



SRO

STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

PERIS Collection Manual

For 2016/17 School Year

Version 1.2

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Introduction

The State School Reform/Redesign Office (SRO) has developed the Performance Information System (PERIS) to serve as a comprehensive performance information system capable of allowing Priority School district and Public School Academy superintendents or senior administrators with an opportunity to review and analyze unique data sets in the aggregate and at the student level during specific collection points through the school year.

Based on feedback from stakeholders, and an evaluation of the data, the SRO has determined that changes to the collection system could improve collection efforts and analytical outcomes. Therefore, for the 2016/17 school year, the SRO has made changes to PERIS to reduce the reporting requirements for districts and public school academies.

Changes include:

- Reducing the number of collections from 6 to 4.
- Reducing the number of reported fields from 57 to 38.
- Moving to a secure file transfer service for data submission.

Also, this year schools that serve an alternative population or serve a grade combination of K-1 or K-2 will not be required to submit PERIS data. This the purposes of collecting data for PERIS, a school serving an alternative population is defined as any school that has a school emphasis of “Alternative Education” in EEM as of 09/06/2016.

Collection Calendar

Priority schools must submit PERIS data during the following four (4) collections windows in the 2016/17 school year starting in November 2016 and ending in April 2017.

These collection windows are aligned with the curriculum pacing guides that are outlined in the SRO’s Achievement Academy Pacing Guides.

#	Start Date	End Date	Submission Deadline
1	09/06/2016*	10/28/2016	11/04/2016
2	10/31/2016	12/23/2016	01/06/2017
3	01/02/2017	02/24/2017	03/03/2017
4	02/27/2017	04/07/2017	04/15/2017

* This date represents the Tuesday after Labor Day. Districts should use the first day of school as the start date for the first collection.

Schools that utilize a balanced calendar should contact the SRO to discuss an alternative schedule.

Submission Process

The method by which PERIS data will collected has been changed for the 2016/17 school year. The SRO will begin collecting student and teacher data during the four collections through a secure file transfer service (FTS). Data should no longer be sent via email.

Districts must contact the SRO to obtain instructions on connecting to the transfer website.

Submission Assistance

Please refer all questions regarding the submission of PERIS data to Drew Finkbeiner at 517-284-4984 or finkbeinerd@michigan.gov.

Student Information

District Code

Characteristic System Name

DistrictCode

Definition

The state-assigned five-digit number, as recorded in EEM, which identified the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

Use

Used for aggregation and reporting purposes.

Specification

Numeric text (can have leading zeros). Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

Enter the code that represents the district providing education services to the student reports.

Building Code

Characteristic System Name

BuildingCode

Definition

The state-assigned five-digit code as recorded in the EEM for the building.

Use

Used for aggregation and reporting purposes.

Specification

Numeric text (can have leading zeros). Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

Enter the five-digit code that represents the school or facility building where the student receives educational services.

Unique Identification Code

Characteristic System Name

StudentUIC

Definition

A distinct ten-digit number assigned by CEPI to an individual.

Use

The student UIC is essential to the identification and tracking of student data over time. The SRO uses the UIC as a link to additional data regarding the student that is maintained by CEPI and MDE.

Specification

Numeric text (can have leading zeros). Format: NNNNNNNNNN

- Minimum length: 10
- Maximum length: 10

Instructions

- Enter the ten-digit numeric identification code assigned to the student. You are required to enter leading zeros, when appropriate.
- Do not submit a blank record. You can request a UIC for a student from CEPI. Visit the [Request for UIC](#) page on the CEPI MSDS website.

Graduation Year

Characteristic System Name

GradYear

Definition

The calendar year that the student is expected to graduate.

Use

This is used to determine how many students the district is expecting to graduate in the four year cohort.

Specification

Whole number (integer) data type. Format: NNNN

- Minimum length: 4
- Maximum length: 4

Instructions

- Enter the four-digit year that represents the year when the district expects the student graduate.
- For example, if the student is expected to graduate in June 2016, the date reported will be 2016.

Days in Attendance

Characteristic System Name

DaysStudentInAttendance

Definition

The total number of days that the student actually attended or received educational services during the reporting period.

Use

This is used to determine attendance and chronic absenteeism rates.

Specification

Whole number (integer) data type. Format: NN

- Minimum length: 1
- Maximum length: 2

Instructions

- Enter the whole number (0-99) that represents the number of days that the student actually attended class or received educational services during the reporting period.
- Count attendance for any part of the school day as a day in attendance.
- Report participation in half-day kindergarten, special education for preprimary-aged students (3-5 years of age), or any other pupil program as a day in attendance.

Days Attendance Possible

Characteristic System Name

DaysAttendancePossible

Definition

The total number of days that education services were available to the student during the reporting period.

Use

This is used to determine attendance and chronic absenteeism rates.

Specification

Whole number (integer) data type. Format: NN

- Minimum length: 1
- Maximum length: 2

Instructions

- Enter the whole number (0-99) that represents the number of days that education services were available to the student during the reporting period.
- The number must be equal to or greater than the number submitted in the Days Attended characteristic.

College/Job Fairs

Characteristic System Name

CollegeJobFairs

Definition

The total number of college and jobs fairs that were available to the student during the reporting period.

Use

This is used to determine how often students are being exposed to post-secondary opportunities.

Specification

Whole number (integer) data type. Format: NN

- Minimum length: 0
- Maximum length: 2

Instructions

- Enter the whole number (0-99) that represents the number of college and jobs fairs that were available to the student during the reporting period.
- The number entered doesn't need to indicate that the student attended the event.
- Leave this field blank if no college or jobs fairs were offered to the student during the reporting period.

Teacher Referrals

Characteristic System Name

TeacherReferrals

Definition

The number of times that the student was referred for formal action during the reporting period.

Use

This is used to as a measure of school climate and culture.

Specification

Whole number (integer) data type. Format: NNNN

- Minimum length: 0
- Maximum length: 4

Instructions

- Enter the whole number (0-9,999) that represents the number times the student was referred for formal action by a teacher during the reporting period.
- Leave this field blank the student was not referred.

Number of Out-of-School Suspensions

Characteristic System Name

NumberofOutofSchoolSuspensions

Definition

The number of times that the student given an out-of-school suspension during the reporting period. An out-of-school suspension is any instance in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center).

Use

This is used to as a measure of school climate and culture.

Specification

Whole number (integer) data type. Format: NNNN

- Minimum length: 0
- Maximum length: 4

Instructions

- Enter the whole number (0-9,999) that represents the number times the student was given an out-of-school suspension during the reporting period.
- Leave this field blank the student was not given an out-of-school suspension.
- For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to his/her IEP.

Duration of Out-of-School Suspensions

Characteristic System Name

DurationofOutofSchoolSuspensions

Definition

The total number of days that the student missed educational services due to out-of-school suspension during the reporting period. An out-of-school suspension is any instance in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center).

Note: This is a change in how the SRO is requesting the duration of suspensions. In previous collections, the duration of suspensions was reported as hours.

Use

This is used to as a measure of school climate and culture.

Specification

Decimal number data type. Format: NNNN.N

- Minimum length: 0
- Maximum length: 4

Instructions

- Enter the decimal number (0-9,999.5) that represents the total number of days the student missed educational services due to out-of-school suspension during the reporting period.
- Leave this field blank the student was not given an out-of-school suspension.

Number of In-School Suspensions

Characteristic System Name

NumberofInSchoolSuspensions

Definition

The number of times that the student given an in-school suspension during the reporting period. An in-school suspension is any instance in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same locations as students under its supervision.

Use

This is used to as a measure of school climate and culture.

Specification

Whole number (integer) data type. Format: NNNN

- Minimum length: 0
- Maximum length: 4

Instructions

- Enter the whole number (0-9,999) that represents the number times the student was given an in-school suspension during the reporting period.
- Leave this field blank the student was not given an in-school suspension.
- Do not report detentions served outside of the regularly scheduled school day.

Duration of In-School Suspensions

Characteristic System Name

DurationofInSchoolSuspensions

Definition

The total number of days that the student missed educational services due to in-school suspension during the reporting period.

Note: This is a change in how the SRO is requesting the duration of suspensions. In previous collections, the duration of suspensions was reported as hours.

Use

This is used to as a measure of school climate and culture.

Specification

Decimal number data type. Format: NNNN.N

- Minimum length: 0
- Maximum length: 4

Instructions

- Enter the decimal number (0-9,999.5) that represents the total number of days the student missed educational services due to in-school suspension during the reporting period.
- Leave this field blank the student was not given an in-school suspension.

Expulsion

Characteristic System Name

Expulsion

Definition

An expulsion is an instance in which the local educational agency removes a child from his/her the remainder of the school year or longer in accordance with local educational agency policy.

Use

This is used to as a measure of school climate and culture.

Specification

Boolean (true, false, 1, 0)

- Enter a 1 for Yes
- Enter a 0 for No

Instructions

- Enter the value that represents if the student has been expelled for the school year or longer.

Truancy

Characteristic System Name

Truancy

Definition

Indication if the student has been reported to the attendance officer for nonattendance at school.

Use

This is used to as a measure of school climate and culture.

Specification

Boolean (true, false, 1, 0)

- Enter a 1 for Yes
- Enter a 0 for No

Instructions

- Enter the value that represents if the student has been reported as truant during the reporting period.

FAFSA Completion

Characteristic System Name

FAFSACompletion

Definition

The Free Application for Federal Student Aid (FAFSA) is an online form that can be completed annually to determine a student's eligibility for federal student aid.

Use

This is used to as a measure of college and career readiness.

Specification

Boolean (true, false, 1, 0)

- Enter a 1 for Yes
- Enter a 0 for No

Instructions

- Enter the value that represents if the student has completed the FAFSA during the reporting period.

Math Tier

Characteristic System Name

MathTier

Definition

Response to Intervention (RTI) is a problem-solving model that addresses individual student needs where core instructional and intervention decisions are guided by student outcome data. A strong emphasis is placed on early interventions services for students who are at risk for academic problems. The RTI model is built around tiered interventions that span from general education to special education. Emphasis is placed on providing a continuum of intervention services in which general and special education work collaboratively to meet the needs of all students.

Use

This is used to as a measure of the schools instructional and intervention practices.

Specification

Free form text

- Options: I, II, III, IV.
- Alternative option: 1, 2, 3, 4

Value	Alternative Value	Description
I	1	Tier I: All students receive research-based, high quality, general education instruction. Instructional decisions are driven by ongoing formative assessment.
II	2	Tier II: Identified students receive extra help in addition to Tier I. Tier II occurs in general education depending on the needs of the student. A high quality intervention is matched to student-targeted area of need. Intervention is provided by highly trained personnel.
III	3	Tier III: Identified students who have not made significant progress receive explicit and more intensive interventions in addition to Tier I. Students in Tier III are 1.5-2 grade levels behind. Interventions are provided by highly trained personnel.
IV	4	Some schools identify Special Education students as Tier IV after Tier II and Tier III interventions do not lead to adequate progress.

* Interventions should be implemented with an integrity of at least 80% or greater, interventionist should be supported with training until integrity reaches 80%.

Instructions

- Enter the student's current tier for mathematics during the reporting period.
- Leave the field blank if the student has not been screened into a tier.

Reading Tier

Characteristic System Name

ReadingTier

Definition

Response to Intervention (RTI) is a problem-solving model that addresses individual student needs where core instructional and intervention decisions are guided by student outcome data. A strong emphasis is placed on early interventions services for students who are at risk for academic problems. The RTI model is built around tiered interventions that span from general education to special education. Emphasis is placed on providing a continuum of intervention services in which general and special education work collaboratively to meet the needs of all students.

Use

This is used to as a measure of the schools instructional and intervention practices.

Specification

Free form text

- Options: I, II, III, IV.
- Alternative option: 1, 2, 3, 4

Value	Alternative Value	Description
I	1	Tier I: All students receive research-based, high quality, general education instruction. Instructional decisions are driven by ongoing formative assessment.
II	2	Tier II: Identified students receive extra help in addition to Tier I. Tier II occurs in general education depending on the needs of the student. A high quality intervention is matched to student-targeted area of need. Intervention is provided by highly trained personnel.
III	3	Tier III: Identified students who have not made significant progress receive explicit and more intensive interventions in addition to Tier I. Students in Tier III are 1.5-2 grade levels behind. Interventions are provided by highly trained personnel.
IV	4	Some schools identify Special Education students as Tier IV after Tier II and Tier III interventions do not lead to adequate progress.

Instructions

- Enter the student's current tier for reading (ELA) during the reporting period.
- Leave the field blank if the student has not been screened into a tier.

Behavioral Tier

Characteristic System Name

BehavioralTier

Definition

Response to Intervention (RTI) is a problem-solving model that addresses individual student needs where core instructional and intervention decisions are guided by student outcome data. A strong emphasis is placed on early interventions services for students who are at risk for academic problems. The RTI model is built around tiered interventions that span from general education to special education. Emphasis is placed on providing a continuum of intervention services in which general and special education work collaboratively to meet the needs of all students.

Use

This is used to as a measure of the schools instructional and intervention practices.

Specification

Free form text

- Options: I, II, III, IV.
- Alternative option: 1, 2, 3, 4

Value	Alternative Value	Description
I	1	Tier I: All students receive research-based, high quality, general education instruction. Instructional decisions are driven by ongoing formative assessment.
II	2	Tier II: Identified students receive extra help in addition to Tier I. Tier II occurs in general education depending on the needs of the student. A high quality intervention is matched to student-targeted area of need. Intervention is provided by highly trained personnel.
III	3	Tier III: Identified students who have not made significant progress receive explicit and more intensive interventions in addition to Tier I. Students in Tier III are 1.5-2 grade levels behind. Interventions are provided by highly trained personnel.
IV	4	Some schools identify Special Education students as Tier IV after Tier II and Tier III interventions do not lead to adequate progress.

Instructions

- Enter the student's current tier for behavior during the reporting period.
- Leave the field blank if the student has not been screened into a tier.

Local Assessment Score - Math

Characteristic System Name

NWEAMAPScantronScaleScoreMath

Definition

The score that the student scored on the local math assessment that was given during the reporting period.

Use

This is used to as a measure of the schools instructional practices.

Specification

Whole number (integer) data type.

Instructions

- Enter the numeric score that the student achieved on the local math assessment that was given during the reporting period.
- Leave the field blank if the student was not given a local assessment in math during the reporting period.

Local Assessment Scoring Method Used - Math

Characteristic System Name

AssessmentScoreUsedMath

Definition

The scoring method used to measure the students growth and/or proficiency on the math assessment.

Use

This is used to as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter the scoring method used to measure the student's growth and/or proficiency on the math assessment during the reporting period.
- Leave the field blank if the student was not given a local assessment in math during the reporting period.
- Examples: RIT, Scale, Normed, and Percentile.

Local Assessment Used - Math

Characteristic System Name

AssessmentmethodutilizedforMath

Definition

The name of the assessment used to measure the students growth and/or proficiency in math.

Use

This is used to as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter the name of the assessment used to measure the student's growth and/or proficiency in math during the reporting period.
- Leave the field blank if the student was not given a local assessment in math during the reporting period.
- Examples: NWEA, Scantron, and AIMSWeb.

Local Assessment Score - Reading

Characteristic System Name

NWEAMAPScantronScaleScoreReading

Definition

The score that the student scored on the local reading (ELA) assessment that was given during the reporting period.

Use

This is used to as a measure of the schools instructional practices.

Specification

Whole number (integer) data type.

Instructions

- Enter the numeric score that the student achieved on the local reading assessment that was given during the reporting period.
- Leave the field blank if the student was not given a local assessment in reading during the reporting period.

Local Assessment Scoring Method Used - Reading

Characteristic System Name

AssessmentScoreUsedReading

Definition

The scoring method used to measure the students growth and/or proficiency on the reading (ELA) assessment.

Use

This is used to as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter the scoring method used to measure the student's growth and/or proficiency on the reading assessment during the reporting period.
- Leave the field blank if the student was not given a local assessment in reading during the reporting period.
- Examples: RIT, Scale, Normed, and Percentile.

Local Assessment Used - Reading

Characteristic System Name

AssessmentmethodutilizedforReading

Definition

The name of the assessment used to measure the students growth and/or proficiency in reading (ELA).

Use

This is used to as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter the name of the assessment used to measure the student's growth and/or proficiency in reading (ELA) during the reporting period.
- Leave the field blank if the student was not given a local assessment in reading during the reporting period.
- Examples: NWEA, Scantron, and AIMSWeb.

ELA Essential Standards - Mastered

Characteristic System Name

ELAStandardsMastered

Definition

The ELA standards that the student mastered during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the ELA essential standards that the student has mastered during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

ELA Essential Standards – Not Mastered

Characteristic System Name

ELAStandardsNotMastered

Definition

The ELA essential standards that the student did not master during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the ELA essential standards that the student did not master during the reporting period.
- Do not include standards that were not taught during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Math Essential Standards - Mastered

Characteristic System Name

MathStandardsMastered

Definition

The Mathstandards that the student mastered during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Math essential standards that the student has mastered during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Math Essential Standards – Not Mastered

Characteristic System Name

MathStandardsNotMastered

Definition

The Math essential standards that the student did not master during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Math essential standards that the student did not master during the reporting period.
- Do not include standards that were not taught during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Science Essential Standards - Mastered

Characteristic System Name

ScienceStandardsMastered

Definition

The Science standards that the student mastered during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Science essential standards that the student has mastered during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Science Essential Standards – Not Mastered

Characteristic System Name

ScienceStandardsNotMastered

Definition

The Science essential standards that the student did not master during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Science essential standards that the student did not master during the reporting period.
- Do not include standards that were not taught during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Social Studies Essential Standards - Mastered

Characteristic System Name

SocialStudiesStandardsMastered

Definition

The Social Studies standards that the student mastered during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Social Studies essential standards that the student has mastered during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Social Studies Essential Standards – Not Mastered

Characteristic System Name

SocialStudiesStandardsNotMastered

Definition

The Social Studies essential standards that the student did not master during the reporting period.

Use

This is used as a measure of the schools instructional practices.

Specification

Free text

Instructions

- Enter all of the Social Studies essential standards that the student did not master during the reporting period.
- Do not include standards that were not taught during the reporting period.
- If more than one standard is being reported, separate the standards using a semi-colon (;).
- Mastery is defined as 90-95% for Essential Standards through tasks, assignments, projects, quizzes and interim/quarterly exams.

Teacher Information

PIC

Characteristic System Name

PIC

Definition

The Personnel Identification Code (PIC), as assigned in the Registry of Educational Personnel (REP) Application.

Use

This is used to as a measure of the teacher stability.

Specification

Numeric text (can have leading zeros). Format: NNNNNNNNNN

- Minimum length: 1
- Maximum length: 10

Instructions

- Enter the valid PIC number of the teacher.

District Code

Characteristic System Name

DistrictCode

Definition

The state-assigned five-digit number, as recorded in EEM, which identified the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

Use

Used for aggregation and reporting purposes.

Specification

Numeric text (can have leading zeros). Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

Enter the code that represents the district where the teacher is employed.

Performance Plan

Characteristic System Name

PerformancePlan

Definition

Is the teacher on a performance improvement plan?

Use

This is used to as a measure of the teacher stability.

Specification

Boolean (true, false, 1, 0)

- Enter a 1 for Yes
- Enter a 0 for No

Instructions

- Indicate if the teacher is/was on a performance improvement plan during the reporting period.
- Do not include teachers that are new to the district.

Days Absent

Characteristic System Name

NumberDaysAbsent

Definition

The total number of days that teacher was absent during the reporting period.

Use

This is used to as a measure of the teacher stability.

Specification

Whole number (integer) data type. Format: NN

- Minimum length: 1
- Maximum length: 2

Instructions

Enter the whole number (0-99) that represents the number of days that the teacher was absent during the reporting period.

Days Attendance Possible

Characteristic System Name

NumberDaysPossible

Definition

The total number of days that the teacher was expected to report.

Use

This is used to as a measure of the teacher stability.

Specification

Whole number (integer) data type. Format: NN

- Minimum length: 1
- Maximum length: 2

Instructions

Enter the whole number (0-99) that represents the number of days that the teacher was expected to report during the reporting period.