



Utah State
Board of
Education

Special
Education
Services

RUNNING AND USING UPOD B7 REPORTS IN UPIPS

A UTAH STATE BOARD OF EDUCATION TECHNICAL
ASSISTANCE DOCUMENT

April 2026

TABLE OF CONTENTS

Purpose and Audience	3
Overview of UPOD and UPIPS.....	3
Accessing and Running UPOD B7 Reports.....	4
Step 1: Log In.....	4
Step 2: Access B7 Report.....	4
Step 3: Access Student-Level Data	5
Step 4: View Data.....	7
Using UPOD Data	7
State and Federal Reporting.....	7
Potential LEA Data Uses	7

PURPOSE AND AUDIENCE

This technical assistance document provides Local Education Agencies (LEAs) with step-by-step instructions for accessing and interpreting Utah Preschool Outcomes Data (UPOD) reports in the Utah Program Improvement Planning System (UPIPS). It explains the Child Outcome Summary (COS) process, how Utah uses data at state and federal levels, and how LEAs can leverage this information for program improvement.

OVERVIEW OF UPOD AND UPIPS

UPOD tracks outcomes for children ages 3-5 receiving preschool special education services in the state of Utah. It is housed in UPIPS, which is Utah's monitoring and improvement system aligned with IDEA Part B requirements (34 CFR §300.601; [SpEd Rule VIII.E](#))¹. UPOD houses the data used for Indicator 7, which is part of the data states report annually to the Office of Special Education Programs (OSEP) through the State Performance Plan/Annual Performance Report (SPP/APR). This indicator focuses on the percent of students ages 3–5 with Individualized Education Programs (IEPs) to measure three outcome areas on a one to seven scale:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs ([20 U.S.C. 1416 \(a\)\(3\)\(A\)](#))

LEAs collect entry scores in the three outcome areas and enter them into the UPOD module within 30 days of a student starting special education preschool services in Utah. LEAs collect exit scores in the three outcome areas and enter them into UPOD within 30 days of a student exiting Utah special education preschool services.

¹ N.B.: Utah Board of Education Administrative Rules (Board Rules) fall under the Utah Admin. Code under title R277. These rules can be found in two places: the [USBE Administrative Rules webpage](#) or the [Utah Office Administrative Rules webpage](#). Therefore, Board Rules R277-609 refers to the same rule as Utah Admin. Code R277-609. Similarly, though the Utah State Board of Education Special Education Rules (SpEd Rules) appear as a separate set of rules distinguished from Board Rules, they are in fact incorporated into Board Rules by reference ([see Board Rules R277-750](#)).

Students need to receive at least six months of special education preschool services between entry and exit scores for the Utah State Board of Education (USBE) to count them in the UPOD data that is included in the SPP/APR. LEA staff enter the entry and exit scores into UPOD by LEA staff, most often by the student’s teacher or speech-language pathologist (SLP).

For more information on how to score students, along with other data requirements, please see the USBE [Special Education Preschool webpage](#).

ACCESSING AND RUNNING UPOD B7 REPORTS

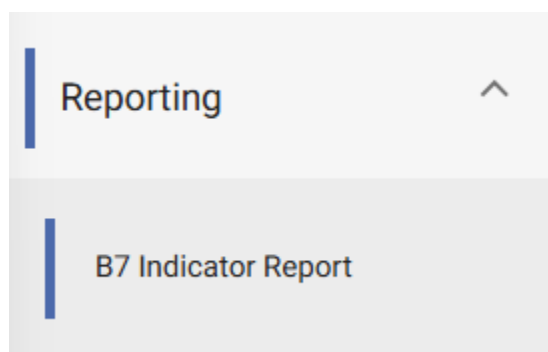
STEP 1: LOG IN

Navigate to the [UPIPS](#) website and enter your state-issued credentials.

STEP 2: ACCESS B7 REPORT

From the UPIPS dashboard on the left side, select the caret beside “Reporting” and choose “B7 Indicator Report.”

FIGURE 1: SCREENSHOT OF UPIPS DASHBOARD SELECTING B7 INDICATOR REPORT



This dashboard will show a summary of how an LEA’s scores compare to the averages across the state of Utah in all three outcomes areas. It also shows LEAs’ summary statement scores compared to the state average. Summary Statement 1

measures student growth. Of those students who entered the program below age expectations, Summary Statement 1 is the percent who substantially increased their rate of growth by the time they exited the program. Summary Statement 2 measures student proficiency. This includes the percentage of students who were functioning within age expectations by the time they exited the program.

STEP 3: ACCESS STUDENT-LEVEL DATA

To see student-level data, ensure you are viewing the data from the correct school year by checking the dropdown box in the upper right corner.

FIGURE 2: SCREENSHOT OF THE SCHOOL YEAR DROPDOWN BOX



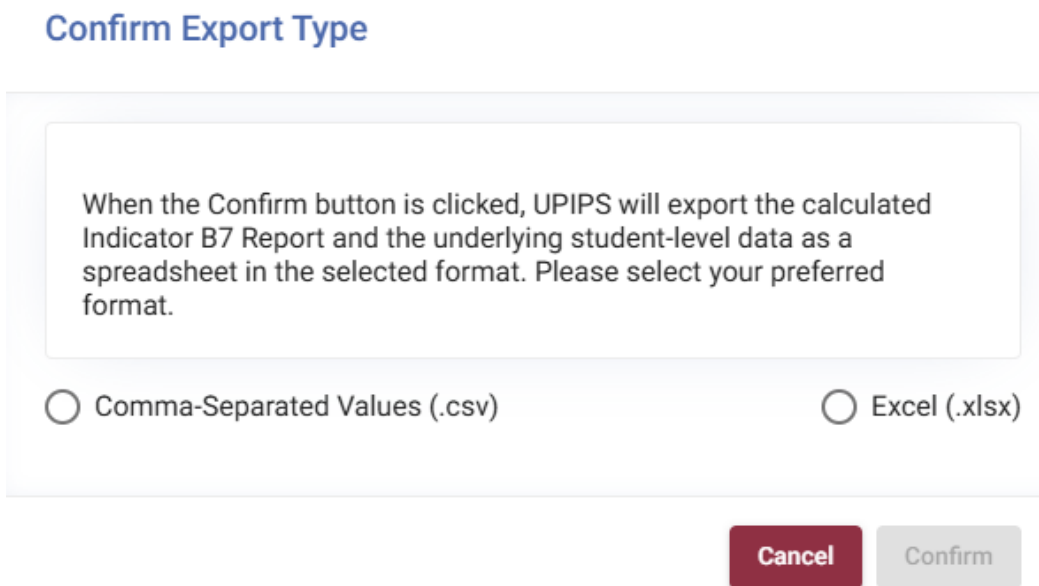
When the correct year is displayed, click "Export Report Data" found above the graph.

FIGURE 3: SCREENSHOT OF SELECTING EXPORT REPORT DATA



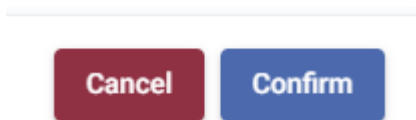
Select whether you would like the data in a CSV or Excel format

FIGURE 4: SCREENSHOT OF SELECTING CSV OR EXCEL FORMAT



Confirm the download by clicking "confirm."

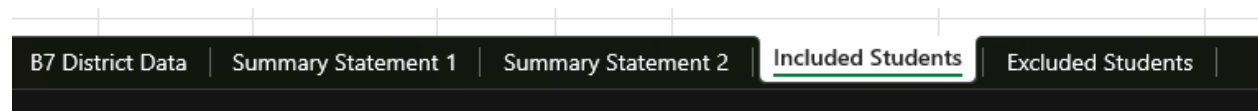
FIGURE 5: SCREENSHOT OF CONFIRMATION SCREEN



STEP 4: VIEW DATA

LEAs can find individual student information on the “included students” or “excluded students” tabs. The other tabs will give you overall percentages. B7 District data includes the overall percentages in each category. Summary statement 1 and 2 tabs include the growth or proficiency in each outcome area (see the [UPOD data funnel](#) for more information on what the categories are and how summary statements are calculated.)

FIGURE 6: SCREENSHOT OF TABS TO VIEW STUDENT INFORMATION



USING UPOD DATA

STATE AND FEDERAL REPORTING

The USBE submits Indicator 7 data in the State Performance Plan/Annual Performance Report (SPP/APR) to OSEP in the U.S. Department of Education (34 CFR §300.601) annually. USBE also uses the data from Summary Statement 1 for all three categories in their Annual LEA Determinations. Scores are based on the distance of the LEA data from the state targets.

POTENTIAL LEA DATA USES

LEAs can leverage UPOD data to drive continuous improvement in early childhood programs by:

- **Identifying Developmental Trends:** Analyze patterns in social-emotional, cognitive, and behavioral domains across classrooms and cohorts. This helps pinpoint areas where students may need additional support or enrichment.
- **Targeting Professional Development:** Use insights from data trends to design focused training for educators. For example, if data shows challenges

in social-emotional growth, professional development can emphasize strategies for fostering emotional regulation and peer interactions.

- **Refining Instructional Strategies:** Align classroom practices with evidence-based interventions informed by UPOD data. Teachers can adapt lesson plans and activities to address specific developmental needs highlighted in the data.
- **Evaluating Intervention Effectiveness:** Utilize progress categories found on the “B7 District Data tab (e.g., PSa (positive social-emotional skills), KSd (acquisition and use of knowledge and skills), AMNe (use of appropriate behaviors to meet their needs)) to monitor student growth over time. This allows LEAs to assess whether interventions are producing desired outcomes and make timely adjustments.
- **Setting Program Goals:** Establish measurable objectives for improvement based on baseline data and track progress toward those goals, ensuring accountability and transparency in program outcomes.
- **Family Engagement:** UPOD data is a result of COS process, which should include family input. It empowers families to participate in decision-making, fosters collaborative goal setting, and celebrates student growth, building trust and engagement. Programs can increase the accuracy of their scores by encouraging parents to participate in the COS process.
- **Resource Allocation:** By analyzing UPOD data, LEAs can allocate resources efficiently. Data highlights high-need areas, informs investment priorities, forecasts future demands, and ensures funding and staffing align with strategies proven effective through progress monitoring.