

THE SUNY CHARTER SCHOOLS INSTITUTE

*FIRST YEAR SCHOOL EVALUATION REPORT
BROOKLYN ASCEND CHARTER
SCHOOL 6*

VISIT DATE: JUNE 12, 2025

REPORT DATE: SEPTEMBER 9, 2025

SUNY Charter Schools Institute

H. Carl McCall SUNY Building

353 Broadway

Albany, NY 12246

518.445.4250

www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

1

Introduction and Report Format

2

Charter Background

3

Executive Summary

4

Benchmark Summary

Appendices

A: School Overview



INTRODUCTION

INTRODUCTION

This report outlines the SUNY Charter Schools Institute’s (the “Institute’s”) observations and findings from its June 12, 2025 first year school evaluation visit to Brooklyn Ascend Charter School 6 (“Brooklyn Ascend 6”).

REPORT FORMAT

Throughout the charter term, the Institute may conduct a number of formal evaluative visits including in the first year of operation. Each formal evaluative visit produces a written report based on data gathered during these visits. These reports form the foundation of qualitative data on the charter’s effectiveness.

At the conclusion of the charter term, the Institute provides the State University of New York Board of Trustees (the “SUNY Trustees”) a renewal recommendation based on its evaluation of the academic, organizational, legal, and fiscal aspects of the charter’s program using the [SUNY Renewal Benchmarks](#), which incorporates the school’s attainment of its Accountability Plan goals and evidence of the quality of the charter’s educational program gathered in its formal evaluative visits. For first year evaluation visits, the Institute focuses on specific qualitative benchmarks that provide a fixed standard for determining the quality of the academic program as the charter progresses toward renewal.





CHARTER BACKGROUND

BROOKLYN ASCEND CHARTER SCHOOL 6

205 Rockaway Parkway, Brooklyn NY | Grades: K-1 | CSD 18

“ MISSION

To equip our students with the knowledge, confidence, and character to succeed in college and beyond. By offering a rich liberal arts education in a supportive environment, we animate children’s natural sense of curiosity and prepare students to think on their own, thrive on their own, and engage the world as informed, responsible citizens.

CURRENT CHARTER

Serves:
Kindergarten – 1st
Chartered Enrollment:
189
Charter Expiration:
July 31, 2029

ANTICIPATED 2028-29

Grades Served:
Kindergarten – 8th
Chartered Enrollment:
972

KEY DESIGN ELEMENTS

Inquiry based, Common Core instruction



Responsive, joyful culture



Professional development



EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Brooklyn Ascend 6 opened in 2024-25 serving students with a mission to equip every child with the knowledge, confidence, and character needed for success in college and beyond. Ascend Charter Schools (“Ascend Schools” or the “education corporation”) is a not-for-profit education corporation with authority to operate 10 charter schools including Brooklyn Ascend 6. Ascend Schools contracts with Ascend Learning, Inc. (“Ascend Learning” or the “network”), a New York not-for-profit corporation, that provides academic, operational, and other back office support to the schools including Brooklyn Ascend 6. The school is guided by Ascend Learning’s liberal arts educational philosophy, emphasizing critical thinking, curiosity, and a deep respect for students’ diverse backgrounds and experiences. In its first year of operation, Brooklyn Ascend 6 establishes a warm, inclusive, and orderly learning environment characterized by a strong, positive school culture. Classrooms are welcoming spaces with consistent routines and clear expectations that contribute to a safe, supportive atmosphere for learning. The school’s committed teachers build trusting relationships with students and families, laying the groundwork for meaningful community engagement.

Teachers demonstrate dedication and enthusiasm as they deliver purposeful, rigorous lessons aligned with the network’s liberal arts curriculum. Lessons feature clear objectives, opportunities for student participation, and checks for understanding. While instructional practices support engagement and foundational skills, the school continues to develop and formalize systems to consistently use assessment data to inform instruction and tailor support for individual students. The school’s leadership team, led by a dedicated principal, provides responsive coaching and feedback to teachers through regular classroom observations and collaborative planning. Leaders implement professional development aligned with instructional priorities, fostering growth and reflective practice among teachers.

Brooklyn Ascend 6’s deep commitment to community connections further strengthens its foundation for success. Staff members engage with families and local organizations to build partnerships that support students’ academic and social emotional needs ensuring the school remains responsive to the community it serves. While the school continues to develop systems for tracking and coordinating supports for at-risk students, foundational practices are in place that position Brooklyn Ascend 6 to scale these efforts effectively in future years.

Pursuant to the Institute’s Prior Actions review of Brooklyn Ascend 6’s documentation, the Institute determined that Ascend Schools had completed substantially all of the Prior Actions required of it as defined in the Charter Agreement between the education corporation and the SUNY Trustees (the “Charter Agreement”). Therefore, the Institute permitted the school to open for instruction in accordance with the plan provided in the Charter Agreement.

BENCHMARK SUMMARY

QUALITATIVE BENCHMARK ANALYSIS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance.

For first year visits, the Institute focuses on academic program benchmarks to establish a baseline measure of the quality of the school's systems and procedures, which heavily affect the progress that a school is able to demonstrate in meeting its Accountability Plan goals during the charter term. The Institute expects a school to have moved from the beginning of implementation and the promise of future growth to full and effective implementation of a quality program by the time the school comes to renewal.

ASSESSMENT

Brooklyn Ascend 6 has an assessment system that improves instructional effectiveness. The school regularly administers a range of diagnostic, formative, and summative assessments aligned to state standards. Teachers and instructional leaders use assessment data to identify trends and adjust instruction. Through a robust data review process, teachers reflect on the effectiveness of teaching and work with leaders to determine actions to adjust teaching and learning to meet specific student needs. Teachers use assessment results to strategically group students and identify students for intervention.

CURRICULUM

The school's curriculum supports teachers with instructional planning. Ascend Learning provides the school with a curricular framework aligned to state standards. The network also provides a robust set of supporting tools that provide a bridge between the curricular framework and lesson plans. It provides teachers with detailed pacing guides, unit plans, and sample lesson plans. Based on the network's provided tools, teachers know what to teach and when to teach it. Teachers plan purposeful lessons with support from leaders. A review of lesson plans and classroom instruction demonstrates that Brooklyn Ascend 6's curriculum supports strong instructional practices to develop students' literacy, numeracy, and critical thinking skills.

PEDAGOGY

High quality instruction is evident across Brooklyn Ascend 6 classrooms. Teachers deliver purposeful instruction with a clear focus on delivering content at the level of rigor of state standards. Teachers review objectives with students consistently and make connections to prior learning. In order to regularly and effectively check for student understanding, teachers use a variety of strategies including cold calling and turn and talks. Teachers consistently use exit tickets to monitor student mastery of each lesson's goals. In most lessons, teachers include opportunities to challenge students with questions and activities that develop higher order thinking

1. An extensive body of research, including a [report from Harvard](#) and a [report from the United States General Accounting Office](#), identifying and confirming the correlates of effective schools exists dating back four decades.

BENCHMARK SUMMARY

skills. Teachers build multiple opportunities in lessons for students to discuss the topic and share with one another. Across all classrooms, teachers maintain a focus on academic achievement with clear routines. Teachers use effective classroom management techniques to ensure appropriate pacing during lessons. Teachers establish classroom environments that are well organized and welcoming.

INSTRUCTIONAL LEADERSHIP

Brooklyn Ascend 6 has strong instructional leadership. The school's leadership establishes an environment of high expectations for both teachers and students. Through regular whole school meetings and individual check-in meetings with teachers, leaders communicate clear instructional priorities including ensuring the school has consistently high expectations for student outcomes. Instructional leaders have the capacity to support teacher development. The principal is the primary instructional leader for the school, and deans support the principal in delivering high quality supports to teachers. Leaders provide effective coaching and supervision that improves teacher effectiveness. The school's sustained and effective coaching cycle includes observations, actionable feedback, and lesson modeling. Leaders implement a comprehensive professional development program aligned to school priorities and teacher needs.

AT-RISK PROGRAM

Brooklyn Ascend 6 meets the educational needs of at-risk students. The school uses compliant procedures to identify students with disabilities and English language learners ("ELLs"). The school has a clear identification system through its response to intervention process to identify students struggling academically. The school offers clear and effective intervention programs. Teachers provide instruction in purposefully planned small groups to meet individual student needs. Special education teachers support the development of students with disabilities. ELL teachers provide English language acquisition teaching through pull out and push in structures. Teachers have opportunities to coordinate with special education teachers and other at-risk program staff through regular team and whole school meetings.

ORGANIZATIONAL CAPACITY

Brooklyn Ascend 6's organization, with support from Ascend Learning, works effectively to deliver the academic program. The school has clear administrative structures in place with operational systems and procedures that allow the school to carry out its academic program. The operations team establishes clear and effective systems for family communication, behavior expectations, and daily routines. The school has a clear student discipline system in place, and teachers are consistent in applying the system in the classroom. With support from the network, the school provides sufficient resources to support the achievement of its goals. As the school continues to grow, it is regularly monitoring and evaluating its program to make adjustments as necessary.

Brooklyn Ascend 6

Ax

APPENDICES

PAGES Ax 1





ASCEND CHARTER SCHOOLS’ BOARD OF TRUSTEES¹

CO-CHAIR	TRUSTEES
Emmanuel Fordjour	Jackie Wilson II
CO-CHAIR	Courtenaye Jackson-Chase
Gabrielle Ramos-Solomon	Taiesha Seales
TREASURER	Jay Bhide
Anthony J. Rose	Sandy Kapell
SECRETARY	
Janai Jeter	

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ²	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2024-25	189	135	71%	K-1

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2024-25	First Year Visit	June 12, 2025

CONDUCT OF THE VISIT

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
June 12, 2025	Dr. Tanya Lewis-Jones	Director for New Charters

CHARTER CYCLE CONTEXT

CHARTER TERM	TERM YEAR	ANTICIPATED RENEWAL VISIT
Initial	First Year of a Five Year Charter Term	Fall 2028

1. Source: The Institute’s board records at the time of the visit.

2. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

