

Paper RV-235

A Real World Example: Using the SAS® ODS Report Writing Interface to Revamp South Carolina's School District Special Education Data Profiles

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ABSTRACT

Creating complex reports can be a daunting task, especially when using multiple data sources. The SAS® ODS Report Writing Interface can provide a significant amount of flexibility for your reports. Prior to the use of SAS, the South Carolina Department of Education's 88 special education district data profiles were created using Microsoft Excel and Word and were required to be produced annually. With limited staff, this process took weeks to build the reports and was not flexible to meet changing data needs. This paper will illustrate how the SAS ODS Report Writing Interface helped revamp these annual district reports to help staff save time and effort while also including additional features and data (such as conditional processing and color coding) to give the reports a more professional appearance.

INTRODUCTION

Regulations in the administration of the Individuals with Disabilities in Education Act (IDEA) require states to make determinations of school districts based on available data and publicly report relevant information regarding programs that provide special education services to students to the general public. Previously, reports were created using a combination of Microsoft Word and Excel which were then converted to PDF files. While feasible, the creation and editing of these reports annually required weeks to complete in the midst of other duties priorities within the office.

As the creation, storage, and calculation of data migrated to SAS within our office in the last two years, I felt it was time to also start producing our annual reports in SAS as well. The required annual district report was coded to integrate many of these new SAS datasets to produce a professional report using the SAS ODS Report Writing Interface, and now saves staff significant time to produce and distribute (from weeks to mere seconds!). Coding the report in SAS will also give leadership and SAS programmers a template to use for future reports as well as more flexibility in changing the report as federal, state, or local regulations change.

SPECIAL EDUCATION DISTRICT PROFILE REPORT REQUIREMENTS

The special education district profiles required:

- A summary of all the special education data indicators, the specific district's data, and how that data compares to the predetermined annual state targets
- A report for every local education agency (LEA) and state operated program (SOP) that provides services to special education students (In South Carolina, there are 88 LEAs and SOPs.)
- The data elements to be arranged into predefined determination categories
- The definitions of the data elements on the page

Attempted improvements to the report include:

- Reducing the previous district profile report from 6-7 pages to one page
- "Traffic lighting" of the data – In this report, green means the local area is above the state target for the school year, red means the local area is below the state target for the school year, and gray means the specific indicator is not applicable for that district during that school year.
- Integrating the report with specific SAS datasets so that data can automatically load into the report with as little manual entry as possible
- Producing the report automatically in a PDF format without manual entry of data (as was previously done with Microsoft Word and Excel)

- Local district contact information

STEPS TO IMPROVEMENT USING THE SAS ODS REPORT WRITING INTERFACE

This section will describe the various sections used in the SAS ODS Report Writing Interface. The resulting output is in Appendix A and sample SAS code used is located in the Appendix B of this paper.

STEP 1: COLORS, PDF OUTPUT, AND FOOTNOTES

This section sets the stage for the rest of the program. There are %LET statements that set the colors of the title background as well as the targets are defined within macros (for more flexibility should it be needed), as well statements for the the PDF file output and the footnotes. Notice the margins within the OPTIONS statement. These are important when attempting to set regions within the document. You must know how you are setting your margins for the regions of the document to display correctly in the output.

```
%let backBlue = cx007DC3;
%let backGray = cxA9A9A9;
%let belowtarget = CXFF0000;
%let mettarget = CX00FF00;
%let NA = CXDEDED;

symbol1 i=none f=marker v=U c=CXDE7E6F;
symbol2 i=none f=marker v=U c=CX7C95CA;

options orientation=portrait leftmargin=0.5in rightmargin=0.5in topmargin=0.1in
bottommargin=0.1in nodate nonumber;

ods pdf file='***...network location...***/2014-2015 District Profiles - South
Carolina.pdf';

footnote height=5.75pt "Data Notes: N/A = Not Available/Not Applicable;
Compliance=100% State Target; ST = State Target" ;
footnote2 height=5.75pt "Legend: Green = Met Target, Red = Did Not Meet Target, Gray =
Not Applicable";
footnote3 height=5.75pt "If you have questions, please contact the Office of Special
Education Services at 803-734-8224 or email at specialedservices@ed.sc.gov.";
```

Setting the colors using %LET statements allows us to have flexibility in case we need to change colors for targets.

STEP 2: DECLARE AN ODS OBJECT IN A DATA STEP

A “NULL” dataset was created for the report, and the DECLARE command is the main keyword to declare the object keyword for the rest of the report. In this example, “fbe” has been declared as the object variable name (the author’s initials). This object will be used to reference available methods to customize various sections of the report.

This program is reading another dataset which contains district data for the school districts, and thus a DO loop was created to read through the dataset and create each district profile. This allows the entire report to be data-driven using previously developed SAS tables or from other variables created in the data step of this SAS program.

```
data _null_;
set ***SAS dataset*** end=done;

if _N_ = 1 then do;
declare odsout fbe ();
end;

fbe.layout_absolute();
```

This object is named “fbe” and will be referenced throughout the rest of the code. The object can be customized.

The LAYOUT_ABSOLUTE statement gives you the ability to set up regions within the page to place various types of SAS output. The LAYOUT_ABSOLUTE statement is used with the LAYOUT_END statement (noted in step 6). Each region is defined using the REGION method shown in step 3.

STEP 3: DECLARING REGIONS WITH THE REGION STATEMENT

The REGION statement allows you to declare specific areas within the report by using X and Y coordinators. You can also declare the width and height of the region. A good suggestion prior to programming is to use a blank sheet of 8.5 in. x 11 in. paper and draft out the regions you would like to see on the report using a ruler and a pencil, and then marking the length and width of the regions prior to entering the data in SAS. Marking the height and width of the regions will make the programming significantly easier.

The STYLE_ATTR statement allows you to customize the region with colors, font sizes, and other various features. Within this example, I have used the STYLE_ATTR statement to declare the blue background color as well as the color of the font and the font size.

```
fbe.region(width: "8in",height: "1in", style_attr:
           "background=&backBlue.");

fbe.format_text(data: "", style_attr:
               "background=&backBlue.");

fbe.region(x: ".5in", y: ".5in", width: "3in", height: "1in");
  fbe.format_text(data: District,
                 style_attr: "background=&backBlue.
                             foreground=white
                             font_size=14pt");
```

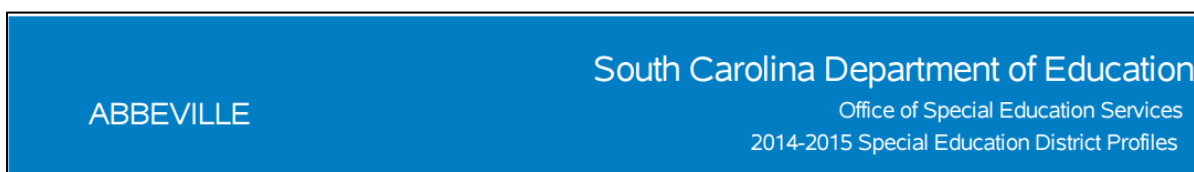


Figure 1 – Report Region with Style Attributes

STEP 4: APPLYING CONDITIONAL PROCESSING AND FORMATTING

One of the main reasons our office decided to use the ODS Reporting Writing Interface was its flexibility to allow the use of conditional processing and formatting in order to give readers of the report an easier way to determine if a school district met the state's target for any of the indicators.

To create a row, use the ROW_START and ROW_END statements within the TABLE_START and TABLE_END statements. For each special education indicator, each variable was processed to determine if the school district was above, at, or below the target. A macro command was used to link back to the background color chosen (step 1 above) to apply the appropriate reds or greens to the data within the report using the STYLE_ATTR statement. I can also format each cell how I choose by using the FORMAT_CELL function. You can also apply custom formatting as shown in the example.

```
fbe.row_start();
fbe.format_cell(data: "Ind 6A:", just: "left");

if Ind6A < Ind6At and Ind6A ne . then do;
  fbe.format_cell(data: Ind6A, just: "left", format:
                 "missing.", style_attr: "background=&belowtarget.");
end;

else if Ind6A ge Ind6At then do;
  fbe.format_cell(data: Ind6A, just: "left", format:
                 "missing.", style_attr: "background=&mettarget.");
end;

else if Ind6A = . then do;
```

← The start of the row

← Custom formats are allowed

← Using IF-THEN statements, the program is able to determine whether the background is green, red, or gray based on the input dataset, using the STYLE_ATTR statement.

```
fbe.format_cell(data: Ind6A, just: "left", format: "missing.",
style_attr: "background=&NA.");
end;

fbe.format_cell(data: "ST:", just: "left");
fbe.format_cell(data: "48.88%", just: "left");

fbe.row_end();
```

← The end of the row

Ind 6A:	86.73%	ST:	48.88%
---------	--------	-----	--------

Figure 2 – Conditional Formatting Example

STEP 5: ADDING THE INDICATOR DEFINITION SUMMARY REGION

Each of the indicators must be defined so those using the report understand how the data is calculated. In previous district profiles, this section was significantly longer and lengthened the report to over six pages per district. However, because the detailed indicator information is already available on other reports, the goal of this section was to significantly reduce the amount of space used for definitions to ensure each district profile is only one page per school district.

As previously mentioned, the interface allows the programmer to customize each region, table, row, and cell in a way that meets the needs of the report writer and audience. In this code, the name of the indicator is bold (using FONT_WEIGHT) while the definition of the indicator is the default font weight.

Notice in these examples the use of the OVERRIDE parameter. The OVERRIDE parameter is used to override attribute defaults that are specific to that cell. This makes each cell customizable where you as the programmer can set the attributes to appear in the style, format, and font weight that you need.

```
fbe.region(x: "6in", y: "1.1in", width: "3.8in", height: "9in");
  fbe.format_text(data: "Indicator Definition Summary",
style_attr: "font_size=12pt
              font_weight=bold
              width=100%
              just=c
              background=&backGray");

fbe.table_start(style_attr: "width=3.8in height=9in");
  fbe.row_start();
    fbe.format_cell(data: "Indicator 1:", just: "left", width:
".75in", overrides: "font_size=5.75pt", style_attr:
"font_weight=bold");
    fbe.format_cell(data: "Percent of youth with IEPs graduating with
a high school diploma", just: "left", overrides:
"font_size=5.75pt");
  fbe.row_end();
.
.  ADDITIONAL SAS CODE
.

fbe.table_end();
```

← The OVERRIDE parameter allows for customization of each cell as needed.

Indicator 1:	Percent of youth with IEPs graduating with a high school diploma
---------------------	--

Figure 3 – Creating Each Row with an Indicator Definition

STEP 6: MOVING ON TO THE NEXT DISTRICT REPORT WITH A PAGE BREAK

We end the report using the LAYOUT_END statement, then the last step for this report (and the real time saver) was to have the ODS move on to the next observation in the data step. The page break function achieves this for us.

```
fbe.layout_end();  
  
if not done then do;  
    fbe.page();  
end;
```

If I wanted to end this report by creating only one page (for example, I was creating one district profile to fulfill a special request), I could remove the IF-THEN statement and end the report on the LAYOUT_END method instead.

CONCLUSIONS

The SAS ODS Report Writing Interface allows programmers significant flexibility and adaptability in creating documents and controlling the elements within the report. While this report is fairly simple, I was able to use the DATA step, utilize conditional processing, control the appearance of the overall document as well as within regions, tables, and individual cells, and produce multiple reports at once. Prior to the use of SAS, every district profile was manually entered in both a Microsoft Excel worksheet and a Microsoft Word document which then had to be converted to PDF files for processing. Depending on the workload of the data manager and other staff, creating the reports for the entire state could take weeks. Now, after the available data is ready to run, completing 88 district reports takes mere seconds to process.

With some additional steps, you can incorporate a wide variety of SAS procedures within the document, including maps, graphs, charts, and more. Thus, the SAS ODS Report Writing Interface is a powerful tool for any SAS programmer as it allows you to produce reports that integrate SAS data while providing professional output for you and your organization at the same time.

REFERENCES

- Kummer, Daniel. "Toe to Toe: Comparing ODS LAYOUT and the ODS Report Writing Interface." *Proceedings of the SAS Global Forum 2014 Conference*, SAS Institute (Cary, NC), 2014.
- Lund, Pete. "Have it Your Way: Creating Reports with the Data Step Report Writing Interface." *Proceedings of the SAS Global Forum 2013 Conference*, SAS Institute Inc. (Cary, NC), 2013.
- O'Connor, Daniel. "The Power to Show: Ad Hoc Reporting, Custom Invoices, and Form Letters." *Proceedings of the SAS Global Forum 2009 Conference*, SAS Institute Inc. (Cary, NC), 2009.

CONTACT INFORMATION

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APPENDIX A: FULL OUTPUT

South Carolina Department of Education

Office of Special Education Services

2014-2015 Special Education District Profiles

ABBEVILLE

District Information

Address: 400 Greenville Street
Abbeville, SC 29620

Zone One Outcomes

Are young children with disabilities beginning school ready to learn?

Ind 6A:	86.73%	ST:	48.88%
Ind 6B:	5.10%	ST:	25.32%
Ind 7A, St. 1:	100.0%	ST:	88.45%
Ind 7A, St. 2:	93.10%	ST:	66.16%
Ind 7B, St. 1:	100.0%	ST:	86.13%
Ind 7B, St. 2:	90.91%	ST:	63.25%
Ind 7C, St. 1:	100.0%	ST:	89.25%
Ind 7C, St. 2:	96.49%	ST:	77.21%
Indicator 12:	100.0%	ST:	100%

Zone Two Outcomes

Are children with disabilities achieving at high levels?

Indicator 4A:	No	ST:	Compliance
Indicator 4B:	No	ST:	Compliance
Indicator 5A:	71.40%	ST:	56.00%
Indicator 5B:	7.43%	ST:	18.48%
Indicator 5C:	1.58%	ST:	2.19%

Zone Three Outcomes

Does the LEA implement IDEA to improve services and results for children with disabilities?

(Indicator 8 Year Surveyed: 2010 - 2011)

Indicator 8:	37.00%	ST:	84.00%
Indicator 9:	No	ST:	Compliance
Indicator 10:	No	ST:	Compliance
Indicator 11:	100.0%	ST:	100%

Indicator Definition Summary

Indicator 1:	Percent of youth with IEPs graduating with a high school diploma
Indicator 2:	Percent of youth with IEPs dropping out of high school
Indicators 4A and 4B:	Significant discrepancy in long-term suspension/expulsions of students with IEPs (Yes or No)
Indicator 5A:	Percent of children with IEPs inside the general education class 80% or more of the day
Indicator 5B:	Percent of children with IEPs inside the general education class less than 40% of the day
Indicator 5C:	Percent of children with IEPs in separate schools, residential facilities, or homebound/hospital placements
Indicator 6A:	Percent of children ages 3 to 5 attending a regular early childhood program
Indicator 6B:	Percent of children ages 3 to 5 attending a separate special education class, separate school, or residential facility
Indicator 7:	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive socio-emotional skills (including social relationships) (A), acquisition and use of knowledge and skills (including early language/communication and early literacy) (B), and use of appropriate behaviors to meet their needs (C)
Ind 7, Statement 1:	Of those children who entered the program below age expectations in Outcome A, B, and C, what was the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program?
Ind 7, Statement 2:	What was the percent of children who were functioning within age expectations in Outcome A, B, and C by the time they turned 6 years of age or exited the program?
Indicator 8:	Percent of parents with a child receiving special education services reporting the school facilitated parent involvement
Indicators 9 and 10:	Did the LEA have disproportionate representation of racial and ethnic groups in special education (Ind. 9) or within a specific disability category (Ind. 10) that was the result of inappropriate identification? (Yes or No)
Indicator 11:	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation
Indicator 12:	Percent of children referred to Part C prior to age 3, who were found eligible for Part B, and who had an IEP developed and implemented prior to their third birthdays.
Indicator 13:	District compliance in having IEPs include appropriate measurable postsecondary goals (youth with IEPs aged 16 and above)
Indicator 14:	Percent of youth no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school (A), enrolled in higher education or competitively employed within one year of leaving high school (B), or enrolled in higher education or in some other postsecondary education or training or competitively employed or in some other employment within one year of leaving high school (C)

Zone Four Outcomes

Are youth with disabilities prepared for life, work, and postsecondary education?

(Indicator 13 Year Monitored: 2010 - 2011)

Indicator 1:	60.00%	ST:	42.30%
Indicator 2:	0.68%	ST:	4.40%
Indicator 13:	Yes	ST:	Compliance
Indicator 14A:	20.00%	ST:	15.11%
Indicator 14B:	20.00%	ST:	43.20%
Indicator 14C:	100.0%	ST:	54.00%

Data Notes: N/A = Not Available/Not Applicable; Compliance=100% State Target; ST = State Target

Legend: Green = Met Target, Red = Did Not Meet Target, Gray = Not Applicable

If you have questions, please contact the Office of Special Education Services at 803-734-8224 or email at specialservices@ed.sc.gov.

APPENDIX B: TEMPLATE OF SAS CODE USED FOR THIS REPORT

```
%let backBlue = cx007DC3;
%let backGray = cxA9A9A9;
%let belowtarget = CXFF0000;
%let mettarget = CX00FF00;
%let NA = CXDEDEDDED;

symbol1 i=none f=marker v=U c=CXDE7E6F;
symbol2 i=none f=marker v=U c=CX7C95CA;

options orientation=portrait leftmargin=0.5in rightmargin=0.5in topmargin=0.1in
bottommargin=0.1in nodate nonumber;

ods pdf file='...network location.../2014-2015 District Profiles - South Carolina.pdf';

footnote height=5.75pt "Data Notes: N/A = Not Available/Not Applicable;
Compliance=100% State Target; ST = State Target" ;
footnote2 height=5.75pt "Legend: Green = Met Target, Red = Did Not Meet Target, Gray =
Not Applicable";
footnote3 height=5.75pt "If you have questions, please contact the Office of Special
Education Services at 803-734-8224 or email at specialedservices@ed.sc.gov.";

data _null_;
  set ***insert SAS dataset*** end=done;

  if _N_ = 1 then do;
    declare odsout fbe();
  end;

  fbe.layout_absolute();

  /* Title Bar */
  fbe.region(width: "8in",height: "1in", style_attr: "background=&backBlue.");
  fbe.format_text(data: "", style_attr: "background=&backBlue.");

  fbe.region(x: ".5in", y: ".5in", width: "3in", height: "1in");
  fbe.format_text(data: District,
    style_attr: "background=&backBlue.
                foreground=white
                font_size=14pt");

  fbe.region(x: "5.5in", y: ".2in", width: "4.75in", height: "1in");
  fbe.format_text(data: "South Carolina Department of Education",
    just: "right",
    style_attr: "background=&backBlue.
                foreground=white
                font_size=15.75pt");

  fbe.region(x: "5.5in", y: ".5in", width: "2.75in", height: ".5in");
  fbe.format_text(data: "Office of Special Education Services",
    just: "right",
    style_attr: "background=&backBlue.
                foreground=white
                font_size=10pt");

  fbe.region(x: "5.5in", y: ".7in", width: "3in", height: "1in");
  fbe.format_text(data: "2014-2015 Special Education District Profiles",
    just: "right",
    style_attr: "background=&backBlue.
                foreground=white
                font_size=10pt");
```

```

/* Contact Information Region */

fbe.region(y: "1.1in", width: "3.5in", height: "4.5in");
  fbe.format_text(data: "District Information",
    style_attr: "font_size=12pt
                  font_weight=bold
                  width=100%
                  just=c
                  background=&backGray");

fbe.table_start(style_attr: "frame=void rules=none width=2in");
  fbe.row_start();
    fbe.format_cell(data: "Address:", just: "left");
    fbe.format_cell(data: PrimaryAddress, just: "left");
  fbe.row_end();

  if PrimaryAddress2 ne '' then
    fbe.row_start();
      fbe.format_cell(data: "");
      fbe.format_cell(data: PrimaryAddress2, just: "left");
    fbe.row_end();

    fbe.row_start();
      fbe.format_cell(data: "");
      fbe.format_cell(data: PrimaryAddress3, just: "left");
    fbe.row_end();

fbe.table_end();

/* First Region */

fbe.region(y: "2.4in", width: "3.5in", height: "4.5in");
  fbe.format_text(data: "Zone One Outcomes",
    style_attr: "font_size=12pt
                  font_weight=bold
                  width=100%
                  just=c
                  background=&backGray");

fbe.format_text(data: "Are young children with disabilities beginning school
  ready to learn?", style_attr: "width=100% just=c");

fbe.table_start(style_attr: "width=3.5in height=4in");

  fbe.row_start();
    fbe.format_cell(data: "Ind 6A:", just: "left");
  if Ind6A < Ind6At and Ind6A ne . then do;
    fbe.format_cell(data: Ind6A, just: "left", format: "missing.",
      style_attr: "background=&belowtarget.");
    end;
  else if Ind6A ge Ind6At then do;
    fbe.format_cell(data: Ind6A, just: "left", format: "missing.",
      style_attr: "background=&mettarget.");
    end;
  else if Ind6A = . then do;
    fbe.format_cell(data: Ind6A, just: "left", format: "missing.",
      style_attr: "background=&NA.");
    end;

    fbe.format_cell(data: "ST:", just: "left");
    fbe.format_cell(data: "48.88%", just: "left");
  fbe.row_end();

```

```
.
. ADDITIONAL SAS CODE FOR THE REMAINING ROWS IN THE TABLE
.

    fbe.table_end();

/* Region Right - Definitions */

    fbe.region(x: "6in", y: "1.1in", width: "3.8in", height: "9in");
    fbe.format_text(data: "Indicator Definition Summary",
        style_attr: "font_size=12pt
                    font_weight=bold
                    width=100%
                    just=c
                    background=&backGray");

    fbe.table_start(style_attr:"width=3.8in height=9in");
    fbe.row_start();
        fbe.format_cell(data: "Indicator 1:",just: "left", width:
            ".75in",overrides: "font_size=5.75pt", style_attr:
            "font_weight=bold");
        fbe.format_cell(data: "Percent of youth with IEPs graduating with
            a high school diploma", just:"left", overrides:
            "font_size=5.75pt");
    fbe.row_end();

    fbe.row_start();
        fbe.format_cell(data: "Indicator 2:", just: "left", overrides:
            "font_size=5.75pt", style_attr: "font_weight=bold");
        fbe.format_cell(data: "Percent of youth with IEPs dropping out of
            high school", just: "left", overrides: "font_size=5.75pt");
    fbe.row_end();

.
. ADDITIONAL SAS CODE FOR THE REMAINING ROWS IN THE TABLE
.

    fbe.table_end();

/* Second Region */

    fbe.region(y: "5.5in", width: "3.5in", height: "2in");
    fbe.format_text(data: "Zone Two Outcomes",
        style_attr: "font_size=12pt
                    font_weight=bold
                    width=100%
                    just=c
                    background=&backGray");
    fbe.format_text(data: "Are children with disabilities achieving at high
        levels?", style_attr: "width=100% just=c");

    fbe.table_start(style_attr:"width=3.5in");

        fbe.row_start();
            fbe.format_cell(data: "Indicator 4A:", just: "left");

    if Ind4A = 'No' then do;
        fbe.format_cell(data: Ind4A, just: "left", style_attr:
            "background=&mettarget.");
    end;
    else if Ind4A = 'Yes' then do;
```

```

        fbe.format_cell(data: Ind4A, just: "left", style_attr:
            "background=&belowtarget.");
        end;

        fbe.format_cell(data: "ST:", just: "left");
        fbe.format_cell(data: "Compliance", just: "left");
        fbe.row_end();

        fbe.row_start();
        fbe.format_cell(data: "Indicator 4B:", just: "left");

        if Ind4B = 'No' then do;
            fbe.format_cell(data: Ind4B, just: "left", style_attr:
                "background=&mettarget.");
            end;
        else if Ind4B = 'Yes' then do;
            fbe.format_cell(data: Ind4B, just: "left", style_attr:
                "background=&belowtarget.");
            end;

            fbe.format_cell(data: "ST:", just: "left");
            fbe.format_cell(data: "Compliance", just: "left");
            fbe.row_end();

            fbe.row_start();
            fbe.format_cell(data: "Indicator 5A:", just: "left");

            if Ind5A ge Ind5At then do;
                fbe.format_cell(data: Ind5A, just: "left", format: "missing.",
                    style_attr: "background=&mettarget.");
                end;
            else if Ind5A < Ind5At and Ind5A ne . then do;
                fbe.format_cell(data: Ind5A, just: "left", format: "missing.",
                    style_attr: "background=&belowtarget.");
                end;
            else if Ind5A = . then do;
                fbe.format_cell(data: Ind5A, just: "left", format: "missing.",
                    style_attr: "background=&NA.");
                end;

                fbe.format_cell(data: "ST:", just: "left");
                fbe.format_cell(data: "56.00%", just: "left");
                fbe.row_end();

            .
            . ADDITIONAL SAS CODE FOR THE REMAINING ROWS IN THE TABLE
            .

        fbe.table_end();

        /* Third Region */

        fbe.region(y: "7.5in", width: "3.5in", height: "3in");
        fbe.format_text(data: "Zone Three Outcomes",
            style_attr: "font_size=12pt
                font_weight=bold
                width=100%
                just=c
                background=&backGray");
        fbe.format_text(data: "Does the LEA implement IDEA to improve services
            and results for children with disabilities?", style_attr: "width=100%
                just=c");
    
```

```

if Ind8 ne . then do;
  fbe.format_text(data: "(Indicator 8 Year Surveyed: " || Ind8YrSurvey ||
    ")", style_attr: "width=100% just=c");
end;

fbe.table_start(style_attr:"width=3.5in");

  fbe.row_start();
  fbe.format_cell(data: "Indicator 8:", just: "left");

if Ind8 ge Ind8t and Ind8YrSurvey = '2014 - 2015' then do;
  fbe.format_cell(data: Ind8, just: "left", format: "missing.",
    style_attr: "background=&mettarget.");
end;
else if Ind8 le Ind8t and Ind8 ne . and Ind8YrSurvey = '2014 - 2015' then do;
  fbe.format_cell(data: Ind8, just: "left", format: "missing.",
    style_attr: "background=&belowtarget.");
end;
else do;
  fbe.format_cell(data: Ind8, just: "left", format: "missing.",
    style_attr: "background=&NA.");
end;

  fbe.format_cell(data: "ST:", just: "left");
  fbe.format_cell(data: "84.00%", just: "left");
  fbe.row_end();

  fbe.row_start();
  fbe.format_cell(data: "Indicator 9:", just: "left");

.
. ADDITIONAL SAS CODE FOR THE REMAINING ROWS IN THE TABLE
.

  fbe.table_end();

/* Fourth Region */

fbe.region(x: "6in", y: "7.5in", width: "3.8in", height: "3in");
  fbe.format_text(data: "Zone Four Outcomes",
    style_attr: "font_size=12pt
      font_weight=bold
      width=100%
      just=c
      background=&backGray");
  fbe.format_text(data: "Are youth with disabilities prepared for life,
    work, and postsecondary education?", style_attr: "width=100% just=c");
if Ind13YrMon ne '' then do;
  fbe.format_text(data: "(Indicator 13 Year Monitored: " || Ind13YrMon ||
    ")", style_attr: "width=100% just=c");
end;

fbe.table_start(style_attr:"width=3.8in");

  fbe.row_start();
  fbe.format_cell(data: "Indicator 1:", just: "left");

if Ind1 ge Ind1t then do;
  fbe.format_cell(data: Ind1, just: "left", format: "missing.",
    style_attr: "background=&mettarget.");
end;
else if Ind1 < Ind1t and Ind1 ne . then do;

```

```
        fbe.format_cell(data: Ind1, just: "left", format: "missing.",
        style_attr: "background=&belowtarget.");
        end;
    else if Ind1 = . then do;
        fbe.format_cell(data: Ind1, just: "left", format: "missing.",
        style_attr: "background=&NA.");
        end;

        fbe.format_cell(data: "ST:", just: "left");
        fbe.format_cell(data: "42.30%", just: "left");
        fbe.row_end();

.
.  ADDITIONAL SAS CODE FOR THE REMAINING ROWS IN THE TABLE
.
        fbe.table_end();

        fbe.layout_end();

        if not done then do;
            fbe.page();
        end;
run;

footnote;
footnote2;
footnote3;
ods pdf close;
```