

1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive activities and projects.

2. **Methodology**

The study was conducted using a quasi-experimental design. A group of 50 students was selected from a local high school and divided into two groups: an experimental group and a control group. The experimental group participated in the new educational program, while the control group followed the standard curriculum. Data was collected through pre-tests, post-tests, and a series of surveys.

3. **Results**

The results of the study show a significant improvement in the performance of the experimental group compared to the control group. The experimental group scored higher on the post-test and showed a greater increase in critical thinking and problem-solving skills. The control group showed no significant change in performance.

4. **Conclusion**

The findings of this study suggest that the new educational program is effective in improving student performance. The program's focus on interactive activities and projects appears to be a key factor in the success of the experimental group. Further research is needed to explore the long-term effects of the program and to identify the most effective components.

5. **References**

Smith, J. (2018). *Improving Student Performance Through Interactive Learning*. New York: Academic Press.

Johnson, M. (2019). *The Impact of Project-Based Learning on Student Engagement*. Journal of Educational Research, 121(3), 456-472.

6. **Appendix**

Appendix A: Pre-test Results

Appendix B: Post-test Results

Appendix C: Survey Data