OPTIONAL MODULE A HANDOUT

Taking apart an existing school design

Use this handout with Optional Module A. It is for schools whose whole design is already an intervention, such as small alternative high schools.

Key ideas

- No alternative, transfer, re-engagement, competency-based, or virtual whole-school design has Tier 1-3 evidence for students already off track. The qualifying evidence is at the component level.
- Describe your school model as the setting. Name the components IPG funds will strengthen as your EBIs, each with its own study and tier.
- When the evidence for a component comes from comprehensive schools, claim moderate at most in an alternative school.
- Features with no qualifying evidence stay in your plan as part of the setting. Do not name them as EBIs.

The three-way sort

Group	What it means	What you do
1. Matches a tested model	You run the core components of a menu row	Name it as an EBI and claim the menu tier, adjusted for your students and setting
2. Drifted from a tested model	It looks like a menu row, but core components are missing	Record the gap; Module B covers closing it
3. No qualifying evidence	Nothing on the menu matches	Describe it as part of your setting

Design Crosswalk Worksheet

Fill the first three columns in Module A. Fill the rest in Module B. The first two rows are worked examples from the composite alternative high school.

Design element	Closest menu row	Core components of that row	What you run now	Sort	Tier you can claim	Gap IPG would close
Each student has an advocate who checks in weekly	DRP-01 Check & Connect	Mentor reviews attendance, behavior, and course performance monthly or more often; escalating individual support; family contact; two-year commitment	Weekly check-ins in place; data reviews and family contact partly in place; no two-year commitment	2: Drifted	None until the gap closes; then Tier 3 (staying in school, progressing in school)	Mentor training, a data review schedule, caseload assignments that follow students for two years

Design element	Closest menu row	Core components of that row	What you run now	Sort	Tier you can claim	Gap IPG would close
Online credit recovery with a proctor	BAR-14 Teacher-directed credit recovery	Short recovery course taught by a certified teacher in place of online-only recovery	Online course; proctor, not a teacher of record	2: Drifted	None until the gap closes; then moderate at most (studied in regular high schools)	Certified teacher time for recovery sections, planning time aligned to course standards

Where this fits in the toolkit

- T2 Domain Decision Guide, Alternative and Virtual Schools: the two ways to present your model.
- T6 Evidence-based Interventions Worksheet, Step 1: look up each design element on the menu.
- Optional Module B: core components, fidelity, and the gaps IPG would close.

Sources: SYS IPG EBI Menu FINAL (October 2026), Read me and rows DRP-01 and BAR-14; IPG_EBI_R7_AltDesign (October 2026). The worked rows describe a composite school, not a real one.