Appendices

Appendix A1. Survey Items for Georgia Elementary School Climate Survey 2017-2024

Item	Inter-item Covariance	Alpha
Adult and Institutional Support		**.729**
I like school	0.14	0.68
My school wants me to do well	0.17	0.69
My school has clear rules for behavior	0.16	0.69
I feel safe at school	0.13	0.65
Teachers treat me with respect	0.14	0.65
Good behavior is noticed at my school	0.14	0.68
There is an adult at my school who will help me if I need it	0.15	0.67
Test Scale	0.15	0.71
Peer and Behavioral Climate		**.678**
Students in my class behave so that teachers can teach	0.31	0.59
I get along with other students	0.33	0.62
Students treat each other well	0.21	0.45
Test Scale	0.28	0.65

Note. Appendix Table 2 presents inter-item covariances and Alpha coefficients for the school climate scale pooled across the 2016-2017 to 2023-2024 academic years for Factor 1 and Factor 2. The questions were answered on a Likert scale of often, always, sometimes and never. Question 2 "I feel like I do well in school " did not load onto either of the two factors.

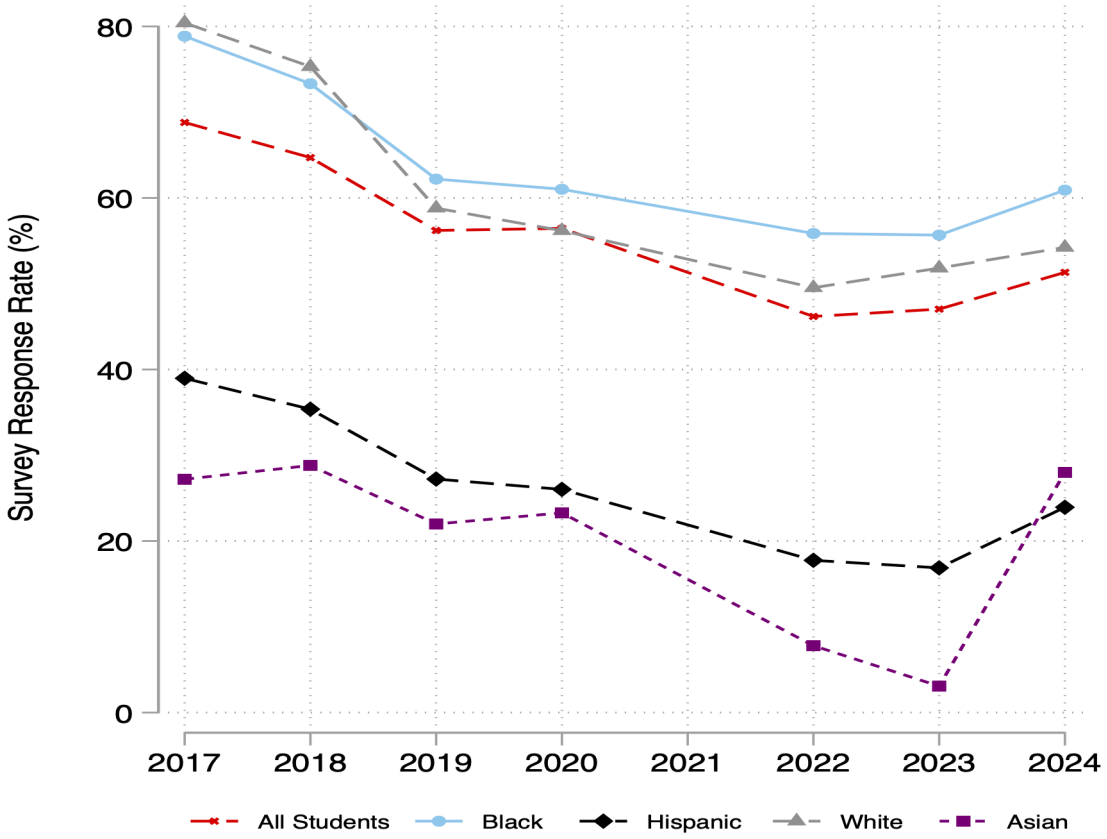
Table A2. Factor Analysis Outcomes

Standardized Pattern Loadings From the Three-Factor Target-ESEM Validation Model

Item	Adult and Institutional Support	Peer and Behavioral Climate	Bullying	R^2
q01. I like school	**.457**	.216	.097	.337
q03. My school wants me to do well	**.788**	-.180	-.020	.489
q04. My school has clear rules for behavior	**.695**	-.110	.013	.396
q05. I feel safe at school	**.535**	.182	-.074	.484
q06. Teachers treat me with respect	**.721**	.052	-.001	.569
q07. Good behavior is noticed	**.444**	.176	.045	.306
q08. Students behave so teachers can teach	.071	**.612**	.036	.417
q09. I get along with other students	.150	**.446**	-.161	.397
q10. Students treat each other well	-.003	**.790**	-.038	.643
q11. There is an adult at my school who will help me	**.763**	-.095	-.009	.507
q12. Hit or kicked	-.014	.019	**.826**	.681
q13. Rumors spread	.027	-.056	**.805**	.665
q14. Threatened	-.024	.022	**.843**	.713
q15. Left out	.019	-.031	**.753**	.573

Note. N = 141,109 students nested within 628 schools. Values are STDYX-standardized target-ESEM pattern coefficients estimated with WLSMV and the THETA parameterization, with school-level clustering. Primary target loadings are shown in bold; all cross-loadings were estimated freely but targeted toward zero. R^2 is the proportion of latent-response variance accounted for by the three factors. Model fit: $\chi^2(51) = 4{,}715.68$, CFI = .976, TLI = .957, RMSEA = .025, 90% CI [.025, .026], SRMR = .013. Latent-factor correlations were r = .611 for Support with Peer, r = -.376 for Support with Bullying, and r = -.354 for Peer with Bullying. The q12-q15 labels are abbreviated item descriptors because the exact survey wording was not included in the supplied factor-loading reference table.

Appendix A3. Response Rate by Year for Students Disaggregated by Race



Note. This figure displays the response rate (%) for all students and disaggregated by race. The "Other" race category is not included here, as the calculation of this category changed starting in 2019, which leads to incorrect response rate comparisons across survey years.

Appendix A4. Racial School Climate Gaps- OLS, Fixed Effects and HLM

	Adult and Institutional Support			Peer and Behavioral Climate		
VARIABLES	OLS	FEs	HLM	OLS	FEs	HLM
Black	-0.143***	-0.116***	-0.110***	-0.236***	-0.216***	-0.210***
	(0.007)	(0.005)	(0.006)	(0.007)	(0.005)	(0.005)
Hispanic	0.015	0.008	-0.001	0.043***	0.022***	0.030***
	(0.011)	(0.008)	(0.010)	(0.011)	(0.007)	(0.010)
Asian	0.043	0.044**	0.049	0.002	-0.035***	-0.030
	(0.035)	(0.017)	(0.041)	(0.026)	(0.012)	(0.038)
Other Race	-0.173***	-0.133***	-0.140***	-0.159***	-0.139***	-0.132***
	(0.010)	(0.007)	(0.006)	(0.010)	(0.007)	(0.006)
Female	0.204***	0.205***	0.203***	-0.003	-0.002	-0.004*
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.002)
Bullying	-0.294***	-0.276***	-0.274***	-0.312***	-0.292***	-0.294***
	(0.003)	(0.002)	(0.002)	(0.003)	(0.003)	(0.002)
Grade 4	-0.137***	-0.136***	-0.135***	-0.180***	-0.180***	-0.177***
	(0.004)	(0.004)	(0.003)	(0.005)	(0.004)	(0.004)
Grade 5	-0.295***	-0.288***	-0.284***	-0.291***	-0.287***	-0.282***
	(0.005)	(0.005)	(0.004)	(0.005)	(0.005)	(0.004)
Black- Enrollment %	-0.059***	0.049	-0.015	-0.123***	-0.115***	-0.117***
	(0.014)	(0.036)	(0.014)	(0.014)	(0.036)	(0.015)
Hispanic- Enrollment %	-0.036***	-0.019	-0.032***	-0.027***	-0.046*	-0.036***
	(0.007)	(0.026)	(0.010)	(0.007)	(0.025)	(0.011)
Black teacher %	-0.038***	-0.003	-0.017	0.025**	0.012	0.024*
	(0.012)	(0.019)	(0.011)	(0.012)	(0.021)	(0.013)
Hispanic teacher %	-0.011**	0.002	-0.008	-0.010**	0.002	-0.002
	(0.005)	(0.005)	(0.007)	(0.004)	(0.005)	(0.009)
New Teachers %	-0.009**	-0.001	-0.005	0.000	-0.002	-0.003
	(0.004)	(0.004)	(0.004)	(0.004)	(0.004)	(0.005)
Average Teaching Experience	0.018***	0.020***	0.010	0.025***	0.016***	0.008
	(0.006)	(0.005)	(0.007)	(0.006)	(0.006)	(0.008)
Student-Teacher Ratio	-0.010	0.035	-0.065	-0.079	-0.219**	-0.221**
	(0.083)	(0.093)	(0.095)	(0.088)	(0.090)	(0.110)
Urban School	0.062***		0.036	0.025		-0.009
	(0.015)		(0.025)	(0.016)		(0.028)
Rural School	0.042***		0.080***	-0.011		-0.022
	(0.014)		(0.020)	(0.013)		(0.022)
Direct Certificate %	0.078***	0.002	0.034***	0.008	0.037**	0.024**
	(0.009)	(0.015)	(0.009)	(0.010)	(0.016)	(0.010)
Student-Counsellor Ratio	-0.005	0.000	0.001	-0.004	0.001	0.002
	(0.004)	(0.004)	(0.005)	(0.005)	(0.005)	(0.007)
Students with incidents %	-0.028***	-0.040***	-0.045***	-0.041***	-0.041***	-0.056***
	(0.006)	(0.007)	(0.007)	(0.007)	(0.008)	(0.009)

Observations	1,383,937	1,383,937	1,383,937	1,383,937	1,383,937	1,383,937

Note. This table represents the racial gaps between Black, Hispanic, Asian and "other" race students and White students including all covariates using OLS, school-year fixed effects, and hierarchical linear models for the two factors. Standard errors are clustered at the school level. *** $p<0.01$, ** $p<0.05$, * $p<0.10$

Appendix A5. Measurement Invariance of the Three-Factor Target-ESEM Across Administrations and Racial/Ethnic Groups

Model	Groups	*N*	χ^2 (*df*)	CFI	TLI	RMSEA	SRMR	$\Delta\chi^2$ (Δ*df*)
Across administrations								
Configural	7	1,412,669	48,740.15 (357)	.970	.947	.026	.013	—
Scalar	7	1,412,669	29,988.99 (729)	.982	.984	.014	.015	3,883.31 (372)***
Across racial/ethnic groups								
Configural	5	1,412,669	32,411.04 (255)	.966	.939	.021	.014	—
Scalar	5	1,412,669	28,964.92 (503)	.970	.973	.014	.020	11,119.31 (248)***
Race × administration (joint)								
Configural	28	1,388,855	43,246.95 (1,428)	.980	.965	.024	.014	—
Scalar	28	1,388,855	55,025.65 (3,102)	.975	.980	.018	.021	28,007.58 (1,674)***
Asian/Pacific Islander across five administrations								
Configural	5	23,189	863.42 (255)	.984	.972	.023	.016	—
Scalar	5	23,189	914.27 (503)	.989	.990	.013	.020	321.36 (248)**

Note. ESEM = exploratory structural equation modeling. All models were estimated with the 14-item, three-factor target-ESEM using weighted least squares mean- and variance-adjusted estimation with a design-based correction for clustering within schools. Configural models imposed the common three-factor structure while allowing measurement parameters to vary across groups; scalar models constrained factor loadings and ordinal thresholds to equality. Difference tests are robust χ^2 difference tests (Asparouhov & Muthén, 2006). Because these are computed with mean- and variance-adjusted statistics, χ^2 values are not directly comparable across nested models, and approximate fit indices need not change monotonically as constraints are added; an increase in an individual fit index was therefore not interpreted as evidence that the constrained model fit better. Asian/Pacific Islander students were excluded from the joint race × administration model because of sparse coverage in 2021–22 and 2022–23, including one response category with no observations, and were evaluated separately across the five adequately represented administrations.
**$p < .01$. ***$p < .001$.

Appendix A6. Statewide Racial School Climate Gaps Over Time

	Adult and Institutional Support				Peer and Behavioral Climate			
VARIABLES	Black	Hispanic	Asian	Other	Black	Hispanic	Asian	Other
Racial School Climate Gap at Baseline								
Racial School Climate Gap in 2017	-0.247***	-0.024	-0.002	-0.204***	-0.475***	0.014	0.081*	-0.162***
	(0.014)	(0.016)	(0.050)	(0.029)	(0.015)	(0.019)	(0.045)	(0.037)
School Climate Gap relative to baseline								
2018	-0.024*	-0.005	-0.060**	-0.036	-0.001	-0.012	-0.032	-0.020
	(0.012)	(0.018)	(0.027)	(0.030)	(0.014)	(0.021)	(0.028)	(0.034)
2019	-0.048***	-0.095***	-0.069**	-0.096***	-0.032*	-0.082***	-0.086***	-0.057
	(0.017)	(0.027)	(0.031)	(0.030)	(0.019)	(0.029)	(0.028)	(0.038)
2020	-0.074***	-0.101***	0.006	-0.066**	-0.035	-0.072**	-0.049	-0.062
	(0.020)	(0.032)	(0.042)	(0.032)	(0.022)	(0.036)	(0.049)	(0.040)
2022	-0.058***	-0.150***	-0.082	-0.001	0.022	-0.103***	-0.078	0.019
	(0.020)	(0.033)	(0.073)	(0.037)	(0.023)	(0.033)	(0.051)	(0.042)
2023	-0.096***	-0.185***	-0.077	0.055	-0.015	-0.104**	-0.036	0.023
	(0.023)	(0.045)	(0.169)	(0.042)	(0.025)	(0.046)	(0.077)	(0.047)
2024	-0.116***	-0.152***	0.028	0.004	-0.022	-0.097**	-0.004	0.007
	(0.019)	(0.034)	(0.043)	(0.033)	(0.021)	(0.041)	(0.039)	(0.039)
Observations	1,171,586	693,331	598,901	674,112	1,171,586	693,331	598,901	674,112

Note. Table 2 presents mean differences in racial-ethnic minoritized students' school climate perceptions relative to their White peers for elementary schools in Georgia from the 2016 academic year through 2024. The coefficient for 'Other' represents students who endorse 'Other' as their racial-ethnic background on the Georgia School Health Survey. Coefficients representing the mean differences on the overall school climate scale between Black, Hispanic, Asian, and 'Other race' students compared to White students are presented for the baseline year (row 2), and additional coefficients depict the variation in these gaps relative to baseline (columns 2-5). All models include robust standard errors clustered to the school level.

*** p<0.01, ** p<0.05, * p<0.10

Appendix A7. Statewide Racial School Climate Gaps, Pre- vs. Post-COVID

	Adult and Institutional Support				Peer and Behavioral Climate			
VARIABLES	Black	Hispanic	Asian	Other	Black	Hispanic	Asian	Other
Student Race	-0.268***	-0.051***	-0.044	-0.256***	-0.483***	-0.012	0.046	-0.178***
	(0.013)	(0.015)	(0.048)	(0.018)	(0.013)	(0.018)	(0.037)	(0.018)
Post-Covid	0.006	0.006	0.006	0.006	-0.006	-0.006	-0.006	-0.006
	(0.008)	(0.008)	(0.008)	(0.008)	(0.009)	(0.009)	(0.009)	(0.009)
Race*Post-Covid	-0.067***	-0.109***	0.051*	0.042**	-0.009	-0.059***	0.018	0.010
	(0.012)	(0.018)	(0.028)	(0.017)	(0.014)	(0.022)	(0.032)	(0.017)
Observations	1,171,586	693,331	598,901	674,112	1,171,586	693,331	598,901	674,112

Note. Table A4 presents mean differences in racial-ethnic minoritized students' school climate perceptions relative to their White peers for elementary schools in Georgia, comparing the pre-COVID period (2017-2019) to the post-COVID period (2020, 2022-2024). The 2021 academic year is excluded due to disruptions in survey administration during the pandemic. The coefficient for 'Other' represents students who endorse 'Other' as their racial-ethnic background on the Georgia School Health Survey. The interaction term reflects the change in each racial-ethnic gap in the post-COVID period relative to the pre-COVID period. All models include robust standard errors clustered to the school level.

Appendix A8. Racial School Climate Gaps after Accounting for Individual and School Level Characteristics with Weights

	Adult and Institutional Support			Peer and Behavioral Climate		
VARIABLES	Model 1	Model 2	Model 3	Model 1	Model 2	Model 3
Black	-0.281***	-0.237***	-0.148***	-0.465***	-0.411***	-0.239***
	(0.011)	(0.010)	(0.007)	(0.012)	(0.010)	(0.006)
Hispanic	-0.095***	-0.109***	-0.014	-0.043***	-0.049***	0.024**
	(0.014)	(0.012)	(0.010)	(0.016)	(0.014)	(0.010)
Asian	-0.025	-0.039	0.039	0.043	0.028	0.003
	(0.035)	(0.028)	(0.028)	(0.031)	(0.024)	(0.021)
Other Race	-0.226***	-0.239***	-0.175***	-0.197***	-0.206***	-0.165***
	(0.011)	(0.010)	(0.008)	(0.013)	(0.011)	(0.008)
Female		0.203***	0.202***		-0.003	-0.003
		(0.003)	(0.003)		(0.003)	(0.003)
Bullying		-0.300***	-0.299***		-0.323***	-0.318***
		(0.003)	(0.003)		(0.003)	(0.003)
Grade 4		-0.142***	-0.139***		-0.183***	-0.182***
		(0.004)	(0.004)		(0.005)	(0.005)
Grade 5		-0.297***	-0.292***		-0.294***	-0.292***
		(0.005)	(0.005)		(0.005)	(0.005)
Black- Enrollment %			-0.060***			-0.121***
			(0.013)			(0.013)
Hispanic- Enrollment %			-0.028***			-0.022***
			(0.006)			(0.007)
Black teacher %			-0.034***			0.024*
			(0.011)			(0.014)
Hispanic teacher %			-0.012***			-0.011***
			(0.004)			(0.004)
New Teachers %			-0.010***			-0.002

			(0.004)			(0.004)
Average Experience of teachers			0.017***			0.025***
			(0.006)			(0.006)
Student-Teacher Ratio			0.004			0.006
			(0.083)			(0.131)
Urban School			0.065***			0.025
			(0.014)			(0.016)
Rural School			0.041***			-0.013
			(0.014)			(0.014)
Direct Certificate %			0.079***			0.012
			(0.009)			(0.011)
Student Counsellor Ratio			-0.003			-0.003
			(0.004)			(0.005)
Students with incidents %			-0.028***			-0.043***
			(0.006)			(0.008)
Observations	1,379,898	1,379,346	1,352,480	1,379,898	1,379,346	1,352,480

Note. Table A6 presents Table 3 in the main manuscript with weights. This analysis is done on a reduced sample doe to unavailability of items needed for the calculation of weights. ***
p<0.01, ** p<0.05, * p<0.10

Appendix A9. Correlates of School Climate by Race with Weights

	Adult and Institutional Support					Peer and Behavioral Climate				
VARIABLES	Black	Hispanic	White	Asian	Others	Black	Hispanic	White	Asian	Others
Female	0.158***	0.181***	0.248***	0.186***	0.219***	-0.050***	-0.034***	0.049***	-0.030**	0.011
	(0.004)	(0.008)	(0.003)	(0.014)	(0.010)	(0.004)	(0.008)	(0.003)	(0.014)	(0.009)
Bullying	-0.244***	-0.327***	-0.318***	-0.329***	-0.298***	-0.252***	-0.326***	-0.353***	-0.331***	-0.290***
	(0.003)	(0.005)	(0.003)	(0.016)	(0.007)	(0.003)	(0.005)	(0.003)	(0.011)	(0.007)
Grade 4	-0.192***	-0.063***	-0.097***	-0.086***	-0.120***	-0.231***	-0.116***	-0.145***	-0.077***	-0.155***
	(0.006)	(0.012)	(0.005)	(0.022)	(0.013)	(0.006)	(0.013)	(0.006)	(0.021)	(0.014)
Grade 5	-0.372***	-0.154***	-0.232***	-0.189***	-0.285***	-0.346***	-0.196***	-0.256***	-0.136***	-0.271***
	(0.007)	(0.011)	(0.006)	(0.026)	(0.020)	(0.007)	(0.012)	(0.006)	(0.020)	(0.021)
Black- Enrollment %	0.014	0.084	0.026	-0.058	0.139	-0.141***	-0.067	-0.175***	-0.070	-0.038
	(0.049)	(0.126)	(0.047)	(0.420)	(0.104)	(0.048)	(0.127)	(0.052)	(0.301)	(0.112)
Hispanic- Enrollment %	0.016	-0.003	-0.050	-0.136	-0.046	-0.051	0.014	-0.078**	-0.091	-0.118*
	(0.043)	(0.064)	(0.035)	(0.209)	(0.068)	(0.043)	(0.061)	(0.033)	(0.142)	(0.067)
Black teacher %	0.024	0.037	0.030	0.061	0.107	0.015	0.112**	0.056	0.091	0.164***
	(0.022)	(0.051)	(0.039)	(0.202)	(0.067)	(0.024)	(0.055)	(0.037)	(0.137)	(0.058)
Hispanic teacher %	0.005	0.004	0.009	-0.016	0.020	0.011	-0.000	0.006	-0.016	0.022*
	(0.008)	(0.008)	(0.008)	(0.032)	(0.015)	(0.009)	(0.008)	(0.009)	(0.027)	(0.013)
New Teachers %	-0.006	-0.003	0.006	0.015	-0.024*	-0.006	0.004	-0.003	0.026	-0.027**
	(0.004)	(0.012)	(0.005)	(0.020)	(0.013)	(0.005)	(0.015)	(0.005)	(0.017)	(0.012)
Average Experience of teachers	0.025***	-0.009	0.009	0.018	0.014	0.023***	0.000	0.008	0.031	-0.019
	(0.006)	(0.016)	(0.008)	(0.048)	(0.018)	(0.007)	(0.021)	(0.009)	(0.042)	(0.015)
Student-Teacher Ratio	-0.027	-0.357*	-0.163	0.095	-0.808**	-0.255**	-0.389	-0.373***	-0.003	-0.416
	(0.118)	(0.205)	(0.130)	(0.704)	(0.361)	(0.116)	(0.241)	(0.137)	(0.687)	(0.363)
Direct Certificate %	0.065**	0.034	-0.026	-0.003	-0.058	0.077***	0.045	0.011	0.063	-0.040
	(0.026)	(0.029)	(0.020)	(0.079)	(0.042)	(0.029)	(0.036)	(0.020)	(0.058)	(0.040)
Student Counsellor Ratio	0.002	-0.001	-0.004	-0.006	0.005	-0.003	0.011	-0.002	-0.011	0.002
	(0.006)	(0.009)	(0.006)	(0.024)	(0.011)	(0.007)	(0.011)	(0.006)	(0.022)	(0.012)
Students with incidents %	-0.046***	-0.053***	-0.024**	-0.170	-0.049	-0.048***	-0.049**	-0.017	-0.058	-0.062**
	(0.008)	(0.019)	(0.010)	(0.105)	(0.030)	(0.009)	(0.020)	(0.011)	(0.094)	(0.028)
Observations	559,856	115,878	555,986	23,797	96,963	559,856	115,878	555,986	23,797	96,963

Note. This table shows analysis presented in Table 4 with inverse probability weights. *** p<0.01, ** p<0.05, * p<0.10

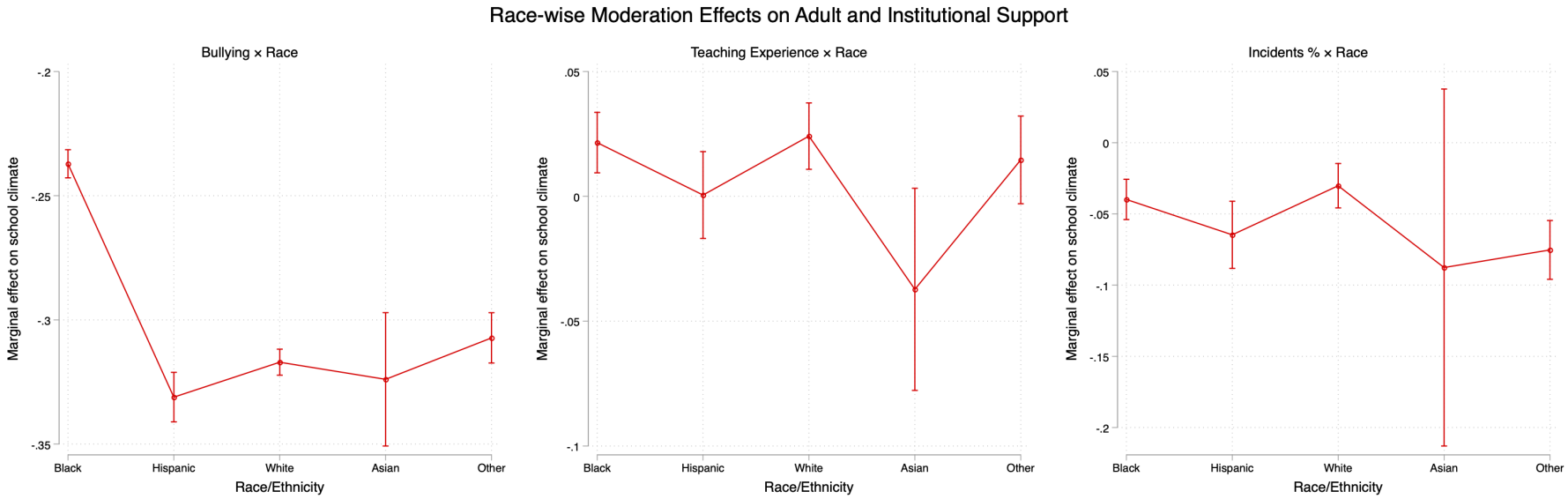
Appendix A10. Moderating Effect of Bullying, Teaching Experience, and Discipline on Race for School Climate Perceptions

	Adult and Institutional Support			Peer and Behavioral Climate		
VARIABLES	Bullying x Race	Teaching Exp x Race	Incidents% x Race	Bullying x Race	Teaching Exp x Race	Incidents% x Race
Black or African American	-0.115***	-0.113***	-0.116***	-0.214***	-0.215***	-0.214***
	(0.005)	(0.006)	(0.006)	(0.005)	(0.005)	(0.005)
Hispanic or Latino	0.003	0.006	0.000	0.023***	0.020**	0.022***
	(0.008)	(0.009)	(0.008)	(0.007)	(0.008)	(0.007)
Asian or Pacific Islander	0.041**	0.047***	0.006	-0.034***	-0.033***	0.027
	(0.019)	(0.016)	(0.052)	(0.012)	(0.011)	(0.040)
Other	-0.130***	-0.131***	-0.149***	-0.132***	-0.138***	-0.155***
	(0.007)	(0.007)	(0.007)	(0.007)	(0.007)	(0.007)
Bullying	-0.317***			-0.353***		
	(0.003)			(0.003)		
Black*Bullying	0.080***			0.108***		
	(0.004)			(0.004)		
Hispanic*Bullying	-0.014**			0.028***		
	(0.006)			(0.006)		
Asian*Bullying	-0.007			0.021*		
	(0.014)			(0.011)		
Other Race*Bullying	0.010*			0.048***		
	(0.005)			(0.005)		
Average Experience of teachers		0.024***			0.018***	
		(0.007)			(0.007)	
Black*Avg Experience of teachers		-0.003			-0.002	
		(0.007)			(0.007)	
Hispanic*Avg Experience of teachers		-0.024**			-0.016	
		(0.009)			(0.010)	
Asian*Avg Experience of teachers		-0.061***			-0.043***	
		(0.019)			(0.010)	
Other Race*Avg Experience of teachers		-0.010			-0.002	

		(0.008)			(0.008)	
Students with incidents %			-0.030***			-0.024***
			(0.008)			(0.009)
Black*Students with incident (%)			-0.010*			-0.022***
			(0.005)			(0.006)
Hispanic*Students with incident (%)			-0.035***			-0.021**
			(0.011)			(0.010)
Asian*Students with incident (%)			-0.058			0.064
			(0.064)			(0.049)
Other Race*Students with incident (%)			-0.046***			-0.051***
			(0.008)			(0.010)
Constant	0.146***	0.147***	0.151***	0.270***	0.274***	0.278***
	(0.007)	(0.007)	(0.007)	(0.007)	(0.007)	(0.007)
Observations	1,383,937	1,383,937	1,383,937	1,383,937	1,383,937	1,383,937
R-squared	0.160	0.159	0.159	0.199	0.196	0.196

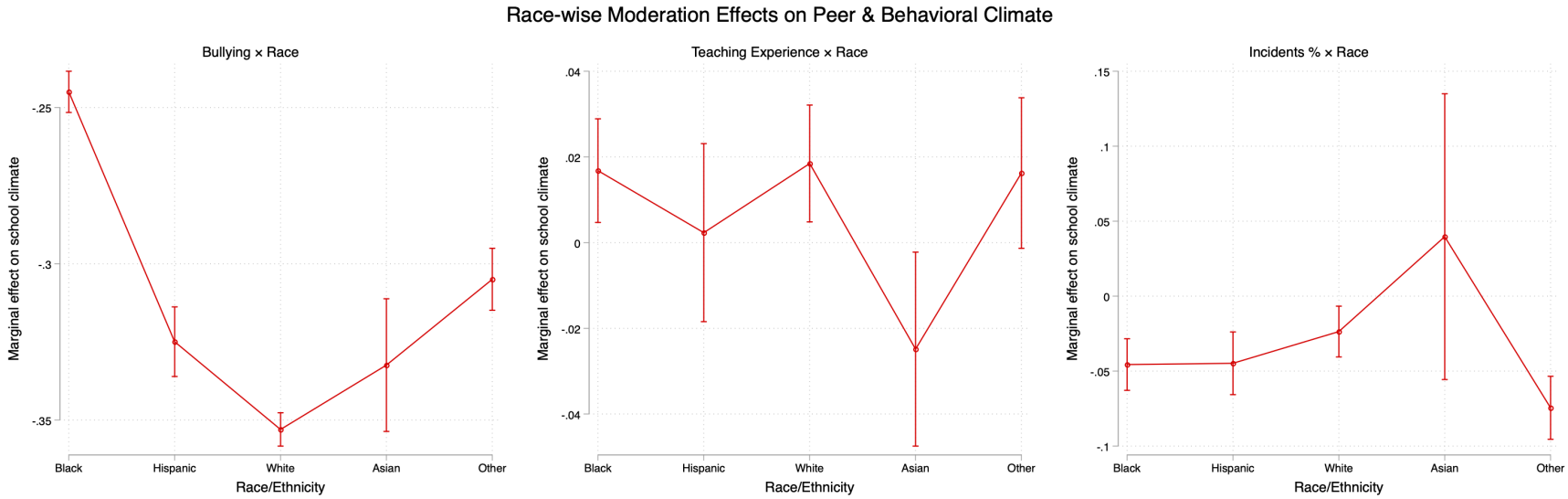
Note. This table presents the moderating effects of bullying, teacher experience and percentage of incidents (proxy for discipline) on school climate for different racial groups. Covariates used in all analyses, are used for these models are well, but are not presented here for brevity. Please contact the authors for full results. Standard errors are clustered at the school level.
*** p<0.01, ** p<0.05, * p<0.10

Appendix A11. Margins Plot for the three moderation analyses for Factor Adult and Institutional Support.



Note. Marginal effects of bullying victimization, average teacher experience, and the percentage of students with disciplinary incidents on perceptions of Adult and Institutional Support, estimated separately for each racial/ethnic group from models interacting each factor with student race. Bars represent 95% confidence intervals. All models include the full set of individual- and school-level covariates. Estimates for Asian students are imprecise across all three panels and should be interpreted with caution.

Appendix A12. Margins Plot for the three moderation analyses for Peer and Behavioral Climate.



Note. Marginal effects of bullying victimization, average teacher experience, and the percentage of students with disciplinary incidents on perceptions of Peer and Behavioral Climate, estimated separately for each racial/ethnic group from models interacting each factor with student race. Bars represent 95% confidence intervals. All models include the full set of individual- and school-level covariates. Estimates for Asian students are imprecise across all three panels and should be interpreted with caution.