



Learning Loss Report Q & A

Q: When completing the learning loss report, which COVID grants should be included?

A: Districts should include activities and expenditures from the ESSER I, II, and III grants when completing the learning loss report. The report does not apply to any other relief funding.

Q: Many students fall into more than one subgroup, so do we just select one or include in all applicable groups?

A: If you have students that fall into more than one subgroup, they should be counted in each of them. For example, a student who is an English learner, on an IEP, and qualifies for free and reduced lunch should be counted in all three subgroups.

Q: When I log into WebGrants and click on my ESSER III grant, I don't see the learning loss report.

A: Districts must actually create the learning loss report. Follow these steps:

- Go into WebGrants and click on "Grants"
- Go into your ESSER III grant
- Click on the Learning Loss Report due on December 1
- Go to the far right and click on the green "Add Status Report"
- Go to the drop box and select "Annual Report"
- Under general information, click on the first form to begin completing

Q: Do nonpublic/private schools that received services with ESSER I funding or EANS need to complete the report?

A: No. Nonpublic/private schools do not need to complete the learning loss report. Districts with nonpublic/public schools do not need to include the activities funded with ESSER I dollars at the nonpublic/private schools.

Q: After you use the drop box and create the "Annual Report" in your ESSER III grant, the system asks for an applicable date for the report content. To what date is the system referring?

A: This field is part of the WebGrants template. You can skip this field.

Q: What data do we use? How do you want us to report it?

A: It is best to use multiple sets of data that reflects student performance and can help understand/identify learning loss. Examples of assessment (test)-based data include NDSA/ACT, interim (i.e., Map, Star, etc.), diagnostic/placement, classroom summative, etc. Examples of data that are less test-based (single point in time) include graduation rates, Choice Ready, engagement, attendance, etc. Looking at this data by subject, grade level, and by at-risk student demographics can help find trends or groups that have been impacted in a greater manner. Understanding areas/populations of greater learning loss will help in allocating resources and can accelerate recovery. Data that can be reliably compared to previous years or points in time would also be important. Data source examples are listed next to each question in WebGrants.

Q: What resources are available to assist districts in completing the learning loss report?

A: The following resources are now posted on the COVID funding page under the “Training” folder at the bottom of the page:

- [Recording of Learning Loss Training](#)
- [PowerPoint](#)
- [Tips for Completing Learning Loss Report](#)

Q: In section 3 (Uses of ESSER Funds), where it asks for the percentage of funds used, do we use the amount we were allocated or the amount we have spent to date?

A: Districts should use the amount of funds expended to date inclusive of the ESSER I, II, and III funding.