NATIONAL BLACK STUDENT ACHIEVEMENT ASSOCIATION

BLACK STUDENT ACHIEVEMENT PROGRAM STANDARDS

INTRODUCTION

Welcome to the National Black Student Achievement Association (NBSAA) Program Standards.

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These standards were intentionally developed to support Black children to succeed intellectually, academically, socially, and emotionally. Families, school sites, and entire school districts will benefit by intentionally and systematically focusing on Black students in school with standards designed to accomplish the goal of Black student achievement. This document presents the outline and standards for NBSAA Black Student Achievement Programs.

Join, Volunteer, Donate.

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> developed to support Black children to succeed intellectually, academically, socially, and emotionally

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STANDARDS

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STANDARD 1

SERVICE DESIGN

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1.a PROFESSIONAL DEVELOPMENT

Provide professional development and mentoring for teachers, administrators, and support staff on strategies to enhance Black student achievement.

1.b BUDGET AND RESOURCES

Monitor budget, staffing, and resources to ensure that resources are consistently allocated to support Black student achievement.

1.c DATA AND COMMUNICATION

Review, assess, and share with teachers, administrators, support staff, and families data related to Black student enrollment, academic achievement, attendance, social-emotional learning, behavior, and progress toward graduation.

SERVICE DESIGN

STANDARD 1A:
PROFESSIONAL DEVELOPMENT

Provide professional development and mentoring for teachers, administrators, and support staff on strategies to enhance Black student achievement.

01 Exemplary

Provide professional development and mentoring for teachers, administrators, and support staff quarterly.

02 Commendable

Provide professional development and mentoring for teachers, administrators, and support staff biannually.

03 Minimum

Provide professional development and mentoring for teachers, administrators, and support staff annually.

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SERVICE DESIGN

STANDARD 1B:
BUDGET AND RESOURCES

Monitor budget, staffing, and resources to ensure that resources are consistently allocated to support Black student achievement.

01 Exemplary
Monitor budget, staffing, and resources quarterly.

02 Commendable
Monitor budget, staffing, and resources biannually.

03 Minimum
Monitor budget, staffing, and resources annually.

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SERVICE DESIGN

STANDARD 1C:
DATA AND COMMUNICATION

Review, assess, and share with teachers, administrators, support staff, and families data related to Black student enrollment, academic achievement, attendance, social-emotional learning, behavior, and progress toward graduation.

01
Exemplary
Review, assess, and share data quarterly. Include teachers, administrators, support staff, and families.

02
Commendable
Review, assess, and share data biannually. Include three of the following: teachers, administrators, support staff, and families.

03
Minimum
Review, assess, and share data annually. Include two of the following: teachers, administrators, support staff, and families.

NATIONAL **BLACK** STUDENT ACHIEVEMENT —— ASSOCIATION

STANDARD 2

CURRICULUM AND INSTRUCTION

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2.a CULTURALLY SUSTAINABLE CURRICULUM AND INSTRUCTION

Design curriculum and instruction that is culturally relevant, responsive, and sustaining for Pre-School through 12th grade.

2.b INTEGRATED AND INTERDISCIPLINARY

Design curriculum and instruction that is integrated into all content areas, for the total duration of the school day, for all students.

CURRICULUM AND INSTRUCTION

STANDARD 2A:
CULTURALLY SUSTAINABLE
CURRICULUM AND INSTRUCTION

Design curriculum and instruction that is culturally relevant, responsive, and sustaining for Pre-School through 12th grade.

01 **Exemplary**

Design curriculum and instruction that is culturally relevant, responsive, and sustaining for the total duration of the school day.

02 **Commendable**

Design curriculum and instruction that is culturally relevant, responsive, and sustaining for portions of the school day.

03 **Minimum**

Design curriculum and instruction that is culturally relevant, responsive, and sustaining during enrichment programs.

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CURRICULUM AND INSTRUCTION

STANDARD 2B: INTEGRATED AND INTERDISCIPLINARY

Design curriculum and instruction that is integrated into all content areas, for the total duration of the school day, for all students.

01 **Exemplary**

Design curriculum and instruction that is integrated into all content areas, for the total duration of the school day.

02 **Commendable**

Design curriculum and instruction that is integrated into all content areas, for portions of the school day.

03 **Minimum**

Design curriculum and instruction that is integrated into all content areas, during enrichment programs.

NATIONAL **BLACK** STUDENT ACHIEVEMENT —— ASSOCIATION

STANDARD 3

SCHOLAR IDENTITY

3.a SCHOLAR IDENTIY DEVELOPMENT

Develop scholar identity and agency with Black students through instruction.

3.b SCHOLAR IDENTIY BELL-TO-BELL

Develop scholar identity in all students, with targeted support for marginalized students, including Black students, for the duration of the school day.

SCHOLARY IDENTITY

STANDARD 3A:
SCHOLAR IDENTITY DEVELOPMENT

Develop scholar identity and agency with Black students through instruction.

01 Exemplary

Develop scholar identity and agency with Black students through instruction for the total duration of the school day.

02 Commendable

Develop scholar identity and agency with Black students through instruction for portions of the school day.

03 Minimum

Develop scholar identity and agency with Black students through instruction during enrichment or after-school programs.

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SCHOLARY IDENTITY

STANDARD 3B:
SCHOLAR IDENTITY BELL-TO-BELL

Develop scholar identity in all students, with targeted support for marginalized students, including Black students, for the duration of the school day.

01 **Exemplary**

Develop scholar identity in all students for the total duration of the school day.

02 **Commendable**

Develop scholar identity with some students for portions of the school day.

03 **Minimum**

Develop scholar identity with some students during enrichment or after-school programs.

NATIONAL **BLACK** STUDENT ACHIEVEMENT —— ASSOCIATION

STANDARD 4

SOCIAL-EMOTIONAL

4.a TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING

Incorporate Transformative Social and Emotional Learning (TSEL) competencies during instruction that respond to the social-emotional needs of Black students.

4.b POSITIVE BEHAVIOR INTERVENTIONS, SUPPORTS,AND RESTORITIVE PRACTICES

Support the implementation of Positive Behavior Interventions and Supports and Restorative Practices that are designed to respond to the social and emotional needs of Black students.

4.c CASE MANAGEMENT

Provide evidence-based child welfare and attendance services, including advocacy and targeted case management, to improve social and emotional well-being and school stability for Black students.

SOCIAL-EMOTIONAL

STANDARD 4A: TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING

Incorporate Transformative Social and Emotional Learning (TSEL) competencies during instruction that respond to the social-emotional needs of Black students.

01

Exemplary

Incorporate Transformative Social and Emotional Learning (TSEL) competencies during instruction for the total duration of the school day.

02

Commendable

Incorporate Transformative Social and Emotional Learning (TSEL) competencies during instruction for portions of the school day.

03

Minimum

Incorporate Transformative Social and Emotional Learning (TSEL) competencies during enrichment or after-school programs.

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SOCIAL-EMOTIONAL

STANDARD 4B:
POSITIVE BEHAVIOR INTERVENTIONS, SUPPORTS, AND RESTORATIVE PRACTICES

Support the implementation of Positive Behavior Interventions and Supports and Restorative Practices that are designed to respond to the social and emotional needs of Black students.

01

Exemplary

Support the implementation of Positive Behavior Interventions and Supports and Restorative Practices for the total duration of the school day.

02

Commendable

Support the implementation of Positive Behavior Interventions and Supports and Restorative Practices for portions of the school day.

03

Minimum

Support the implementation of Positive Behavior Interventions and Supports and Restorative Practices during enrichment or after-school programs.

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SOCIAL-EMOTIONAL

STANDARD 4C:
CASE MANGEMENT

Provide evidence-based child welfare and attendance services, including advocacy and targeted case management, to improve social and emotional well-being and school stability for Black students.

01 Exemplary

Provide evidence-based child welfare and attendance services for the total duration of the academic year.

02 Commendable

Provide evidence-based child welfare and attendance services for at least 85% of the academic year.

03 Minimum

Provide evidence-based child welfare and attendance services for at least 75% of the academic year.

NATIONAL **BLACK** STUDENT ACHIEVEMENT —— ASSOCIATION

STANDARD 5

HOME AND COMMUNITY

National Black Student Achievement Association

5.a FAMILY ADVISORY COMMITTEE

Sustain productive partnerships with families to support Black student achievement by maintaining a Family Advisory Committee at each school site.

5.b PROFESSIONAL DEVELOPMENT FOR FAMILIES

Provide professional development for families on Black student achievement.

5.c STUDENT ADVISORY COMMITTEE

Sustain a relationship with students to develop Black student achievement by maintaining a Student Advisory Committee at the school district

5.d HOME AND COMMUNITY CURRICULUM INTEGRATION

Design curriculum and instruction to connect to the linguistic and cultural knowledge from the home and community across content areas.

HOME AND COMMUNITY

STANDARD 5A:
FAMILY ADVISORY COMMITTEE

Sustain productive partnerships with families to support Black student achievement by maintaining a Family Advisory Committee at each school site.

01

Exemplary

A Family Advisory Committee designee from each school site will meet quarterly with district leadership to ensure the needs of Black students are being met.

02

Commendable

A Family Advisory Committee designee from each school site will meet bi-annually with district leadership to ensure the needs of Black students are being met.

03

Minimum

A Family Advisory Committee designee from each school site will meet annually with district leadership to ensure the needs of Black students are being met.

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HOME AND COMMUNITY

STANDARD 5B: PROFESSIONAL DEVELOPMENT FOR FAMILIES

Provide professional development for families on Black student achievement.

01 **Exemplary**

Provide professional development for families quarterly.

02 **Commendable**

Provide professional development for families biannually.

03 **Minimum**

Provide professional development for families annually.

NATIONAL **BLACK** STUDENT ACHIEVEMENT —— ASSOCIATION

HOME AND COMMUNITY

STANDARD 5C:
STUDENT ADVISORY COMMITTEE

Sustain a relationship with students to develop Black student achievement by maintaining a Student Advisory Committee at the school district.

01

Exemplary
A Student Advisory Committee at the school district will meet quarterly with district leadership.

02

Commendable
A Student Advisory Committee at the school district will meet bi-annually with district leadership.

03

Minimum
A Student Advisory Committee at the school district will meet annually with district leadership.

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HOME AND COMMUNITY

STANDARD 5D:
HOME AND COMMUNITY CURRICULUM INTEGRATION

Design curriculum and instruction to connect to the linguistic and cultural knowledge from the home and community across content areas.

01 Exemplary

Design curriculum and instruction to connect to the linguistic and cultural knowledge from the home and community across all content areas.

02 Commendable

Design curriculum and instruction to connect to the linguistic and cultural knowledge from the home and community in some content areas.

03 Minimum

Design curriculum and instruction to connect to the linguistic and cultural knowledge from the home and community during enrichment or after-school programs.

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STANDARD 6

PARTNERSHIPS

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6.a BLACK COLLEGE AND BUSINESS ADVISORY COMMITTEE

Sustain productive partnerships with public and private sector stakeholders that promote Black student achievement by developing a College & Business Advisory Committee.

6.b COMMUNITY MENTORSHIP AND CAREER READINESS

Connect with public and private sector Black stakeholders for students to foster mentorships to promote college and career readiness within the community.

PARTNERSHIPS

STANDARD 6A:
BLACK COLLEGE AND BUSINESS ADVISORY COMMITTEE

Sustain productive partnerships with public and private sector stakeholders that promote Black student achievement by developing a College and Business Advisory Committee.

01 Exemplary

A College and Business Advisory Committee at the school district will meet quarterly with district leadership.

02 Commendable

A College and Business Advisory Committee at the school district will meet bi-annually with district leadership.

03 Minimum

A College and Business Advisory Committee at the school district will meet annually with district leadership.

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PARTNERSHIPS

STANDARD 6B:
COMMUNITY MENTORSHIP AND CAREER READINESS

Connect with public and private sector Black stakeholders for students to foster mentorships to promote college and career readiness within the community.

01 Exemplary

Students connect with community mentors quarterly to promote college and career readiness.

02 Commendable

Students connect with community mentors bi-annually to promote college and career readiness.

03 Minimum

Students connect with community mentors annually to promote college and career readiness.

NATIONAL BLACK STUDENT ACHIEVEMENT ASSOCIATION

ACKNOWLEDGEMENTS

We would like to acknowledge the National Black Student Achievement Association Board for their support of the standards:

Dr. Gilman Whiting, CEO
Dr. Julia Nyberg, Executive Director
Dr. Michael Nettles, Board Chair
Dr. Ramon Goings, Secretary
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