

## **Stability and Consistency of School Effects and the Implications for School Improvement Interventions: The Case of Botswana**

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**ABSTRACT** School effectiveness is not a stable and consistent school characteristic. The aim of this study was to determine the consistency of departmental effects within secondary schools of Botswana and the stability of school and departmental effects across the years. A value added methodology, controlling for prior attainment and gender was employed. *MLwiN* 2.10 Beta (4), based on multilevel modelling, analyzed the Botswana General Certificate of Secondary Education (BGCSE) examination results from a sample of 5662 candidates for 2005-2007. There was evidence of departmental variation within the same school. The important implications for departmental and school improvement as well as for reporting school performance are discussed.