Annex C

PISA 2012 mathematics performance and books in the home
One indicator of student disadvantage is the number of books in the home, one of the OECD measures of student socio-economic background, as it indicates home support for learning (Carnoy and Rothstein, 2013). Students that come from homes with fewer books have lower levels of performance than that of students who come from homes with more books. The differences in performance between students from homes with fewer than 25 books compared with those from homes with more than 200 books is striking, in some cases close to a full standard deviation on the mathematics scale (for Bulgaria, Montenegro, Romania, Serbia and Turkey) and equivalent to a proficiency level or more. The size of these differences is comparable for the OECD countries examined by Carnoy and Rothstein (2013). Other middle-income countries also show substantial differences (Colombia, Costa Rica and Thailand stand out in this regard). For many other middle-income countries (Indonesia, Jordan, Kazakhstan, and Viet Nam), the difference is lower.

### References
