## Exhibit 6.1: Parents' Perceptions of School Performance

## Reported by Parents

Students were scored on the Parents' Perceptions of School Performance scale according to their parents' responses to eight statements about the school. Students whose parents are Very Satisfied had a score on the scale of at least 9.7, which corresponds to their parents "agreeing a lot" with four of the eight statements and "agreeing a little" with the other four, on average. Students whose parents are Less than Satisfied had a score no higher than 6.7, which corresponds to their parents "disagreeing a little" with four of the eight statements and "agreeing a little" with the other four, on average. All other students had parents who were Satisfied.

| Country |  | Very Satisfied |  | Satisfied |  | Less than Satisfied |  | Average Scale Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |  |
| Kazakhstan |  | 91 (0.8) | 550 (4.5) | 8 (0.7) | 553 (8.4) | 1 (0.2) | ~ ~ | 11.7 (0.04) |
| Indonesia |  | 89 (1.0) | 399 (4.8) | 10 (0.9) | 393 (10.4) | 1 (0.2) | ~ ~ | 11.4 (0.05) |
| Northern Ireland | $s$ | 81 (1.4) | 527 (3.1) | 16 (1.3) | 540 (6.1) | 3 (0.6) | 544 (15.9) | 11.0 (0.07) |
| Ireland |  | 80 (1.2) | 531 (2.6) | 18 (1.0) | 533 (3.2) | 2 (0.4) | ~ ~ | 10.9 (0.06) |
| Bulgaria |  | 76 (1.2) | 536 (5.9) | 20 (1.0) | 540 (8.5) | 4 (0.4) | 540 (12.2) | 10.8 (0.06) |
| Turkey |  | 75 (1.1) | 484 (3.5) | 21 (0.8) | 487 (5.2) | 4 (0.4) | 483 (7.2) | 10.7 (0.05) |
| Oman |  | 73 (0.7) | 443 (3.3) | 24 (0.7) | 414 (4.3) | 3 (0.2) | 378 (10.2) | 10.6 (0.03) |
| Georgia |  | 70 (1.2) | 454 (3.7) | 28 (1.2) | 448 (5.5) | 1 (0.2) | ~ | 10.6 (0.05) |
| Portugal |  | 68 (1.2) | 511 (2.1) | 28 (1.0) | 505 (3.3) | 4 (0.4) | 498 (5.4) | 10.4 (0.05) |
| Lithuania |  | 68 (1.1) | 531 (3.1) | 29 (1.0) | 532 (3.7) | 3 (0.4) | 533 (10.1) | 10.3 (0.05) |
| Spain |  | 67 (1.4) | 523 (2.3) | 28 (1.2) | 523 (2.7) | 5 (0.5) | 519 (7.2) | 10.4 (0.06) |
| Chile | $r$ | 67 (1.5) | 485 (3.3) | 28 (1.3) | 487 (4.0) | 5 (0.5) | 465 (6.9) | 10.3 (0.07) |
| Saudi Arabia |  | 66 (1.3) | 396 (4.8) | 28 (1.1) | 385 (6.4) | 6 (0.5) | 391 (10.9) | 10.4 (0.06) |
| Bahrain |  | 66 (0.7) | 475 (2.6) | 28 (0.7) | 444 (4.8) | 6 (0.5) | 421 (8.6) | 10.3 (0.04) |
| Serbia |  | 66 (1.3) | 520 (4.8) | 27 (1.0) | 537 (3.5) | 8 (0.6) | 535 (6.2) | 10.3 (0.06) |
| Morocco |  | 66 (1.5) | 371 (5.1) | 29 (1.2) | 327 (8.0) | 5 (0.7) | 302 (11.7) | 10.2 (0.07) |
| Qatar | $r$ | 65 (1.2) | 457 (4.2) | 29 (1.1) | 433 (4.6) | 6 (0.4) | 403 (10.1) | 10.3 (0.05) |
| Italy |  | 64 (1.3) | 518 (2.6) | 30 (1.1) | 522 (3.8) | 5 (0.5) | 507 (5.4) | 10.2 (0.06) |
| Cyprus |  | 64 (1.3) | 483 (2.3) | 30 (1.0) | 488 (4.2) | 6 (0.5) | 485 (6.2) | 10.1 (0.05) |
| Iran, Islamic Rep. of |  | 63 (1.2) | 422 (4.4) | 32 (1.0) | 418 (6.2) | 4 (0.6) | 442 (11.3) | 10.1 (0.05) |
| New Zealand | $s$ | 63 (1.2) | 526 (3.1) | 32 (1.1) | 529 (3.9) | 6 (0.5) | 510 (8.1) | 10.1 (0.05) |
| Slovak Republic |  | 62 (1.1) | 517 (3.3) | 34 (1.0) | 532 (2.7) | 4 (0.4) | 529 (6.5) | 10.2 (0.05) |
| Canada | $r$ | 60 (1.0) | 532 (2.3) | 36 (0.8) | 532 (2.8) | 5 (0.3) | 518 (4.8) | 10.1 (0.04) |
| Hungary |  | 59 (1.1) | 545 (3.4) | 35 (1.0) | 541 (4.2) | 6 (0.5) | 525 (7.1) | 10.0 (0.05) |
| Kuwait | $r$ | 58 (1.3) | 352 (6.9) | 31 (1.1) | 344 (8.1) | 10 (0.7) | 319 (11.0) | 9.9 (0.06) |
| Singapore |  | 58 (0.8) | 595 (3.9) | 37 (0.7) | 590 (3.6) | 5 (0.3) | 567 (7.3) | 10.0 (0.03) |
| United Arab Emirates |  | 56 (0.7) | 474 (3.0) | 38 (0.7) | 437 (3.3) | 6 (0.2) | 416 (6.1) | 10.0 (0.03) |
| Hong Kong SAR |  | 55 (1.4) | 562 (3.7) | 40 (1.1) | 554 (3.3) | 5 (0.6) | 529 (7.8) | 9.9 (0.06) |
| Finland |  | 54 (1.2) | 556 (2.9) | 42 (1.1) | 555 (2.6) | 4 (0.5) | 553 (8.4) | 9.8 (0.05) |
| Russian Federation |  | 54 (1.3) | 564 (3.9) | 41 (1.0) | 573 (3.1) | 5 (0.6) | 565 (5.5) | 9.8 (0.06) |
| Belgium (Flemish) |  | 49 (1.1) | 512 (2.8) | 47 (1.0) | 516 (2.5) | 4 (0.4) | 509 (6.9) | 9.6 (0.04) |
| Poland |  | 49 (1.3) | 544 (2.9) | 47 (1.2) | 551 (2.6) | 5 (0.4) | 547 (6.3) | 9.7 (0.05) |
| Chinese Taipei |  | 47 (1.0) | 552 (2.4) | 46 (0.9) | 561 (2.3) | 7 (0.4) | 551 (4.7) | 9.7 (0.04) |
| Denmark |  | 46 (1.6) | 533 (2.9) | 42 (1.2) | 530 (2.6) | 12 (0.9) | 518 (4.9) | 9.3 (0.07) |
| Sweden |  | 42 (1.6) | 544 (4.5) | 51 (1.4) | 549 (3.8) | 7 (0.7) | 537 (6.7) | 9.4 (0.07) |
| Germany | $s$ | 42 (1.4) | 540 (3.7) | 47 (1.2) | 545 (2.5) | 12 (0.8) | 528 (5.0) | 9.2 (0.06) |
| Croatia |  | 39 (1.1) | 532 (2.5) | 55 (1.1) | 536 (2.2) | 7 (0.6) | 525 (6.0) | 9.3 (0.04) |
| France |  | 35 (1.3) | 487 (3.8) | 58 (1.2) | 493 (2.6) | 7 (0.6) | 484 (6.6) | 9.1 (0.06) |
| Czech Republic |  | 34 (1.0) | 526 (3.5) | 53 (0.9) | 540 (2.2) | 12 (0.8) | 541 (4.5) | 8.9 (0.05) |
| Slovenia | s | 27 (1.3) | 550 (3.8) | 64 (1.2) | 554 (3.0) | 9 (0.5) | 546 (6.0) | 8.8 (0.05) |
| Korea, Rep. of |  | 17 (0.9) | 593 (3.8) | 67 (1.0) | 590 (2.1) | 16 (0.8) | 587 (3.5) | 8.3 (0.04) |
| Japan |  | 7 (0.7) | 570 (6.2) | 66 (0.8) | 572 (1.9) | 27 (0.9) | 566 (2.7) | 7.7 (0.04) |
| Australia |  | x x | x x | X X | X X | X X | x x | x X |
| Netherlands |  | X X | X X | X X | X X | X X | X X | X X |
| Norway (5) |  | X X | X X | X X | X X | $\mathrm{x} \times$ | X X | X X |
| England |  | -- | -- | -- | -- | -- | -- | -- |
| United States |  | -- | -- | -- | -- | -- | -- | -- |
| International Avg. |  | 58 (0.2) | 508 (0.6) | 36 (0.2) | 506 (0.7) | 6 (0.1) | 498 (1.3) |  |

[^0]Exhibit 6.1: Parents' Perceptions of School Performance (Continued)

| Country | Very Satisfied |  | Satisfied |  | Less than Satisfied |  | Average <br> Scale Score |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |  |
| Benchmarking Participants |  |  |  |  |  |  |  |
| Dubai, UAE | 62 (1.0) | 535 (2.1) | 33 (1.0) | 503 (3.0) | 5 (0.3) | 496 (7.4) | 10.2 (0.04) |
| Ontario, Canada | 62 (1.5) | 539 (2.7) | 32 (1.1) | 536 (3.3) | 6 (0.6) | 517 (6.1) | 10.1 (0.07) |
| Abu Dhabi, UAE | 50 (1.6) | 445 (6.7) | 44 (1.5) | 405 (6.4) | 6 (0.5) | 378 (10.0) | 9.7 (0.06) |
| Quebec, Canada | 48 (1.9) | 525 (4.3) | 49 (1.8) | 531 (4.7) | 3 (0.5) | 527 (10.0) | 9.7 (0.07) |
| Buenos Aires, Argentina | x x | $\mathrm{x} \times$ | $\mathrm{x} \times$ | xx | $\mathrm{x} \times$ | xx | $\mathrm{x} \times$ |
| Norway (4) | x x | $\mathrm{x} \times$ | X X | $\mathrm{x} \times$ | X X | x x | $\mathrm{x} \times$ |
| Florida, US | -- | -- | -- | -- | -- | -- | -- |




[^0]:    This TIMSS questionnaire scale was established in 2015 based on the combined response distribution of all countries that participated in TIMSS 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 dash (-) indicates comparable data not available. A tilde ( $\sim$ ) indicates insufficient data to report achievement.
    $A n$ " $r$ " indicates data are available for at least $70 \%$ but less than $85 \%$ of the students. An "s" indicates data are available for at least $50 \%$ but less than $70 \%$ of the students.
    An " $x$ " indicates data are available for less than $50 \%$ of students.

