Indicator 13:
Annual IEP Goals Aligned to MPSGs

What is meant by annual IEP goals aligned to Measurable Post-secondary Goals (MPSGs)?

- Annual IEP goals are academic, functional, and/or behavioral goals that are based on the needs identified in the PLAAFP and the age-appropriate transition assessments.
- For each MPSG, there must be at least one annual goal in the IEP that will help the student make progress toward his/her stated MPSG. One annual IEP goal may link to more than one MPSG.

How are annual IEP goals different from the Transition Services activities (T.3) in the transition plan?

- Annual IEP goals state what the student will do or learn within the next IEP year and relate to the student's transition services (T.3)
- Annual IEP goals are measured over the course of the year and require progress reports as often as progress is reported for all students.
- A Transition Service activity may be a one-time event and does not require progress measurements.

What are some suggestions for writing aligned annual IEP goals?

- Consider using language from the MPSG in the annual goal to tie the two together.
    - MPSG: After high school, given supports from a job coach, Lilly will obtain a part-time competitive integrated employment position in a setting she enjoys (coffee shop, restaurant).
        - Annual IEP Goal: Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom and community activities by moving from 40% accuracy to 80% accuracy as measured by teacher rubrics.
    - MPSG: After graduation, Connor will self-advocate for accommodations in college.
        - Annual IEP Goal: Given role play scenarios, Connor will determine his legal rights and advocate for his needs for 4 out of 5 trials across 3 consecutive weeks. (Baseline 1 out of 5 across 3 consecutive weeks)