The aim of this study was to analyze the exploratory and confirmatory structure, as well as other psychometric properties, of the Cuestionario de Problemas de Convivencia Escolar (CPCE; in Spanish, the Questionnaire on School Maladjustment Problems [QSMP]), using a sample of Spanish adolescents. The instrument was administered to 60 secondary education teachers (53.4% females and 46.6% males) between the ages of 28 and 54 years (M = 41.2, SD = 11.5), who evaluated a total of 857 adolescent students. The first-order exploratory factor analysis identified 7 factors, explaining a total variance of 62%. A second-order factor analysis yielded three dimensions that explain 84% of the variance. A confirmatory factor analysis was subsequently performed in order to reduce the number of factors obtained in the exploratory analysis as well as the number of items. Lastly, we present the results of reliability, internal consistency, and validity indices. These results and their implications for future research and for the practice of educational guidance and intervention are discussed in the conclusions.