2014-2015 Technology & Study Skills Program
Executive Summary
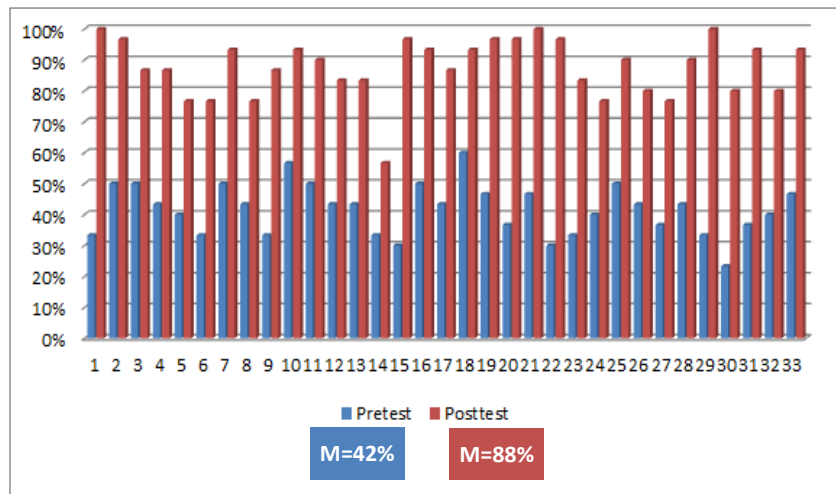
Program Description and Participants

The primary goal of the Technology & Study Skills Program is "*to provide activities that will reinforce and instill skills in the areas of technology and general study skills*." The two-week, 3-hour per day program is geared toward eighth graders. Some technology activities included creating videos, designing blogs, and making presentations using technology. In the area of study skills, students practiced note-taking and problem-solving strategies.

2014-15 Student Participants

- ✓ N = 34 students
- ✓ 62% male, 38% female
- ✓ 68% African-American, 3% White, 18% Hispanic, 3% Asian/Pacific Islander, 9% Other
- ✓ 68% free/reduced lunch, 24% paid, 9% unknown
- ✓ Students from 21 area middle schools enrolled (91% = JCPS, 19% = private school enrollment)

Evaluation Results Summary

School Participation	22	Number of area schools in which program participants were enrolled.
Attendance	71%	Students who attended all 5 session days.
Perceived Skill Growth	85%	Students agreed with survey statements
Pre-Post Assessment	100%	Students improved *technology skills* at post-test.
Program Impact Survey	100%	Students who agreed with "I am more confident in my study skills and class preparation abilities".
	97%	Students who agreed with "I learned a lot during this program".
	91%	Students who agreed with "My instructors were helpful".

M=42% **M=88%**

Success and Commendations

- 🖳 **Primary Goal:** At least 80% of scholars will show an increase on the post-test compared to the pre-test.
  - ✓ **Outcome:** ***100%*** of students increased their post-test scores showing significant skill improvement.

Recommendations

1. ***Review type and depth of skills covered***. Most students reported an increase in skills targeted for focus during the program. However, as in 2013-14, a large proportion of students reported little to no growth in at least three areas (e.g., critical thinking; research skills). A review of these areas for rigor may be warranted to ensure the curriculum meets students' needs sufficiently.

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