

After-School Program Evaluation: Fall 2025

Prepared for Brandon Family Services (SAMPLE)

SAMPLE REPORT. Brandon Family Services is a fictional organization; every number in this report is synthetic demonstration data. This document exists to show the format and rigor of a real RSC deliverable.

SCOPE	DATA	METHOD
3 sites, fall term	280 attendance records, 74 parent surveys	records analysis + survey + thematic coding
PREPARED BY		
Rojas Strategic Consulting LLC		
Public sample • 2026-07-12 • RSC-2026-SIM-01		
SAMPLE REPORT: synthetic data, published for demonstration. Client engagements are confidential and never published.		

BOTTOM LINE

RSC FOR BRANDON FAMILY SERVICES (SAMPLE)

THE QUESTION YOU ASKED

Is the program working, and where should the spring term improve it?

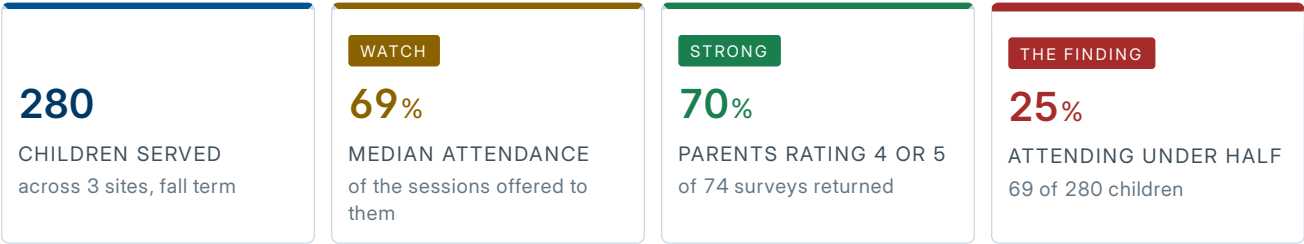
OUR ANSWER

The program is working: parents rate it highly and name specific academic gains. The best improvement is very likely operational, not programmatic: a quarter of funded seats sit under-used, and the comment evidence points to schedule logistics, not program quality.

WHAT WE RECOMMEND YOU DO

1. **Two-absence call protocol at each site.** Site coordinators, low: script + call log, ~2 hrs/wk/site.
2. **Structured site-visit round with a shared rubric.** Program director + RSC, moderate: 3 half-day visits, one rubric.

THE NUMBERS BEHIND IT



WHERE TO READ MORE

Findings Recommendations Analytic basis How we did this

- A quarter of funded seats are under-used. **HIGH** page 3
- Parents rate the program highly, and their words say why. **MODERATE** page 4
- The three sites are not the same program. **HIGH** page 5

A quarter of funded seats are under-used

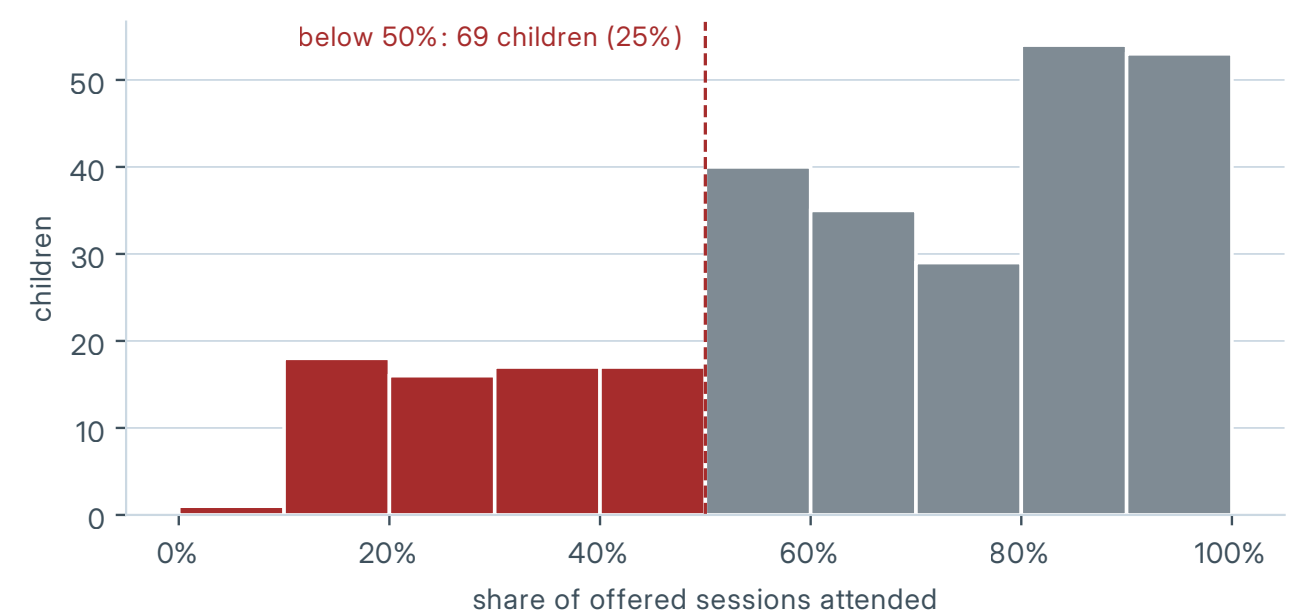


Figure 1. Distribution of attendance rates across all 280 enrolled children, fall term. The dashed line marks 50% of offered sessions.

This is the finding that costs the most.

69 of the 280 children (25%) attended fewer than half the sessions offered to them, while the middle child attended 69%. Those seats are funded either way. The gap is very likely a scheduling problem rather than a program problem, so it is very likely recoverable: call home after a second missed session, and track those calls at each site.

Analytic basis for this finding (alternatives considered, and what would change it): page 8.

FINDING 02

SATISFACTION AND VOICE

MODERATE CONFIDENCE

Parents rate the program highly, and their words say why

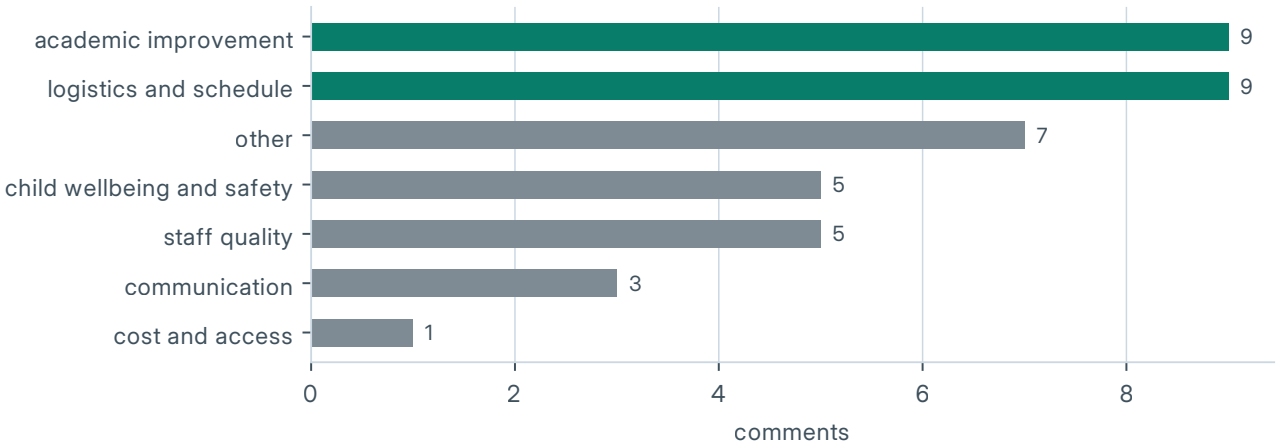


Figure 2. All 39 open-ended comments, thematically coded; every comment coded exactly once (manifest on file).

Parents complain about the schedule, not the teaching.

Scheduling and getting their kids there tied with academic improvement as the top topic parents wrote about. That lines up with the attendance finding: for most families this is very likely a scheduling problem, not a program problem, which is something the program can fix.

"She used to fail spelling tests. Not anymore."

"His grades went from Cs to Bs since he started coming. Homework actually gets done now."

Analytic basis for this finding (alternatives considered, and what would change it): page 8.

The three sites are not the same program

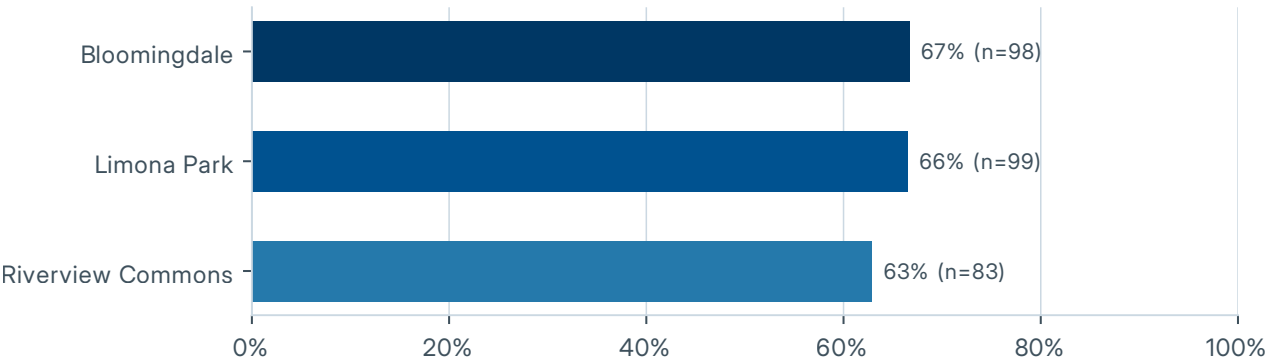


Figure 3. Mean attendance rate by site, with enrolled counts.

No single site is simply the weak one.

The site with the lowest attendance is not the one with the lowest satisfaction, so each has something to teach. The HIGH confidence here covers the ATTENDANCE differences, which we measured directly for every child. The satisfaction column comes from the same voluntary survey as Finding 2, so read it the same careful way. What we cannot tell you from this data is WHY the sites differ.

The full breakdown behind this is in the data tables at the back: page 6.

Analytic basis for this finding (alternatives considered, and what would change it): page 8.

The numbers behind the findings

SITE COMPARISON

SITE	CHILDREN	MEAN ATTENDANCE	MEAN SATISFACTION (1 - 5)	SURVEYS
Bloomingtondale	98	67%	4.04	26
Limona Park	99	66%	3.36	22
Riverview Commons	83	63%	4.19	26

RECOMMENDATIONS

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Two moves before the spring term. Each has an owner, and a way to tell if it worked.

RECOMMENDATION 01 OF 2

Two-absence call protocol at each site

OWNER

Site coordinators

EFFORT

Low: script + call log, ~2 hrs/wk/site

EXPECTED EFFECT

Likely recovers a meaningful share of the 25% low-attendance tail by spring (logistics-driven absences respond to scheduling help)

HOW WE WILL KNOW IT WORKED

Spring-term attendance distribution, same chart, same cut

RECOMMENDATION 02 OF 2

Structured site-visit round with a shared rubric

OWNER

Program director + RSC

EFFORT

Moderate: 3 half-day visits, one rubric

EXPECTED EFFECT

Likely identifies transferable practices from the strongest site; converts descriptive site differences into an action list

HOW WE WILL KNOW IT WORKED

Site-level attendance and satisfaction, spring cycle

We keep this list short on purpose: a report with ten recommendations has no priorities. We also keep the recommendations on their own page, so you can set one aside and still trust the findings, which stand on their own evidence.

ANALYTIC BASIS

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WHAT THE CONFIDENCE LABELS MEAN

They describe the strength of our EVIDENCE, not the size of the finding. A HIGH-confidence finding is not a bigger problem than a MODERATE one; it just means we are surer of it.

HIGH Measured directly, for everyone. We would be surprised to be wrong.

MODERATE The evidence points this way, but it has a known weakness we name below (who answered, how the questions held together).

LOW Suggestive only. Treat it as a question to test, not a fact to act on.

Finding 01 • Attendance **HIGH**

ALTERNATIVES CONSIDERED

An alternative reading is that low attenders were never engaged families who enrolled but never intended regular attendance; the open-end evidence of logistics complaints argues against this, but spring outreach results will discriminate between the two.

WHAT WOULD CHANGE THIS JUDGMENT

If the two-absence outreach protocol runs for a term and the tail does NOT shrink, the logistics reading weakens and the never-engaged reading strengthens; revisit recruitment instead of scheduling.

Finding 02 • Satisfaction and voice **MODERATE**

ALTERNATIVES CONSIDERED

The favorable read could reflect response bias alone (satisfied parents answer surveys). The specificity of the academic-gain comments and their agreement with the item scores argue the satisfaction is real, but its MAGNITUDE is uncertain.

WHAT WOULD CHANGE THIS JUDGMENT

A spring survey with a push for non-respondents (or a short phone sample of low-attendance families) that still shows 4-or-5 majorities would raise this to HIGH; a big gap between responders and the phone sample would lower it.

CAVEAT

The five survey items agree only modestly (alpha 0.46), so items are read individually, and survey respondents are self-selected parents who may skew satisfied. This is why the finding carries MODERATE confidence despite strong numbers.

Finding 03 • Site comparison **HIGH**

ALTERNATIVES CONSIDERED

Site differences could reflect the families each site serves rather than site practices; the fall data cannot separate the two, which is exactly what the site-visit round is designed to probe.

WHAT WOULD CHANGE THIS JUDGMENT

If the spring site visits find that all three sites really do run the program the same way, then the differences are more about which families each site serves than about the sites themselves. In that case, replace Recommendation 2 (the shared site visit) with setting a separate goal for each site.

HOW WE DID THIS

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What we looked at

We used two sources: the program's own attendance records for all 280 children this fall, and a parent survey (74 responses: five rating questions plus an overall score). Before analyzing anything, we checked the data for errors: every number in a sensible range, no child marked as attending more sessions than were actually offered, and no child counted twice.

How we read the parent comments

Parents wrote 39 comments. We sorted each one into a single topic (for example, 'schedule' or 'academics') using a fixed list of seven topics, each with a written rule for what belongs in it. We kept a record of every comment and where it went, and checked that all 39 were accounted for.

How consistent the survey was

The five rating questions did not move together as tightly as we would like (alpha 0.46, where 0.7 is the usual bar). So we report each question on its own instead of rolling them into a single satisfaction score.

What this cannot tell you

Parents chose whether to answer, so happier families may be over-represented: we heard from the families of 74 of the 280 enrolled children, about one in four. Attendance records show whether a child came, not how good the session was. And the differences between sites are things we measured, not things we can explain.

Public sample • Initial draft to client. Client factual review invited; analytic judgments change only if evidence changes, and this line will say which happened.

Nothing was dropped along the way

Every attendance record we started with is in the analysis: 280 collected, 280 passed our checks, 280 analyzed. Same for the survey: 74 returned, 74 used. 39 of those 74 parents wrote a comment, and all 39 comments were read and coded. NOTE: this is about what happened to the data we HAVE. The 206 families who did not answer the survey are a separate limit, above.

How you can check our work

Every figure traces to the underlying dataset and is reproducible by one command; each pipeline stage logs its row counts (build.log). The engagement folder holds the cleaning log and the coding manifest (comments-themes.csv).

Assumptions register

- **LINCHPIN** Attendance records are complete and logged consistently at every site. If one site under-logged offered sessions, its attendance rate is inflated and the site comparison shifts.
- Survey respondents are parents of currently enrolled children (enforced by distribution method, not verified per response).
- The seven-theme coding scheme captures the salient comment content; the 'other' bucket (7 of 39) was reviewed and holds no additional recurring theme.