

Writing Measurable IEP Goals that are IDEA, MARSE and Medicaid-Compliant

MDE offers guidance on how IEP teams can create annual goals and objectives that meet federal (IDEA) and state (MARSE) requirements. Oakland Schools offers additional guidance that supports both compliance requirements and meaningful connections between a child or student's needs and specialized instruction and supports. School speech-language pathologists often ask about how to ensure that annual goals also meet Medicaid requirements. This document offers important background information and strategies to ensure full compliance with all relevant requirements.

IEP annual goals that are **IDEA and MARSE-compliant** are required for the child or student to access or progress in the general education curriculum. The IDEA regulation for goals is plural, indicating that there must be at least two annual goals per IEP and two objectives per annual goal. The number of goals written will vary depending on the individual student's needs identified in the PLAAFP. Note that if a team is struggling to write more than one goal for a student based on individual needs, that student may no longer be a child with a disability that negatively impacts access to or progress in general education and requires specialized instruction.

IEP annual goals must be related to a medically-necessary service for the child or student in order to be **Medicaid-compliant**. The state Medicaid manual names specific conditions that indicate medical necessity for services in an IEP, such as, "receptive and expressive language," "articulation," and "voice," among others. IEP annual goals that name the medical necessity of the service using a sentence starter (i.e.: "To improve receptive and expressive language...") are Medicaid-compliant.

Note that while these medical conditions must be referenced in the IEP to document the need for a medically-necessary service, they are not required to be integrated specifically into the annual IEP goal statement. For example, if medically-necessary needs or services are documented in the PLAAFP, then the use of a sentence starter for the IEP goals is not necessary. See the Oakland Schools Guidance Document, *PLAAFP: The Complete Guide* for more information.

Finally, regardless of whether or not a sentence starter is used as part of a student's IEP goals, the Medicaid monthly summary note must include reference to the medical need, so the use of the sentence starters on the summary note meets this aspect of Medicaid compliance.

Sample speech and language IEP goals that ensure full compliance with all relevant requirements are provided below. Each sample goal includes **a sentence starter that the Medicaid office looks for to ensure that goals are related to a medically-necessary service** AND **the measurable components that IDEA and MARSE required for measurable annual goals**.

If you have questions about IEP goal writing, please contact your local district administrator for clarification. If you have questions about Medicaid, please contact the Oakland Schools Medicaid team at <https://www.oakland.k12.mi.us/school-districts/medicaid>

Annual Goal Required Content

IDEA/MARSE	MDE-OSE	Oakland Schools Guidance	Medicaid
Measurable Academic and Functional goals Measurable short term objectives	Measurability = Current level of performance + Specific skill to be measured + Target or outcome + Method of measurement	Measurability = Baseline/current data in PLAAFP + Target date + Skill + Condition/criteria + Method of progress assessment	Measurability = Medically-necessary service + Baseline/current data in PLAAFP + Target date + Skill + Condition/criteria + Method of measurement/progress assessment

Oakland Schools Annual Goal Template:

By (insert annual date) student will (insert skill/strategy) from (current performance) to (target performance/ outcome) as measured by (method of assessment).

(Note: Baseline data from PLAAFP evident in annual goal)

Annual Goal (Target date + Skill)	B (Baseline)	T/O (Target/ Outcome)	EP (Evaluation Procedure)	S
By (insert annual date), student will (insert skill/strategy)	from current level	to target/ criteria/ outcome	on method of measurement	Schedule for evaluating progress

Sample Measurable Annual Goals Format and Examples (IDEA, MARSE, and Medicaid-Compliant):

To improve (receptive and expressive language/ articulation/ fluency/ voice skills), by (date) the student will (demonstrate skill/behavior) from (current performance) to (target performance/ outcome) as measured by (method of measurement/ assessment type).

To improve expressive language skills, by May 20, 2020, the student will increase the number of different words (NDW) used to orally retell a 2nd grade narrative story probe read aloud to her from 25 to 30 as measured by structured teacher observation.

(*Baseline data from PLAAFP evident in annual goal)

Annual Goal	B	C/M	EP	S
To improve expressive language skills, by May 20, 2020, the student will increase the number of different words (NDW) used to orally retell a 2 nd grade narrative story probe read aloud to her	NDW of 25	NDW of 30	as measured by structured teacher observation	Every 10 weeks

To improve receptive language skills, by May 20, 2020, the student will correctly name 7 story grammar elements (character, setting, problem, emotion, plan, attempt, consequence) with 100% accuracy (improved from 50% accuracy) after hearing a 2nd grade narrative story probe read aloud to her as measured by structured teacher observation.

(*Baseline data evident in annual goal)

Annual Goal	B	C/M	EP	S
To improve receptive language skills, by May 20, 2020, the student will correctly name 7 story grammar elements (character, setting, problem, emotion, plan, attempt, consequence)	75% accuracy	with 100% accuracy after hearing a 2 nd grade narrative story probe read aloud to her	as measured by structured teacher observation	Every 10 weeks

To improve expressive language skills, by May 20, 2020, the student will express grammatically-correct complex sentences when given a subordinating conjunction by the clinician 10 out of 10 times (improved from 7 out of 10 times) as measured by structured teacher observation.

To improve articulation skills, by May 20, 2020, the student will produce s-blends accurately in the initial position of words when shown picture cards containing /sk-, st-, sl-/ blends in 9 out of 10 probes (improved from 5 out of 10 times) as measured by structured teacher observation.

To improve receptive and expressive language skills, by May 20, 2020, the student will offer on-topic replies to requests for information from peers during small group activities in the classroom from 5 out of 10 times to 9 out of 10 times as measured by structured teacher observation.

To improve swallowing function, by May 20, 2020, the student will maintain lip closure while chewing food 100% of the time during small group snack time (improved from 60% of the time) as measured by structured teacher observation.

To improve voice quality, by May 20, 2020, the student will initiate greetings and conversational turns with peers using a 'yawn-sigh' strategy 8 out of 10 times during small group therapy sessions (improved from 6 out of 1- times) as measured by structured teacher observation.

To improve speech fluency, by May 20, 2020, the student will signal awareness of his own moments of stuttered speech by closing his hand and making a fist with a tension level that matches the stuttering behavior from 7 out of 10 times to 10 out of 10 times during spontaneous conversation in the speech therapy room as measured by structured teacher observation.

To improve receptive and expressive language, by May 20, 2020, the student will initiate and maintain conversations during post-secondary employment settings at a level 3 on a 4-point teacher-created conversation rubric (improved from a level 2) as measured by structured teacher observation.