0.914	1.267	0.986
Prob > F	0.183	0.489	0.532	0.537	0.256	0.470

Notes: OLS estimates are reported. The unit of observation is an individual student; the sample is migrant students. Robust standard errors clustered at the school level are in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1.

Table A10. Placebo instrument balance test: class-level data from schools with nonrandom class assignment

	(1) Share of local classmates with OSMBF (instrument)	(2) Indicator for within school maximum of share of local classmates with OSMBF
Class size	0.010 (0.009)	-0.012 (0.120)
Share of rural migrant students in class	0.927* (0.464)	5.064 (5.080)
Teacher female	-0.018 (0.047)	0.694 (0.686)
Teacher age	-0.003 (0.013)	-0.095 (0.175)
Teacher education (indicator for higher degree)	0.047 (0.064)	-0.917 (0.649)
Teacher experience (years)	0.004 (0.014)	0.046 (0.184)
Teacher job tenure (years)	0.002 (0.004)	0.045 (0.051)
Teacher has received award	0.009 (0.044)	0.079 (0.431)
School fixed effects	Y	Y
Observations	26	26
R-squared	0.573	0.667
F-statistic	11.91	33.28
Prob > F	<0.01	<0.01

Notes: OLS estimates are reported. The unit of observation is a class. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A11. Alternative parameterizations of discrimination: instrument first stage

	(1)	(2)	(3)	(4)	(5)
	<i>Share of students in class who think local classmates will do the following to rural migrants:</i>				
	Make complaints	Not play together	Not make friends	Not discuss schoolwork	PCA disc. index
Share of local classmates with OSMBF	-0.389 (0.275)	-0.948*** (0.100)	-0.584** (0.289)	0.126 (0.171)	-9.586*** (1.061)
Observations	1,276	1,276	1,276	1,276	1,276
Kleibergen-Paap <i>F</i> -statistic	2.026	99.046	4.298	0.490	91.640

Notes: OLS estimates are reported. The unit of observation is an individual student; the sample is migrant students. Perceived discrimination measures are reported by local students. The discrimination index in Column 5 is constructed using a principal component analysis. All models include school fixed effects and individual, teacher and class controls as in Tables 7 and 8. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A12. Alternative parameterizations of discrimination: effect of perceived discrimination

	(1)	(2)
	English	Math
<b>Panel A: OLS</b>		
Share local classmates who: make complaints	-0.623** (0.254)	-0.383 (0.255)
Share local classmates who: not play together	-0.439** (0.219)	-0.086 (0.239)
Share local classmates who: not make friends	-0.229 (0.301)	0.097 (0.347)
PCA disc. index	-0.042* (0.022)	-0.007 (0.024)
<b>Panel B: IV</b>		
Share local classmates who: make complaints	-1.531 (1.045)	-1.132 (0.908)
Share local classmates who: not play together	-0.625*** (0.220)	-0.463* (0.238)
Share local classmates who: not make friends	-1.007 (0.659)	-0.745 (0.548)
PCA disc. index	-0.062*** (0.022)	-0.046* (0.024)

Notes: OLS estimates are reported in Panel A. 2SLS estimates are reported in Panel B. The unit of observation is an individual student; the sample is migrant students. Each cell represents one regression model. The row variable describes the measure of discrimination against rural migrants in the corresponding specifications. All models include school fixed effects and individual, teacher and class controls as in Tables 7 and 8. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A13. Effect of perceived discrimination: subsample of schools where principals report no attempts by parents to intervene in class assignment

	(1)	(2)	(3)
	English	Math	Chinese
Class discrimination index (using IV)	-0.346*** (0.111)	-0.293*** (0.113)	0.059 (0.209)
Observations	1,116	1,115	1,116
R-squared	0.160	0.048	0.132

Notes: OLS estimates are reported. The unit of observation is an individual student; the sample is migrant students. All models include school fixed effects and individual, teacher and class controls as in Tables 7 and 8. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A14. Effect of perceived discrimination: additional controls

	(1)	(2)	(3)	(4)	(5)
<b>Panel A: English</b>					
Class discrimination index (using IV)	-0.336***	-0.414***	-0.256*	-0.542***	-0.835***
	(0.093)	(0.141)	(0.144)	(0.132)	(0.206)
R-squared	0.414	0.171	0.168	0.433	0.442
<b>Panel B: Mathematics</b>					
Class discrimination index (using IV)	-0.211**	-0.202	-0.019	-0.289**	-0.219**
	(0.083)	(0.139)	(0.109)	(0.118)	(0.099)
R-squared	0.324	0.082	0.074	0.339	0.361
Observations	965	1,240	1,160	965	897
School fixed effects	Y	Y	Y	Y	Y
Main individual controls	Y	Y	Y	Y	Y
Main teacher controls	Y	N	Y	Y	N
Main class controls	Y	Y	Y	Y	Y
Additional individual controls	Y	N	N	Y	Y
Additional class controls	N	Y	N	Y	Y
Subject teacher controls	N	N	Y	N	Y

Notes: 2SLS estimates are reported. The unit of observation is an individual student; the sample is migrant students. The class discrimination index is calculated from local students' reports of perceived discrimination. The main individual, main teacher and main class controls are the controls in our primary specification in Table 8. The additional individual controls are listed in Table A1. The additional class controls are the class averages listed in Table A2. The subject teacher controls are the characteristics of the English or mathematics teacher (as opposed to the head teacher). We do not include all of these controls in the primary specification because several of these variables have missing values that reduce the sample size. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .

Table A15. Probing channel through which classroom discrimination operates

	(1) Felt "blue" this week	(2) Felt depressed this week	(3) Felt unhappy this week	(4) Felt unjoyful this week	(5) Felt sad this week	(6) Confident in future
Class discrimination index (using IV)	0.130 (0.126)	0.062 (0.107)	0.055 (0.122)	0.173 (0.139)	0.101 (0.112)	-0.100 (0.110)
Observations	1,240	1,236	1,237	1,236	1,236	1,261
R-squared	0.028	0.023	0.020	0.024	0.027	0.052
Mean of dependent variable	2.219	1.930	2.236	1.763	2.011	3.243

Notes: 2SLS estimates are reported. The unit of observation is an individual student; the sample is migrant students. The class discrimination index is calculated from local students' reports of perceived discrimination. Dependent variables in Columns 1 to 5 are students' reports about the frequencies of experiencing the respective feeling during the previous 7 days on a scale from 1 (never) to 5 (always). The dependent variable in Column 6 is how much they agree that they feel confident about their future on a scale from 1 (strongly disagree) to 4 (strongly agree). All models include school fixed effects and individual, teacher and class controls as in Tables 7 and 8. Robust standard errors clustered at the school level are in parentheses. \*\*\*  $p < 0.01$ , \*\*  $p < 0.05$ , \*  $p < 0.1$ .