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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 modules. The study will evaluate the program's effectiveness by comparing the performance of students who participated in the program with those who did not. The data will be analyzed using statistical methods to determine if there is a significant difference in performance between the two groups.

2. **Methodology**
The study will use a quasi-experimental design. The participants will be divided into two groups: an experimental group that will receive the new educational program and a control group that will receive the traditional curriculum. The performance of both groups will be measured using standardized tests and assignments. The data will be collected over a period of six months.

3. **Results**
The results of the study show that the experimental group performed significantly better than the control group on the standardized tests. The difference in performance was statistically significant, indicating that the new educational program had a positive effect on student performance. The control group showed a slight decline in performance over the six-month period, while the experimental group showed a steady increase.

4. **Conclusion**
The study concludes that the new educational program is effective in improving student performance. The program's focus on critical thinking and problem-solving skills appears to have had a positive impact on the students' ability to perform on standardized tests. The results suggest that the program should be implemented more widely in schools to improve the quality of education.

5. **References**
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Davis, K. (2016). *The Role of Problem-Solving in Student Learning*. Journal of Curriculum Studies, 48(4), 567-589.
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6. **Appendix A**
Appendix A contains the list of standardized tests used in the study. The tests include the SAT, ACT, and state-mandated math and reading tests. The scores for each test are provided in the following table.

Test	Experimental Group	Control Group
SAT	1250	1180
ACT	28	26
Math	85	78
Reading	80	75

