Class is in Session: Social Class Discrimination and Academic Outcomes Among Adolescents

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Manuel Abundis-Morales is a doctoral student in the developmental psychology program at the University of California, Santa Cruz. His research interests include understanding youth engagement on social media toward promoting social change and improving institutional support for first-generation college students during their transition from community college to university

Busra Dogru recently completed her Master's degree in Social, Personality, and Affective Science at San Francisco State University. Her thesis examined the association between social class discrimination and adolescent mental health, including depressive symptoms and self-esteem. She contributed to research highlighting social disparities and youth experiences of discrimination and well-being.

Jay Espinoza is a recent graduate of San Francisco State University, where he earned a degree in Psychology. He plans to pursue a master's degree in Industrial Psychology. His interests include diversity and inclusion in the workforce and understanding their importance in the work environment.

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Class is in Session: Social Class Discrimination and Academic Achievement Among Adolescents

Abstract

Despite research consistently showing that social class is associated with academic achievement, there has been limited attention to adolescents' experiences with social class discrimination and its links to academic achievement. To address this knowledge gap, we conducted a cross-sectional study with 1,558 adolescents (40.18% cisgender girls; aged 13-18 years, M_{age} = 16.17). Two measures of social class discrimination were included: an adapted scale and a measure that addressed multiple sources of social class discrimination. Hierarchical regression analyses indicated that both measures of social class discrimination were negatively associated with academic achievement, even after controlling for social class. Multiple sources of social class discrimination, including teachers, classmates, teenagers, friends, and community members were associated with academic achievement. Teacher-based social class discrimination had the largest effect. Age and gender moderated these associations indicating that the association between social class discrimination and academic achievement was stronger for younger adolescents and girls. Findings highlight social class discrimination as a critical factor contributing to academic outcomes among adolescents.

Keywords: social class discrimination, academic achievement, adolescence

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1. Introduction

Poverty continues to pose challenges to human development. In 2023, there were almost 37 million people living in poverty in the United States (Shrider, 2024). Further, children are twice as likely to experience extreme poverty compared to adults (Salmeron-Gomez et al., 2023). Poverty is one component of social class that includes income, education, occupation, and perceived position in society (Diemer et al., 2013). For adolescents, social class is strongly connected to academic outcomes, such as educational attainment and achievement (Sirin, 2005). Adolescents who are disadvantaged in social class drop out of high school almost twice as much as adolescents who are advantaged in social class (McFarland et al., 2018). In turn, adolescent educational attainment is associated with adult earnings (Census, 2021). Thus, it is essential to identify new factors underlying the association between social class and academic outcomes.

Social class discrimination is a novel topic for understanding adolescent development (Fuller-Rowell et al., 2023; Mello, 2024) and may be linked to academic achievement. This form of discrimination refers to the interpersonal discrimination that adolescents experience because of their social class (Langhout et al., 2009; Liu et al., 2004; Mello, 2024). Theory has noted how adolescents may experience social class discrimination from multiple sources, such as teachers and friends (Mello, 2024). Empirical research has shown that social class discrimination is associated with physical health (Fuller-Rowell et al., 2012) and substance use (Sartor et al., 2021), yet our knowledge about social class discrimination and academic outcomes is limited (Mello, Kakar, Hennigan, et al., 2025). To address this gap, we examined social class discrimination and academic achievement with an adapted scale and one that addressed multiple

sources (teachers, classmates, teenagers, friends, and community members).

1.1 Social Class

For adolescents, social class is multidimensional and includes objective (familial education, occupation, and income) and subjective (perceived societal position) factors (Currie et al., 1997; Destin et al., 2012; Diemer et al., 2013; Duncan & Magnuson, 2003). Socioeconomic status (SES) refers to objective factors of social class. We use the term social class rather than SES because it is broader and is consistent with recommendations (Diemer et al., 2013). Social class in adolescence is associated with adult employment (Bureau of Labor Statistics, 2019), earnings (Census, 2021), and even life expectancy (Hummer & Hernandez, 2013). These associations are important given economic inequality worldwide (Institute for Policy Studies, 2025). Globally, about 1.5 billion children live in poverty (Salmeron-Gomez et al., 2023). In the United States, 15% of children live in poverty (Padilla, 2024; Shrider, 2024) and racial/ethnic minority groups comprise a disproportionate number of those who are disadvantaged in social class (U.S. Census Bureau, 2024).

Social class is strongly associated with academic achievement (Brooks-Gunn & Duncan, 1997; Harding, 2015; Morgan et al., 2016; Reardon, 2011; Reynolds & Walberg, 1992; Sirin, 2005). Meta-analyses have shown that adolescents disadvantaged in social class have lower academic achievement, less school engagement, and are more likely to drop out of high school than their more advantaged counterparts (Sirin, 2005). National data from the United States indicate that the high school dropout rate was almost twice as much for adolescents who were disadvantaged than their counterparts (McFarland et al., 2018). Adolescents who are disadvantaged in social class are 2.38 times less likely to earn a Bachelor’s degree and 3.44 times less likely to earn a graduate degree than their advantaged counterparts (Cohen et al., 2024).

These patterns are also shown globally (OECD, 2023).

1.2 Social class discrimination

Social class discrimination refers to the interpersonal bias one experiences because of their social class (Langhout et al., 2009; Liu et al., 2004; Mello, 2024). In the literature, classism has sometimes been used to refer to social class discrimination that occurs at multiple levels, such as interpersonal and societal (Langhout et al., 2009; Liu et al., 2004; Lott, 2002). In this paper, we use the term social class discrimination to focus on its interpersonal qualities and to be consistent with terminology that has been used in studies with adolescents (Fuller-Rowell et al., 2023; Mello, Kakar, & Jaramillo, 2025; Sartor et al., 2021). Social class discrimination may be experienced by those who are more (upward), less (downward), or similarly (lateral) advantaged (Liu et al., 2004). Most research on social class discrimination has included adults (Cattaneo et al., 2019; Cavalhieri & Chwalisz, 2020; Langhout et al., 2009; Thompson & Subich, 2013).

Recently, Mello (2024) proposed a new multidimensional conceptualization of social class discrimination for adolescents. Dimensions included overt (e.g., harassment) and subtle (e.g., exclusion) forms. Multiple sources were theorized, including teachers, classmates, teenagers, friends, and adults in the community. Several sources were needed to address the different individuals in the lives of adolescents. Specifically, classmates include adolescents within the classroom, friends include adolescents that are chums, and teenagers include adolescents in the wider world (e.g., neighborhood, public transportation, store, etc..). The unique developmental qualities of adolescence were discussed to note how social class discrimination might be particularly impactful for this period. Intersectionality was also described to note how social class discrimination intersects with marginalized identities. The model was informed by research on social inequality among children and young adolescents

(Elenbaas, 2019; Mistry et al., 2015; Mistry et al., 2021; Weinger, 1998). Drawing from sociocognitive and intergroup approaches, scholars have noted how views on fairness and morality develop from childhood to adolescence (Killen & Stangor, 2001; Mistry et al., 2021). In support, research shows that adolescents have a more complex understanding of exclusion and inequality than children (Elenbaas, 2019; Gonul et al., 2023).

Social psychological perspectives have also examined constructs akin to social class discrimination among adults (Chetty et al., 2022; Croizet & Claire, 1998; Kraus et al., 2012). Croizet and Claire (1998) applied the stereotype threat paradigm (Steele, 1997) to social class and found that college students underperformed on intellectual tests when primed with stereotypes concerning social class and intellectual performance. Kraus et al. (2012) suggested social class influenced behaviors via contexts. Other researchers have found that college students with rejection sensitivity based on social class and entity beliefs performed less well on academic tests than their counterparts (Rheinschmidt & Mendoza-Denton, 2014). Jordan et al. (2020) purported ambivalent classism as the benevolent attitudes towards individuals who were disadvantaged in social class. Chetty et al. (2022) applied social capital theory to show how economically diverse networks are positively associated with economic mobility among adults.

1.3 Academic Achievement

Qualitative research has demonstrated how social class discrimination is associated with academic achievement. Brantlinger (1993) showed that adolescents who were disadvantaged in social class reported negative relationships with their teachers, as indicated: “Some teachers say they care about you, but I have different feelings…They don’t care what I think. They act like they listen, but they really ignore you” (page 6). An ethnographic study conducted with racial/ethnic minority adolescents in an academically elite high school indicated that adolescents

witnessed teachers making derogatory comments about individuals who were disadvantaged in social class (Kuriloff & Reichert, 2003).

Quantitative studies on social class discrimination and academic outcomes have yielded mixed findings. One study of 1,678 high school students indicated a positive association between social class discrimination and adolescents' self-reported grade point average (Mello, Kakar, Hennigan, et al., 2025). Further, this particular study showed that the associations were stronger for younger adolescents and those advantaged in social class. However, Fernandez and Benner (2022) did not observe an association between social class discrimination and several academic outcomes, including educational expectations, school engagement, and self-reported average grades in high school. And a study with first-generation college students did not observe an association between social class discrimination and self-reported grade point average (Pargas, 2020). Yet, studies with college students have shown that social class discrimination was positively associated with academic outcomes. Langhout et al. (2009) found that social class discrimination was negatively associated with school belonging and positively associated with intentions to leave school. In another study of college students, Allan et al. (2016) demonstrated that social class discrimination was positively associated with academic satisfaction and self-reported grade point average. Additional studies are needed to resolve the discrepancies in the literature.

1.4 Intersectionality

Intersectional perspectives are critical for examining social class discrimination because individuals hold multiple identities that face oppression (Cole, 2009; Forcadell-Diez et al., 2023; hooks, 2000). Scholars have posited that adolescents navigate identities based on both social class and race/ethnicity (Velez & Spencer, 2018). Qualitative research indicates that adolescents

attribute experiences with discrimination to multiple identities, including social class, gender, and race/ethnicity (Ayres, 2009). A qualitative study with college students showed that social class was a salient identity (Thomas & Azmitia, 2014). Quantitative research has yielded mixed findings. One study indicated that European American adolescents experienced the most social class discrimination, followed by those with mixed race/ethnicities, Asian Americans, Hispanics, and African Americans (Bucchianeri et al., 2013). However, another study indicated that social class discrimination was experienced the most by African American/Black adolescents compared to other racial/ethnic groups (Mello, Kakar, & Jaramillo, 2025). Further research is needed to clarify the associations among marginalized identities and social class discrimination.

1.5 Measuring Social Class Discrimination

Research on social class discrimination among adolescents has been limited in part because of the absence of measures. Extant scales have been developed for college students (Langhout et al., 2007; Thompson & Subich, 2013), and are not age-appropriate for adolescents. Some researchers have adapted the Adolescent Discrimination Distress Index (ADDI; Fisher et al., 2000) to measure social class discrimination. The ADDI was developed to measure racial/ethnic discrimination. Studies using the ADDI have included three items (Fernandez & Benner, 2022) or have changed the prompt to address social class particularly (Mello, Kakar, & Jaramillo, 2025). Fuller-Rowell et al. (2023) developed a scale to address social class discrimination for adolescents. The scale asks how often adolescents are treated unfairly because of various factors related to social class, including sharing a bedroom. But the scale also includes items related to social status, such as having popular items. More recently, the Adolescent Social Class Discrimination Scale was developed to capture experiences of discrimination based on social class from multiple sources, including teachers, classmates, teenagers, friends, and

community members (Mello, Kakar, & Hennigan, 2025). This scale addresses social class discrimination that may be experienced upward or downward depending on an adolescent's social class.

2. The Present Study

We sought to contribute to our understanding of social class discrimination and academic outcomes with three research questions. First, how is social class discrimination associated with academic achievement among adolescents? Based on prior research with college students (Langhout et al., 2009), we expected to observe a negative association between social class discrimination and academic achievement. Multiple measures of social class discrimination were included to bolster our findings. Second, how are multiple sources of social class discrimination associated with academic achievement? Drawing from theory (Mello, 2024), we expected that experiences with social class discrimination from teachers, classmates, teenagers, friends, and community members would be linked to academic achievement. Third, if observed, how are associations between social class discrimination and academic achievement moderated by age, gender, race/ethnicity, and social class? Based on prior research (Mello, Kakar, & Jaramillo, 2025), we expected younger adolescents to have a stronger association than older adolescents. Guided by intersectional perspectives (Cole, 2009), we expected that females and racial/ethnic minorities would have stronger associations than other racial/ethnic groups. Regarding social class, prior research is limited to one study that observed stronger associations for adolescents who are advantaged in social class (Mello, Kakar, Hennigan, et al., 2025). Given the limited studies, we did not make a formal hypothesis for social class.

3. Method

3.1 Participants

Participants included 1,558 adolescents between the ages of 13-18 (M_{age} = 16.17, SD_{age} = 1.20). Participants identified as cisgender boys (50.00%), cisgender girls (40.18%), transgender boys (3.15%), transgender girls (2.82%), non-binary/enby individuals (1.93%), and missing (1.93%). Racial/ethnic groups were American Indian or Alaskan Native (1.41%), Asian American (18.81%), African American/Black (8.15%), European American/White (13.22%), Hispanic or Latinx, or Latino (45.25%), Native Hawaiian or Other Pacific Islander (1.09%), Multi-ethnic/racial (7.06%), another racial/ethnic identity (3.79%), and missing (1.22%). For context, in 2022, the United States Census indicated that among individuals under age 18, the following racial/ethnic groups were identified: American Indian (1%), Asian (6%), Black (14%), Hispanic (26%), and Multi-Racial/Ethnic (5%), and White (49%; The Annie E. Casey Foundation, 2025). Thus, for generalizability purposes, the sample for the current study was more Hispanic and Asian and less African than the United States.

For social class, we included objective and subjective indicators. For objective, the distribution of maternal and parental education was as follows, respectively: no high school diploma/GED (24.58%, 26.77%), high school diploma/GED (27.98%, 26.44%), Associate's (9.44%, 9.37%), Bachelor's (15.85%, 14.44%), Master's (12.64%, 11.17%), and Doctorate (5.84%, 7.06%). The sample average for maternal education (M = 2.80, SD = 1.58) and paternal education was between a high school diploma and an Associate's degree, and for paternal education (M = 2.76, SD = 1.62) fell between a high school diploma and an Associate's degree. For subjective social class, the distribution was as follows: Poor (2.74%), Working Class (15.15%), Lower Middle Class (21.03%), Middle Class (35.45%), Upper Middle Class (18.76%), Lower Upper Class (3.27%), and Wealthy (3.60%). The sample average was 3.76 (SD = 1.28) between Lower Middle Class and Middle Class.

3.2 Procedure

Cross-sectional data were collected with surveys from two public high schools in California. The two schools are in close geographic proximity to one another. The region varies in household income, as annual incomes range from 10k to 200k. The schools were selected because their combined student population is diverse in race/ethnicity and social class. High School 1 included 1,500 students (50% girls; 7% African American/Black, 8% Asian American, 2% European American, and 83% Latino/a), with 77% of the students eligible for free school lunch. High School 2 included 1,200 students (50% girls; 5% African American/Black, 32% Asian American, 37% European American, 17% Latino/a, & 10% mixed), with 20% of students eligible for free school lunch. Permission was obtained by the institutional review board at the university affiliated with the authors (2023-734) and the principals at both high schools. Participants were recruited with flyers, announcements, and recruitment speeches in classes. Interested students received a study envelope with materials in English or Spanish. Materials contained an assent form, a consent form, the study survey, and a mental health resource sheet. Separate envelopes were provided for anonymity. Adolescents completed the surveys on their own time. Among the surveys that were distributed, 66.2% were returned. Participants received $20 USD as compensation upon completion of the study. Data were collected in 2024.

3.3 Measures

3.3.1 Social Class Discrimination

3.3.1.1 Adapted Social Class Discrimination Scale. Social class discrimination was measured using an adapted version of the Adolescent Discrimination Distress Index (ADDI; Fisher et al., 2000). The prompt was changed to: "*How often have you experienced each of the following because of the money, schooling, or jobs your parents have*?" Response options ranged

from 1 (*rarely*) to 5 (*often*). Internal reliability was excellent (α = 0.93). The ADDI has yielded valid and reliable scores in prior studies with adolescents (Mello, Kakar, & Jaramillo, 2025).

3.3.1.2 Adolescent Social Class Discrimination Scale. The scale was developed with qualitative interviews, exploratory factor analyses, confirmatory factor analyses, and item response theory (Mello, Kakar, & Hennigan, 2025). The prompt reads: "*How often have you experienced each of the following because of the money, schooling, or jobs your parents have?*" The instruction was informed by core components of social class, including family income, parental education, and occupation (Allan et al., 2023; Diemer et al., 2013; Entwisle & Astone, 1994; Harding, 2015). The scale addresses social class discrimination that may be experienced upward or downward depending on the adolescent's social class.

The scale includes 25 items across five subscales. Teachers: *"A teacher has ignored my hand when raised in class"* (five items: α = .86). Classmates: *"A classmate has made fun of me because I frequently wear the same clothes"* (five items; α = .89). Teenagers: "*A teenager has teased me for not having enough money to eat out"* (five items; α = .89). Friends: "*A friend has judged me because my house was small"* (five items; α = .91). Community members: "*A landlord has refused to rent to my family"* (five items; α = .87). Response options included 1 (*never*), 2 (*rarely*), 3 (*sometimes*), and 4 (*often*). Table 5 shows the scale and frequencies.

3.3.2 Social Class

3.3.2.1 Objective. Objective social class included a composite measure of maternal and paternal education. Parental education was selected because it is accurately reported by adolescents (Diemer et al., 2013) and is a key predictor of economic resources (Diemer et al., 2013; Harding, 2015). Two items were included: "What is your mother's highest level of education?" and "What is your father's highest level of education?" A composite variable for

parental education was created by averaging the educational attainment of both parents. Response options included 1 (*no high school diploma/GED*)*, 2* (*high school diploma/GED*), 3 (*Associate's*), 4 (*Bachelor's*), 5 (*Master's*), and 6 (*Doctorate*).

3.3.2.2 Subjective. Subjective social class was assessed using a single item that asked participants: "How would you describe your family's socioeconomic status (choose one)?" Response options ranged from 1 (*Poor*), 2 (*Working Class*), 3 (*Lower Middle Class*), 4 (*Middle Class*), 5 (*Upper Middle Class*), 6 (*Lower Upper Class)*, and 7 (*Wealthy*).

3.3.3 Academic Outcomes

3.3.3.1 Academic Achievement. Academic achievement was assessed using grade point average (GPA). Adolescents responded to the question, "What approximately is your unweighted Grade Point Average (GPA)?" Prior research supports the reliability and validity of adolescent self-reported academic achievement (Crockett et al., 1987; Sticca et al., 2017).

4. Results

4.1 Analytic Strategy

All analyses were conducted utilizing R version 4.3.2 (R Core Team, 2023) and RStudio (Posit Team, 2024). We conducted a series of hierarchical regression analyses. Separate models were conducted for the Adapted Social Class Discrimination Scale (Fisher et al., 2000) and the Adolescent Social Class Discrimination subscales, including teachers, classmates, teenagers, friends, and community members (Mello, Kakar, & Hennigan, 2025). In all models, the outcome was academic achievement. Block 1 included social class (objective and subjective), age, gender, race/ethnicity, and school. Block 2 added social class discrimination. Next, moderation analyses were conducted to examine how observed associations between social class discrimination and academic achievement differed by (1) social class, (2) age, (3) gender, and (4) race/ethnicity.

When examining demographics groups, we restricted analyses to groups with more than 30 participants to ensure that our estimates were reliable. For gender, we restricted our analyses to cisgender boys and cisgender girls. Regarding race/ethnicity, four groups were included: Asian Americans and Pacific Islanders, African Americans/Black, European Americans/White, and Latino/a. Given the large number of comparisons, the alpha was adjusted with the Benjamini and Hochberg method (1995) and values with $p >= 0.030$ were deemed non-significant.

4.2 Missingness

We examined missingness for both scales. For the adapted scale (Fisher et al., 2000), 15.73% were missing responses. Little's MCAR analyses (Little, 1988) indicated that the missingness was not completely random ($\chi^2 = 182.59$, $df = 67$, $p < 0.001$). African American/Black and Latino/a adolescents had more missing data than European American/White adolescents. Transgender girls were missing more than cisgender girls. For the Adolescent Social Class Discrimination (Mello, Kakar, & Hennigan, 2025), examination of Little's MCAR tests (1988) suggested that data were not missing completely at random. Missingness was observed per subscale: Teachers (8.79%; $\chi^2 = 301.89$, $df = 67$, $p < .001$), Classmates (7.83%; $\chi^2 = 308.48$, $df = 67$, $p < .001$), Teenagers (9.37%; $\chi^2 = 269.90$, $df = 67$, $p < .001$), Friends (9.24%; $\chi^2 = 285.26$, $df = 67$, $p < .001$), and Community Members (8.92%; $\chi^2 = 268.16$, $df = 67$, $p < .001$). For all subscales, African American/Black adolescents had more missing than their counterparts. For Teachers, adolescents whose parents had a high school diploma or GED had more missing than their counterparts. Transgender girls had more missing than their counterparts. For Classmates, transgender girls had more missing data than cisgender boys and girls. For Teenagers, cisgender boys had more missing than cisgender girls, while transgender girls had more missing than cisgender groups. Adolescents whose parents had less than a high school diploma or GED had

more missing than their counterparts. For Friends, cisgender boys, transgender boys, and transgender girls had more missing than cisgender girls. For Community Members, transgender boys and transgender girls had more missing than cisgender girls.

Missing data were treated with pairwise deletion. Although Little's MCAR tests indicated that data were not missing completely at random, this approach was employed for two reasons. First, the proportion of missing data was modest (below 10% for most variables), minimizing the risk of substantial bias (Graham, 2009). Second, missingness was linked to key demographic characteristics, such as race/ethnicity and gender. These subgroup variables would have been difficult to model accurately in imputation frameworks and would have potentially obscured actual disparities if the model failed to capture subgroup heterogeneity (Tilling et al., 2016). Given the identity-linked patterns of missingness in our sample, we concluded that multiple imputation was not appropriate for our data. We therefore adopted pairwise deletion as a conservative approach that prioritized observed data and analytic transparency. Despite a trade-off in statistical power, our key findings remained statistically robust

4.3 Preliminary Analyses

Table 1 shows that adolescents experienced social class discrimination between "*rarely*" and "*sometimes*" for the adapted scale (Fisher et al., 2000) and between "*never*" and "*rarely*" for the Adolescent Social Class Discrimination scale (Mello, Kakar, & Hennigan, 2025). Teachers were the most prevalent source than classmates, friends, teenagers, and community members. The percentage of adolescents who experienced at least one occurrence of social class discrimination included: 46.03% teachers, 24.48% classmates, 21.31% friends, 21.37% teenagers, and 22.84% community members. For age, older adolescents experienced more social class discrimination by classmates than younger adolescents. For social class, social class

discrimination by teachers was negatively associated with both objective and subjective social class.

Social class discrimination differed across gender (Table 2). For the adapted scale (Fisher et al., 2000), gender was associated with social class discrimination. Transgender boys and transgender girls experienced more social class discrimination than cisgender boys. Cisgender boys, transgender boys, and transgender girls experienced more social class discrimination than cisgender girls. For the Adolescent Social Class Discrimination scale (Mello, Kakar, & Hennigan, 2025), transgender boys and transgender girls experienced more social class discrimination from multiple sources than other genders. Social class discrimination also differed across racial/ethnic groups (Table 2). For the adapted scale (Fisher et al., 2000), African American/Black adolescents experienced more social class discrimination than Asian Americans, European American/White, Latino/a, multi-ethnic/racial, and other adolescents. For the Adolescent Social Class Discrimination scale (Mello, Kakar, & Hennigan, 2025), African American/Black adolescents experienced more social class discrimination from multiple sources than other racial/ethnic groups.

School-level differences in social class discrimination were examined (Table 2, lower portion). School-level differences were not observed for the adapted scale (Fisher et al., 2000). However, school-level differences were observed for the Adolescent Social Class Discrimination Scale (Mello, Kakar, & Hennigan, 2025). Adolescents in School 1 (primarily disadvantaged in social class) experienced more social class discrimination from school personnel and community members than participants in School 2 (primarily advantaged in social class).

4.4 Primary Analyses

4.4.1 Social Class Discrimination and Academic Achievement

4.4.1.1 Adapted Social Class Discrimination Scale. Hierarchical regression analysis demonstrated that social class discrimination was negatively associated with academic achievement, even after controlling for covariates that included social class (Table 3, left portion). The ΔR^2 between the models indicated that social class discrimination explained additional variance in each model beyond what was accounted for by social class and school. Moderation analyses indicated that age, objective or subjective social class, gender, and race/ethnicity were not moderators of the association between social class discrimination and academic achievement (values not shown).

4.4.1.2 Adolescent Social Class Discrimination Scale. Hierarchical regression analyses revealed that experiences of social class discrimination from teachers, classmates, teenagers, friends, and community members were negatively associated with academic achievement, even after controlling for the covariates that included social class (Table 3, right portion). The ΔR^2 between models indicated that social class discrimination explained additional variance not explained by social class and other demographic covariates alone. The coefficient for social class decreased when social class discrimination was included in the model, indicating that social class discrimination from multiple sources accounted for part of the association between social class and academic achievement. Teacher-based social class discrimination had the largest effect.

4.4.2 Moderation by Social Class, Age, Gender, and Race/Ethnicity

Moderation analyses were conducted to examine whether the association between social class discrimination and academic achievement varied by age, gender, race/ethnicity, and social class (objective and subjective). For the adapted scale (Fisher et al., 2000), associations between social class discrimination and academic achievement were not moderated. However, for the Adolescent Social Class Discrimination scale (Mello, Kakar, & Hennigan, 2025), results

indicated moderation by age and gender (Table 4, upper and lower portions, respectively). For age, interactions were observed across all five sources of social class discrimination: teachers, classmates, teenagers, friends, and community members. Simple slope analyses revealed that the negative association between social class discrimination from these sources and academic achievement was stronger for younger adolescents (under 15 years old) compared to older adolescents (above 17 years old). These interactions are illustrated in Figure 1. Further, gender moderated the negative association between social class discrimination from teachers and academic achievement. Simple slope analyses showed that this association was stronger for girls compared to boys (Figure 2). Subjective social class, objective social class, and race/ethnicity did not moderate any of the associations (values not shown).

5. Discussion

Rates of economic inequality and poverty demand our attention (Salmeron-Gomez et al., 2023; Shrider, 2024) given trends and the strong association with academic outcomes among adolescents (Berkowitz et al., 2017; Destin et al., 2019; McFarland et al., 2018; Reardon, 2011; Sirin, 2005; Workman, 2022). Social class discrimination has emerged as a salient construct among adolescent development (Fuller-Rowell et al., 2012; Mello, Kakar, Hennigan, et al., 2025; Sartor et al., 2021) and may offer clarify the association between social class and academic outcomes. In an effort to extend research conducted on social class discrimination with adults (Langhout et al., 2009; Liu et al., 2004; Thompson & Subich, 2013) to adolescents, we conducted a cross-sectional study. We included multiple measures of social class discrimination to offer a robust examination of the construct. This enabled us to investigate several sources of social class discrimination. In doing so, this study provides several novel insights into the associations between social class discrimination and academic outcomes among adolescents.

We contribute to the literature by showing that social class discrimination is negatively associated with academic achievement among adolescents, even after controlling for multiple forms of social class, such as objective and subjective factors. This corroborates a prior study with adolescents that indicated a similar association, but had only controlled for maternal education (Mello, Kakar, Hennigan, et al., 2025). While some studies have not observed these associations (Fernandez & Benner, 2022; Pargas, 2020), our results provide strong evidence for such an association. Findings from the current study echoes those found in qualitative research (Ayres, 2009; Brantlinger, 1993; Kuriloff & Reichert, 2003). Further, by replicating findings across two measures, we address a charge for researchers to confirm results across studies (Plucker & Makel, 2021).

Our study makes several theoretical contributions. We provide evidence for a new conceptual model of social class discrimination for adolescents (Mello, 2024). In particular, aligned with Mello's model, adolescents experienced social class discrimination from multiple sources, including teachers, classmates, teenagers, friends, and community members. Notably, we observed that almost 50% of the adolescents experienced social class discrimination from their teachers signaling the importance of this individual. Findings are also consistent with theoretical perspectives about classism (Cattaneo et al., 2019; Cavalhieri & Chwalisz, 2020; Langhout et al., 2009; Thompson & Subich, 2013), as we saw evidence that social class discrimination was experienced across the spectrum of social class. Specifically, social class discrimination did not differ by social class. One exception were teachers: adolescents who were disadvantaged in social class experienced more social class discrimination from their teachers than their counterparts. The current study supplements social psychological perspectives (Chetty et al., 2022; Croizet & Claire, 1998; Jordan et al., 2020; Kraus et al., 2012; Rheinschmidt &

Mendoza-Denton, 2014) by showing how discrimination based on interpersonal interactions is linked to academic achievement.

We extend research that has been conducted with adults (Allan et al., 2016; Langhout et al., 2009; Langhout et al., 2007) to adolescents. Findings indicated that adolescents experience social class discrimination similar to adults. Further, age moderated the association between social class discrimination from all sources and academic achievement. For younger adolescents, the association between social class discrimination and academic achievement was much stronger than for older adolescents. This replicates results from a recent study with adolescents (Mello, Kakar, Hennigan, et al., 2025). An explanation for this trend lies in developmental factors that shape how adolescents perceive and respond to discriminatory experiences. Early adolescence is a critical period characterized by significant cognitive, emotional, and social changes (Rapee et al., 2019). According to Bigler and Liben (2006), experiences of social class discrimination may be experienced differently from early to late adolescence. Younger adolescents may be vulnerable because they are developing the advanced cognitive and emotional regulation skills necessary to process and cope with discrimination. The heightened social sensitivity experienced during this developmental stage may amplify the potential impact of perceived biases and ultimately undermine their academic performance.

Findings from this study offer the field an intersectional perspective (Cole, 2009; Forcadell-Diez et al., 2023; hooks, 2000) about social class discrimination. Specifically, cisgender girls exhibited a stronger association between social class discrimination and academic achievement compared to cisgender boys. This pattern was found for social class discrimination by teachers, but not from other sources. This finding underscores the experiences of individuals who hold the dual identities of gender and social class that has been raised in prior discussion

(hooks, 2000). Gender and social class may intersect particularly in adolescents' experiences of social class discrimination because this form of discrimination is tied to appearance. Adolescents have described how they are teased for wearing shoes that are worn or by wearing the same clothes frequently (Mello, Kakar, Abundis-Morales, et al., 2025). Further, adolescent girls have a heightened sense of body image in puberty (Fabris & Longobardi, 2024). Thus, adolescent girls may be more affected by social class discrimination because this form of bias is based, in part, on appearance markers and girls are vulnerable to such experiences in this developmental period.

We provide some support for intersectional perspectives by showing that social class discrimination was experienced the most by African American/Black, then Latino/Hispanic adolescents compared to Asian American and European American adolescents. This finding aligns with past research (Mello, Kakar, & Jaramillo, 2025). However, it does differ from one prior study (Bucchianeri et al., 2013). This may be because that study included only one item to measure social class discrimination, and it may not have been able to detect racial/ethnic group differences. However, even though we observed that racial/ethnic minorities experienced more social class discrimination than their majority counterparts, we did not find that race/ethnicity moderated the associations between social class discrimination and academic achievement. Although this is consistent with a prior study (Mello, Kakar, & Jaramillo, 2025), it is not what intersectional perspectives would predict. This may be due to the measure we employed, as it addressed social class and did not probe for experiences based on both race/ethnicity and social class. Future research is needed that develops measures that explicitly address intersectional perspectives. Such tools would provide adolescents with the ability to share their experiences with discrimination that are based on multiple identities that they hold.

Our study has implications for educational practices, teacher training, and school-level

interventions. We revealed that teachers were the most common source of social class discrimination for adolescents. It is striking that adolescents are experiencing social class discrimination from their teachers. This finding aligns with prior qualitative research that has demonstrated how adolescents' experiences with social class discrimination from their teachers (Ayres, 2009; Brantlinger, 1993; Kuriloff & Reichert, 2003). Such occurrences have included being ignored, disparaged, or excluded. Given how influential teachers are for adolescent wellbeing, it is critical that future research addresses social class discrimination that comes from teachers. This information should be used to inform the development of teacher training programs that raise awareness about social class discrimination in the classrooms. Adolescent-serving professionals, such as counselors and social workers would also benefit from this knowledge. Ultimately, programs are needed for educators in order to reduce and eliminate social class discrimination in the classroom and at schools.

5.1 Limitations and Future Directions

Although our study contributes to the emerging research on social class discrimination and academic achievement, some limitations must be acknowledged. First, the cross-sectional design prevents the study from determining causality. Longitudinal research is needed to capture the directionality between social class discrimination and academic achievement, including whether discrimination leads to lower academic achievement or if students who are struggling academically are more likely to face discrimination. Second, our moderation analyses were limited by insufficient sample sizes for certain race/ethnicity and gender identities. Future research should include larger and more diverse samples to explore how these associations vary across different racial/ethnic groups and among adolescents of varied gender identities. Third, we examined academic achievement broadly using self-reported data, which may overlook nuances

in specific subject areas. Future studies should investigate subject-specific outcomes, such as math and science, to determine whether social class discrimination has a differential impact depending on the academic domain. Fourth, we were unable to assess unit nonresponse due to the lack of data on adolescents who did not complete the survey. Although we surveyed two-thirds of the adolescents at the schools, it is possible that our results would have been different if we had more participants.

Fifth, the findings are based on data from two public high schools in a western region of the United States, which may not reflect the experiences of adolescents in other regions or cultural contexts. Future studies are needed with more schools that reflect different geographical regions for a more comprehensive understanding of these associations. Including additional high schools will also enable researchers to employ multilevel modeling approaches. This could yield an understanding of social class discrimination at the school level. Including classrooms in the research design would also lend itself to revealing how social class discrimination is associated with particular teachers or academic subjects. Lastly, because roles, such as classmate, friend, and teenager may overlap in the developmental period of adolescence, we cannot be certain that adolescents imagined each distinct type of individual when responding to the scale. This issue may have limited our precision for distinguishing the source of social class discrimination.

6. Conclusion

We examined the association between social class discrimination and academic achievement among adolescents. Social class discrimination was negatively associated with academic achievement, even after controlling for social class and other covariates. Findings were replicated with two measures of social class discrimination. Age and gender moderated the associations with younger adolescents and girls having stronger associations than older

adolescents and boys. Further, this research provided new insights by identifying specific sources of discrimination, including teachers, classmates, teenagers, friends, and community members. These results underscore the need for interventions in educational settings to address biases and foster an inclusive environment that fosters the academic achievement among adolescents.

7. Declarations

Conflict of interest: The authors do not have any conflicts of interest.

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Table 1

Correlations among social class discrimination, academic outcomes, social class and age.

		M	*SD*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
1.	Age	16.12	1.20									
2.	Objective Social Class	2.79	1.50	-0.04								
3.	Subjective Social Class	3.76	1.28	-0.03	0.52***							
4.	Academic Achievement	3.19	0.72	0.06	0.37***	0.20***						
5.	Adapted Social Class Discrimination Scale	1.65	0.78	0.01	-0.04	-0.00	-0.14***					
6.	Adolescent Social Class Discrimination- Teachers	1.58	0.71	0.04	-0.12**	-0.06*	-0.24***	0.58***				
7.	Adolescent Social Class Discrimination- Classmates	1.37	0.64	0.06*	-0.04	0.01	-0.13***	0.56***	0.59***			
8.	Adolescent Social Class Discrimination- Teenagers	1.31	0.59	0.03	-0.04	0.04	-0.11***	0.59***	0.52***	0.75***		
9.	Adolescent Social Class Discrimination- Friends	1.32	0.59	0.03	-0.01	0.04	-0.12***	0.61***	0.49***	0.70***	0.77***	
10.	Adolescent Social Class Discrimination- Community Members	1.30	0.56	0.03	-0.04	0.01	-0.12***	0.64***	0.47***	0.68***	0.71***	0.79***

Note. * $p < 0.03$, ** $p < 0.01$, *** $p < 0.001$

Table 2

Social Class Discrimination and Demographic Groups Among Adolescents

	Adapted Social Class Discrimination Scale [1]			Adolescent Social Class Discrimination Scale[2]									
				Teachers		Classmates		Teenagers		Friends		Community Members	
	n	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Gender													
Cisgender Boys	779	1.66 [a]	0.66	1.61 [d]	0.70	1.39 [g,h]	0.62	1.35 [j,k]	0.60	1.36 [m,n]	0.60	1.32 [p,q]	0.60
Cisgender Girls	626	1.51 [b]	0.78	1.53 [e]	0.65	1.20 [h]	0.43	1.16 [k]	0.41	1.14 [n]	0.38	1.13 [q]	0.36
Nonbinary/Enby	49	2.00	1.12	1.86	0.82	1.61 [h]	0.76	1.59 [k]	0.78	1.66	0.94	1.49	0.79
Transgender Boys	44	2.38 [a]	0.88	2.06 [d,e]	0.77	1.92 [g,h]	0.81	1.91 [j,k]	0.75	2.17 [m,n]	0.82	1.84 [p,q]	0.73
Transgender Girls	30	2.49 [a,b]	0.83	2.07 [d,e]	0.83	1.99 [g,h]	0.81	1.95 [j,k]	0.78	2.17 [m,n]	0.74	2.00 [p,q]	0.64
Race/Ethnicity													
African American/Black	127	2.04 [c]	0.84	1.93 [f]	0.74	1.58 [i]	0.65	1.70 [l]	0.72	1.61 [o]	0.67	1.53 [r]	0.70
American Indian or Alaskan Native	22	1.96	0.82	1.91	0.70	1.59	0.65	1.71	0.81	1.61	0.80	1.41	0.54
Asian American	276	1.50 [c]	0.70	1.46 [f]	0.66	1.29 [i]	0.54	1.26 [l]	0.54	1.25 [o]	0.52	1.21 [r]	0.25
European American/White	206	1.53 [c]	0.75	1.48 [f]	0.70	1.34 [i]	0.59	1.30 [l]	0.57	1.32 [o]	0.60	1.23 [r]	0.49
Latino/a	705	1.66 [c]	0.77	1.66 [f]	0.69	1.33 [i]	0.61	1.25 [l]	0.53	1.29 [o]	0.57	1.26 [r]	0.53
Multi-Ethnic/Racial	110	1.63 [c]	0.82	1.52 [f]	0.64	1.31 [i]	0.57	1.16 [l]	0.38	1.25 [o]	0.56	1.26 [r]	0.53
Native Hawaiian or Pacific Islander	17	2.10	0.88	1.71	0.72	1.78	0.62	1.88	0.63	1.66	0.58	1.64	0.68
Other Racial/Ethnic Groups	59	1.56 [c]	0.73	1.57 [f]	0.77	1.28 [i]	0.53	1.15 [l]	0.62	1.29 [o]	0.62	1.20 [r]	0.55
School													
School 1	828	1.67	0.77	1.68[s]	0.71	1.37	0.64	1.29	0.56	1.33	0.62	1.31[t]	0.60
School 2	730	1.62	0.79	1.53[s]	0.68	1.32	0.54	1.33	0.59	1.31	0.56	1.24[t]	0.49

Note. [1] Scale based on Fisher et al. 2000 and adapted by Mello et al. 2025. [2] See the Measures section in Study 2 for a description of the Adolescent Social Class Discrimination Scale.

Bonferroni Pairwise Comparisons:

[a] Cisgender Boys < Transgender Boys***, Transgender Girls***; [b] Cisgender Girls < Cisgender Boys**, Transgender Boys***, Transgender Girls*** [$F(4, 1467) = 29.77$***]; [c] African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a***, Multi-ethnic/racial**, Other racial/ethnic groups**[$F(7, 1459) = 7.92$***]; [d] Cisgender Boys < Transgender Boys**, Transgender Girls**; [e] Cisgender Girls < Transgender Boys***, Transgender Girls*** [$F(4, 1497) = 12.26$***] ; [f] African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a***, Multi-ethnic/racial**, Other

racial/ethnic groups* [$F(7, 1492) = 7.83^{***}$]; [g] Cisgender Boys < Transgender Boys***, Transgender Girls***; [h] Cisgender Girls < Cisgender Boys***, Transgender Boys***, Transgender Girls***, Nonbinary/Enby* [$F(4, 1499) = 38.58^{***}$]; [i] African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a**, Multi-ethnic/racial*, Other racial/ethnic groups**[$F(7, 1493) = 5.36^{***}$]; [j] Cisgender Boys < Transgender Boys**, Transgender Girls**; [k] Cisgender Girls < Cisgender Boys***, Transgender Boys***, Transgender Girls***, Nonbinary/Enby***[$F(4, 1482) = 41.97^{***}$]; [l]African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a**, Multi-ethnic/racial*, Other racial/ethnic groups**[$F(7, 1475) = 14.59^{***}$]; [m] Cisgender Boys < Transgender Boys***, Transgender Girls***; [n] Cisgender Girls < Cisgender Boys***, Transgender Boys***, Transgender Girls***[$F(4, 1474) = 69.99^{***}$]; [o] African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a**, Multi-ethnic/racial*, Other racial/ethnic groups**[$F(7, 1467) = 6.82^{***}$]; [p] Cisgender Boys < Transgender Boys***, Transgender Girls***; q Cisgender Girls < Cisgender Boys***, Transgender Boys***, Transgender Girls***[$F(4, 1475) = 46.51^{***}$]; [r] African Americans/Blacks > Asian Americans***, European Americans/Whites***, Latino/a**, Multi-ethnic/racial*, Other racial/ethnic groups**[$F(7, 1467) = 5.97^{***}$]. [s]School 1 > School 2*** [$t(1509) = 4.01^{***}$]; [t]School 1 > School 2*[$t(1496) = 2.47^{*}$].

* $p < 0.03$, ** $p < 0.01$, *** $p < 0.001$

Table 3

Social Class Discrimination and Academic Achievement among Adolescents

	Adapted Social Class Discrimination Scale [1]			**Adolescent Social Class Discrimination Scale[2]**													
				Teachers			**Classmates**			**Teenagers**			**Friends**			**Community Members**		
	B	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*
Social Class Discrimination	-0.10***	0.02	-4.57	-0.18***	0.02	-6.99	-0.10***	0.03	-3.17	-0.12***	0.03	-4.02	-0.12***	0.03	-3.88	-0.11***	0.03	-3.57
Objective Social Class	0.09***	0.01	6.28	0.18***	0.01	5.56	0.09***	0.01	6.00	0.09***	0.01	6.28	0.09***	0.01	5.66	0.15***	0.02	6.10
Subjective Social Class	-0.01	0.01	-1.27	-0.01	0.01	-1.06	-0.01	0.01	-0.98	-0.02	0.02	-0.88	-0.01	0.01	-0.65	0.38***	0.04	8.11
R^2_{adj}			0.201			0.220			0.196			0.201			0.200			0.198
F			77.21			87.98			75.96			78.03			77.43			76.65
ΔR^2			0.011			0.032			0.016			0.013			0.016			0.001

Note. B = Standardized Beta Coefficient. *SE* = Standard Error. *t* = t-value. R^2_{adj} = Adjusted R-Squared. *F* = F-value. ΔR^2 = Delta R-Square. [1] Scale based on Fisher et al. 2000 and adapted by Mello et al. 2025. [2] Adolescent Social Class Discrimination Scale (Author, Blinded). Hierarchical regression analyses were conducted. Block 1 included social class (objective and subjective), age, gender, race/ethnicity, and school. Block 2 is presented for brevity.

* $p < 0.03$, ** $p < 0.01$, ** $p < 0.001$.

Table 4

Age and Gender Moderate Associations Between Social Class Discrimination and Academic Achievement

	Adolescent Social Class Discrimination Scale[1]														
Age	*Teachers*			*Classmates*			*Teenagers*			*Friends*			*Community Members*		
	B	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*	*B*	*SE*	*t*
Social Class Discrimination	-0.44***	0.09	-4.56	-0.49***	0.11	-4.18	-0.49***	0.12	-3.81	-0.45***	0.12	-3.78	-0.40**	0.12	-3.36
Age	-0.02	0.03	-0.65	-0.05	0.03	-1.38	-0.03	0.03	-0.97	0.03	0.03	-1.00	-0.02	0.03	-0.61
Objective Social Class	0.08***	0.01	5.51	0.09***	0.01	5.93	0.09***	0.01	5.64	0.09***	0.01	5.95	0.09***	0.01	5.70
Subjective Social Class	-0.01	0.01	-0.72	-0.01	0.01	-0.62	-0.00	0.01	-0.40	-0.00	0.01	-0.35	-0.00	0.01	-0.46
Social Class Discrimination X Age	0.05**	0.02	2.72	0.09***	0.02	3.39	0.08**	0.02	2.83	0.07**	0.02	2.82	0.06*	0.02	2.36
R^2_{adj}			0.23			0.21			0.21			0.21			0.21
F			64.11			56.52			57.03			56.17			55.10
ΔR^2			0.004			0.007			0.005			0.005			0.003

Gender	*Teachers*		
	B	*SE*	*t*
Social Class Discrimination	0.04	0.08	0.59
Gender	0.32***	0.09	3.65
Objective Social Class	0.07***	0.01	4.78
Subjective Social Class	-0.00	0.17	-0.53
Social Class Discrimination X Gender	-0.14**	0.05	-2.68
R^2_{adj}			0.27
F			71.97
ΔR^2			0.004

Note. B = Standardized Beta Coefficient. *SE* = Standard Error. *t* = t-value. R^2_{adj} = Adjusted R-Squared. *F* = F-value. ΔR^2 = Delta R-Square. [1] Adolescent Social Class Discrimination Scale (Author, Blinded). Hierarchical regression analyses were conducted. Block 1 included social class (objective and subjective), age, gender, race/ethnicity, and school. Block 2 is presented for brevity. School was included as a covariate but is not displayed.

* $p < 0.03$, ** $p < 0.01$, ** $p < 0.001$

Table 5

Adolescent Social Class Discrimination Scale

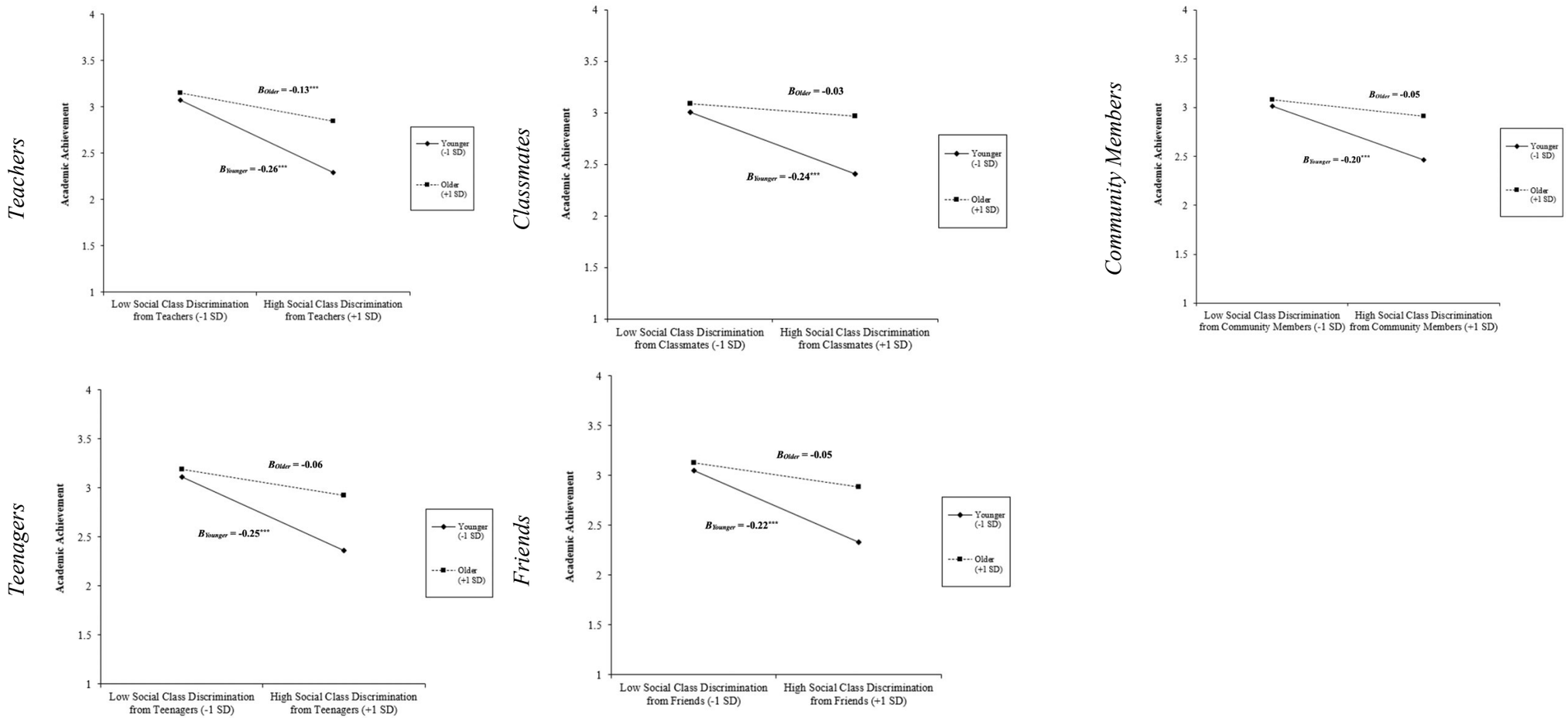
Source	Item	Response Options				*M (SD)*	Endorsement (%)
		Never (1)	*Rarely (2)*	*Sometimes (3)*	*Often (4)*		
Teachers	1. A teacher has assumed I am not going to do my homework.	O	O	O	O	1.64 (0.89)	41.35%
	2. A teacher has not granted me extensions on schoolwork.	O	O	O	O	1.74 (0.92)	46.03%
	3. A teacher did not believe that I could go to college.	O	O	O	O	1.46 (0.83)	28.54%
	4. A teacher has assumed that I am going to fail an exam.	O	O	O	O	1.53 (0.86)	32.97%
	5. A teacher has ignored my hand when raised in class.	O	O	O	O	1.67 (0.89)	43.30%
Classmates	6. A classmate has made fun of me because of my poor housing situation.	O	O	O	O	1.37 (0.73)	24.48%
	7. A classmate has made fun of me because I frequently wear the same clothes.	O	O	O	O	1.36 (0.72)	24.28%
	8. A classmate has teased me for taking public transportation to school.	O	O	O	O	1.30 (0.66)	21.02%
	9. A classmate has teased me because of the condition of my family's car.	O	O	O	O	1.34 (0.74)	21.44%
	10. A classmate has teased me because of the cheap snacks I bring to school.	O	O	O	O	1.33 (0.71)	21.11%
Teenagers	11. A teenager has teased me for not having enough money to eat out.	O	O	O	O	1.34 (0.69)	21.37%
	12. A teenager has made fun of me because my family has not been able to take a vacation.	O	O	O	O	1.30 (0.68)	18.49%
	13. A teenager has picked on me for using public transportation.	O	O	O	O	1.29 (0.67)	17.59%
	14. A teenager has made fun of me because I cannot afford activities.	O	O	O	O	1.30 (0.67)	19.13%
	15. A teenager has mocked me for living in a low-income neighborhood.	O	O	O	O	1.30 (0.68)	18.22%
Friends	16. A friend has made fun of me for not using the paid versions of online games and apps.	O	O	O	O	1.30 (0.68)	21.31%
	17. A friend has made a negative comment about the condition of my house.	O	O	O	O	1.30 (0.68)	19.07%
	18. A friend has given me critical looks because my clothes are worn-down.	O	O	O	O	1.33 (0.69)	20.15%
	19. A friend has mocked me for not having enough food at home.	O	O	O	O	1.30 (0.68)	18.30%
	20. A friend has judged me because my house was small.	O	O	O	O	1.32 (0.69)	19.90%
Community Members	21. A police officer has wrongly suspected me of committing a crime.	O	O	O	O	1.27 (0.65)	16.57%
	22. A landlord has refused to rent to my family.	O	O	O	O	1.30 (0.66)	18.87%
	23. A waiter has refused to serve me due to my worn-down clothing.	O	O	O	O	1.26 (0.64)	16.38%
	24. A store clerk has made a negative comment because my family uses an EBT card.	O	O	O	O	1.27 (0.66)	16.44%
	25. A neighbor has ignored me when I greeted them.	O	O	O	O	1.40 (0.65)	22.84%

Note. The survey question prompt was changed to: "How often have you experienced each of the following because of the money, schooling, or jobs your parents have?" *M* = Mean. *SD* = Standard Deviation.

Endorsement (%) represents the proportion of participants who selected "Rarely," "Sometimes," or "Often".

Figure 1

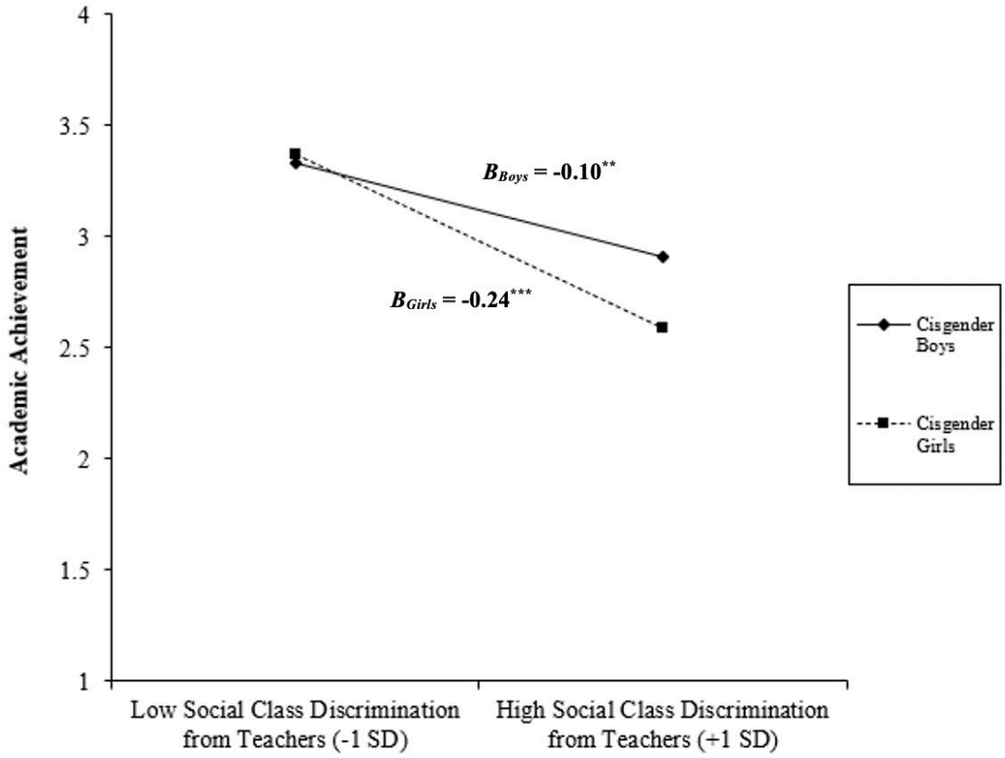
Age Moderates the Association between Social Class Discrimination and Academic Achievement



Note. $B_{Younger}$ = Beta coefficient for those below 15 years old. B_{Older} = Beta coefficient for those above 17 years old. * $p < 0.03$. ** $p < 0.01$. * $p < 0.001$

Figure 2.

Gender Moderates the Association between Social Class Discrimination from Teachers and Academic Achievement Among Adolescents



Note. B_{Boys} = Beta coefficient for those identifying as cisgender boys. B_{Girls} = Beta coefficient for those identifying as cisgender girls.

* $p < 0.03$. ** $p < 0.01$. * $p < 0.001$