

Exhibit P7.1: School Discipline Problems – Principals' Reports

Reported by Principals

Students were scored according to their principals' responses concerning eleven potential school problems on the *School Discipline Problems* scale. Students in schools with **Hardly Any Problems** had a score on the scale of at least 10.0, which corresponds to their principals reporting "not a problem" for six of the eleven issues and "minor problem" for the other five, on average. Students in schools with **Moderate to Severe Problems** had a score no higher than 7.2, which corresponds to their principals reporting "moderate problem" for six of the eleven issues and "minor problem" for the other five, on average. All other students attended schools with **Minor Problems**.

Country	Hardly Any Problems		Minor Problems		Moderate to Severe Problems		Average Scale Score
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Russian Federation	86 (2.3)	510 (8.6)	14 (2.3)	495 (20.2)	0 (0.0)	~ ~	11.1 (0.08)
France	65 (4.7)	375 (5.2)	31 (4.5)	363 (8.4)	4 (1.7)	367 (10.5)	10.4 (0.18)
Norway	r 65 (5.1)	512 (5.4)	35 (5.0)	497 (7.4)	1 (0.6)	~ ~	10.3 (0.16)
Slovenia	62 (4.1)	545 (4.2)	38 (4.1)	509 (5.8)	0 (0.0)	~ ~	10.4 (0.09)
Portugal	56 (4.6)	467 (6.1)	36 (4.5)	470 (7.4)	8 (2.8)	451 (16.7)	10.0 (0.21)
Lebanon	49 (3.7)	417 (6.6)	25 (4.8)	406 (12.0)	26 (3.4)	401 (10.4)	9.2 (0.18)
United States	r 46 (6.1)	462 (16.0)	53 (6.1)	437 (13.1)	1 (0.7)	~ ~	9.8 (0.21)
Italy	44 (4.4)	403 (11.5)	37 (4.8)	353 (12.5)	19 (3.5)	345 (21.2)	9.2 (0.18)
Sweden	42 (4.0)	473 (10.5)	56 (4.2)	441 (7.4)	2 (1.2)	~ ~	9.6 (0.13)
International Avg.	57 (1.5)	463 (3.0)	36 (1.5)	441 (3.8)	7 (0.7)	391 (7.7)	

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS Advanced 2015

This TIMSS Advanced questionnaire scale was established in 2015 based on the combined response distribution of all countries that participated in TIMSS Advanced 2015. To provide a point of reference for country comparisons, the scale centerpoint of 10 was located at the mean of the combined distribution. The units of the scale were chosen so that 2 scale score points corresponded to the standard deviation of the distribution.

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A tilde (~) indicates insufficient data to report achievement.

An "r" indicates data are available for at least 70% but less than 85% of the students.

