



Student Centered,
Teacher Led:

Creating Pathways to Equity and Excellence

Annual Report
Fiscal Year 2024
July 1, 2023 - June 30, 2024

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“When teachers are empowered as changemakers, the entire system moves closer to equity and excellence. Together, we can shape a future in which every student, regardless of their circumstances, has access to the opportunities they deserve.”

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Dear E4E Friends & Supporters,

Student Centered, Teacher Led. This is Educator for Excellence’s guiding maxim and our enduring commitment to educational change by bridging divides and building solutions that serve both students and teachers. As I write to you for the first time as a sole CEO to celebrate and reflect on our 14th year at E4E, this founding vision guides us just as much as it did when my co-founder, Sydney Morris, and I started the organization.

While our commitment endures, the conditions of public education in the United States are rapidly evolving — demanding creativity and innovation from education advocates and leaders alike. Teachers and students continued to feel the lingering impacts of the pandemic, including academic setbacks and a pressing need for social-emotional support. Simultaneously, we saw continued efforts to reimagine the teaching profession, with critical conversations on issues like teacher diversity, high-quality curricula, and education funding taking center stage. One year into E4E’s new strategic plan, we have taken critical steps to meet these needs — honing our focus to identify and lead scalable campaigns, support our staff, and strengthen the long-term sustainability of our mission.

This approach is already yielding measurable results. During the 2023-24 school year, E4E members nationwide secured historic wins, such as influencing NYC Reads and NYC Solves, which are transforming literacy and math instruction for hundreds of thousands of students. In Connecticut, our coalition work helped secure \$150 million toward a more equitable school funding system, ensuring critical resources reach the students and educators who need them most. And in Massachusetts, we spearheaded efforts to retain diverse, high-quality educators, resulting in a legislative amendment passing to invest in studying the issue and impact.

These accomplishments affirm a vital truth: When teachers are empowered as changemakers, the entire system moves closer to equity and excellence. Together, we can shape a future in which every student, regardless of their circumstances, has access to the opportunities they deserve.

Onward to another year of progress, innovation, and unwavering commitment.

A handwritten signature in black ink, appearing to read 'Evan Stone', with a stylized flourish at the end.

Evan Stone
CEO and Co-Founder
Educators for Excellence

Educators for Excellence was founded by teachers, for teachers, and for students.

Mission

To ensure that teachers have a leading voice in the policies that impact their students and profession.

Vision

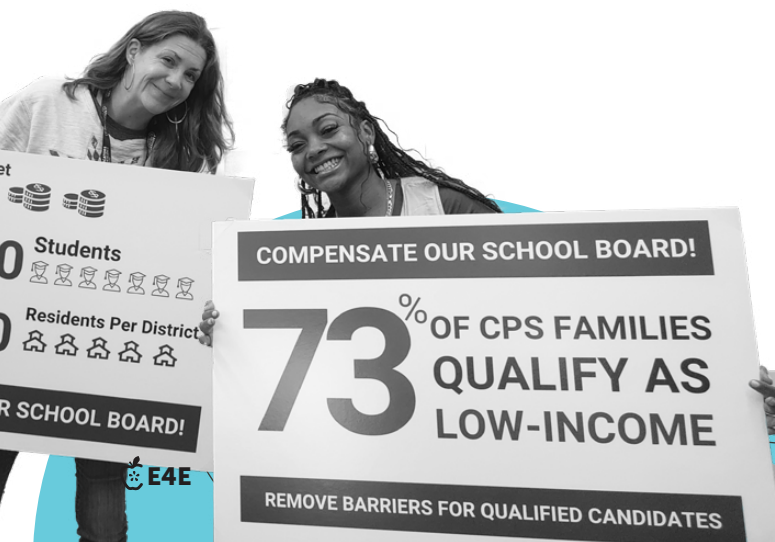
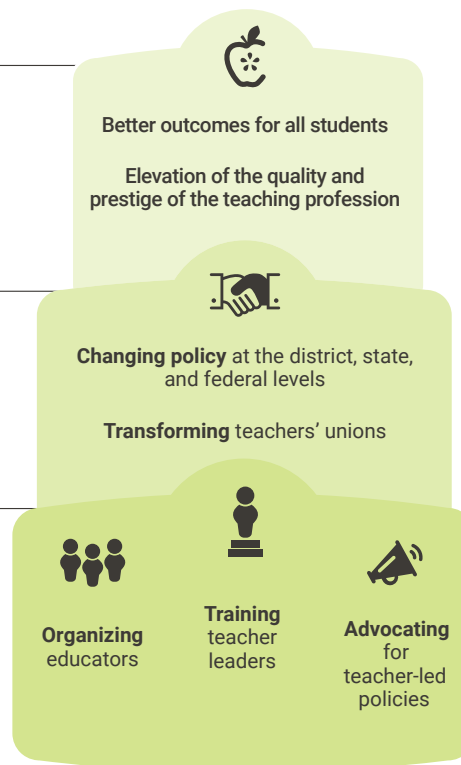
An equitable and excellent education system that provides all students the opportunity to succeed and elevates the teaching profession.

Theory of Change

Teachers remain the most influential in-school factor in shaping student outcomes, making our two long-term goals inseparable:

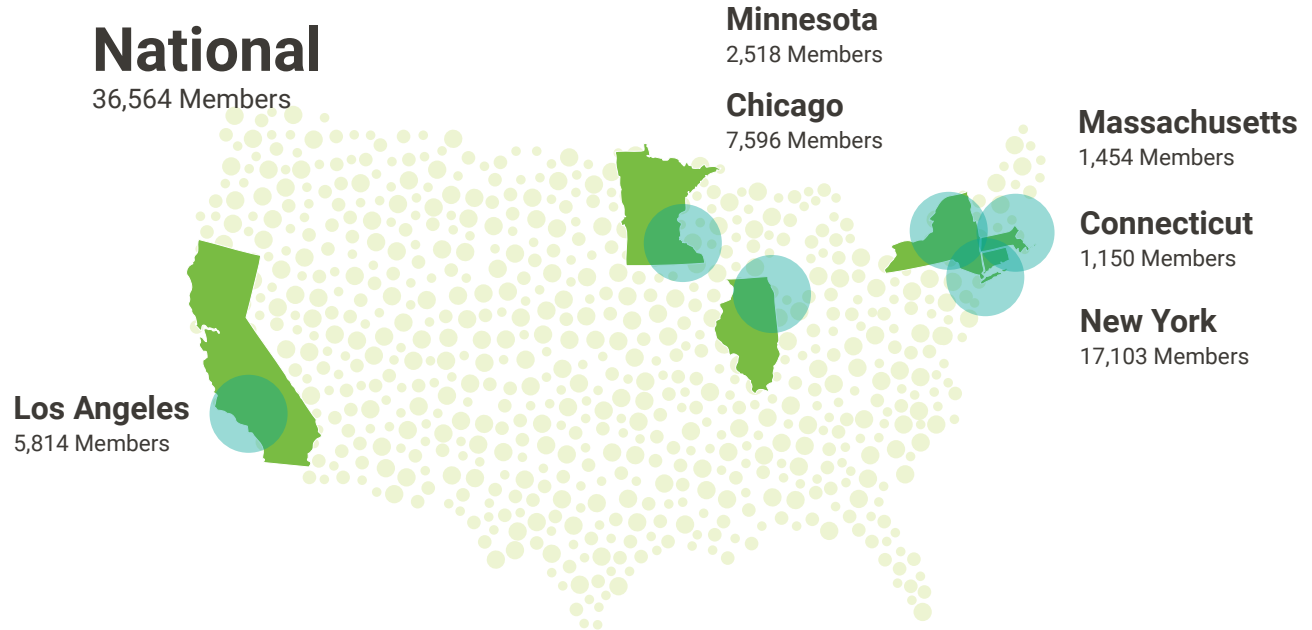
We achieve these goals by:


United around our Declaration of Teachers' Principles and Beliefs, we lead this change by:





Organizing and Teacher Leadership


Over the 2023-24 school year, E4E members across the country organized and advocated for unique and innovative pathways to address some of the largest systemic barriers to the success of their students and profession.



 **8,000+** DIGITAL ACTIONS
taken by E4E members – including petition signatures and letters to elected officials – to build demand for student-centered change

 **91** MEDIA HITS
elevating teachers' voices about their experiences, research, and insights on their students and profession

 **8** POLICY WINS
powered by 12 cohorts of educators that led impactful campaigns on various issues, including high-quality curriculum, equitable school funding, and teacher diversification

 **3** MAJOR PUBLICATIONS
led by E4E on issues ranging from teacher contracts to recruiting and retaining teachers of color

Creating Pathways Together

E4E members collaborate with fellow educators, partners, and decision-makers to promote innovative policies and practices that create a diverse, sustainable teaching profession that helps students thrive. Educators are a powerful force – when included as partners, we create better solutions and stronger pathways to effective teaching and learning.

Each campaign win detailed in the following pages aligns with E4E’s **National Policy Agenda**, which is grounded in our Declaration of Teachers’ Principles and Beliefs, informed by the perspectives of thousands of teachers, and developed in close partnership with our National Teacher Leader Council.

These six policy areas ensure each E4E campaign aligns with our belief in the need to reimagine the way schools operate, designing dynamic, sustainable teacher roles that better enable educators to serve all students.



Align Funding Systems to Student Need



Rethink the Teacher Role to Make it More Sustainable, Rewarding, & Dynamic



Recruit, Support, & Retain Teachers of Color



Implement High-Quality, Culturally Relevant Curriculum & Aligned Professional Learning



Reimagine Measures of Student Learning to Better Serve Students & Teachers



Equip Teachers to Support Student Wellbeing with Welcoming & Inclusive Learning Environments



Securing Critical Funding for Teacher Training in Minnesota

Minnesota has the largest gaps in high school graduation rates in the country for Black, Hispanic, and Indigenous students compared to their white peers, with literacy proficiency rates by the end of third and eighth grade stagnant at 33 percent for these students. In response to the literacy crisis, E4E made evidence-based curriculum and aligned professional learning our priority over the past two years, bringing teacher stories and testimonies to the forefront of the movement. Following the successful passage of the Minnesota READ (Reading to Ensure Academic Development) Act, in 2024, as part of their research, E4E teacher leaders highlighted a meaningful gap within the READ Act provisions: Funding to invest in the robust and year-round professional development that is required to overhaul literacy instruction practices was not allocated in the state budget. After engaging hundreds of educators who made their case for these resources, the state legislature listened and established budget line items to provide critical funding for science-based literacy instruction professional development.



NEW YORK SPOTLIGHT:

High-Quality Curriculum and Embedded Supports for Literacy and Math

E4E’s 2023 Voices from the Classroom national teacher survey showed that just 36 percent of teachers across the country reported they had the curricular materials they need, and only 30 percent reported they had received the training to effectively implement their materials.

New York City educators built a campaign that rallied behind **three key policy recommendations** designed to ensure that all schools are using culturally relevant, high-quality curricula and that teachers are receiving curriculum-aligned ongoing professional learning to implement the new materials effectively. After sustained teacher advocacy, E4E influenced a historic district-level policy win with New York City Public Schools announcement of NYC Reads, which launched a shift to three core curricula for K-5 literacy along with significant investments in teacher professional learning — a change that will improve the quality of teaching across 700+ schools and for 300,000+ students.

But our work didn’t stop there. After our teachers advocated for ongoing professional learning outside of the pilot year to ensure positive outcomes, the New York City Department of Education committed to two additional years of ongoing professional

learning baked into the budget to support teachers with these new materials, designated funding that is essential to successful implementation. Immediately following this victory, E4E teachers launched a similar campaign calling for a similar investment in math curricula and aligned professional learning, resulting in the commitment of NYC Solves to address the city’s math achievement crisis. This win ensures that 93 middle schools in eight districts and 420 high schools across the city — representing nearly one-third of all NYC public schools — will now implement high-quality math curricula supported by intensive teacher coaching. We are hopeful this initiative will serve as a model for expansion citywide.

Adoption and policy change itself is only one component of fulfilling the promise of high-quality curricula. Knowing teacher feedback loops would be essential to successful implementation, E4E has already engaged thousands of teachers through surveys, focus groups, and school team meetings to inform and improve the implementation of both NYC Reads and NYC Solves — highlighting the importance of teacher voice in ensuring written policy has its desired impact in real-life classrooms.

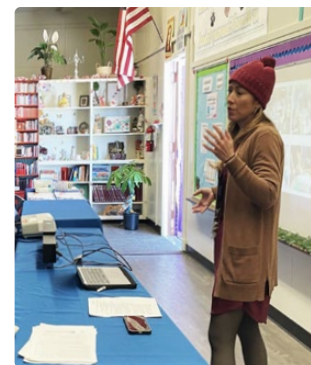
“The next several years are an opportunity for city leadership to strengthen the professional learning, provide feedback loops, and empower educators to connect with one another to problem-solve. This shift to evidenced-based instruction can work, as it has in other places, but only if educators are properly supported throughout every step of the process.”

KATE GUTWILLIG | NYC ELEMENTARY SCHOOL TEACHER

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Developing a Culturally Relevant Rubric in Los Angeles

To capitalize on Los Angeles Unified School District’s public commitment to prioritize an education system that is culturally affirming and actively bias-aware, E4E members called for the implementation of a rubric to assess the cultural relevance of curricula and supplemental materials in the district. After educators passionately organized around this campaign by engaging hundreds of their peers in curriculum evaluation events, the district’s chief academic officer officially agreed to implement the rubric in the next textbook adoption — creating more welcoming and inclusive classrooms and ensuring it is representative, antiracist, and LGBTQ+ affirming.





Modernizing Teacher Certification in Connecticut

Connecticut faces acute teacher shortages in critical subject areas and underserved regions, a challenge worsened by an outdated certification process that has failed to keep pace with the evolving needs of today’s classrooms. To address this, E4E partnered with Columbia University’s Center for Public Research and Leadership, the New Teacher Track Coalition, and other key stakeholders to develop recommendations for a modern, forward-thinking certification system. As a result of our collective advocacy, the state established the **Connecticut Educator Preparation and Certification Board**, tasked with updating certification requirements by 2026. This achievement marks a major step forward in recruiting and preparing teachers to meet today’s challenges while helping to narrow the student achievement gap.

MASSACHUSETTS SPOTLIGHT:

So All Students Thrive

Massachusetts is committed to supporting students by ensuring teachers reflect the diversity of their communities, demonstrated by the Commonwealth’s significant investments in diversifying its teacher pipeline. Research consistently shows that a diverse teaching workforce benefits all students by fostering more inclusive classrooms, improving academic outcomes, and providing role models from a variety of backgrounds. However, students across the state have faced the impact of seniority-based layoff policies, which have led to the loss of many high-quality, diverse educators earlier in their careers. Teachers of color, who are more than twice as likely as their white colleagues to be in their first three years of teaching, are disproportionately affected by these layoffs, leaving them most vulnerable.¹

E4E recognized how much students were losing in this process and mobilized E4E members, built coalitions, and met with district, union, and state leadership across the Commonwealth, advocating for reform of the state’s “Last In, First Out” policy. Our persistence paid off: In July 2024, the Massachusetts Legislature adopted its FY2025 budget, which included a key amendment requiring the Department of Elementary and Secondary Education to study the effects of layoffs on diverse, high-quality educators over the 2023-24 and 2024-25 school years. This legislative achievement will provide crucial data on the impact of these policies as we continue to advocate for passage of a

law that improves LIFO as the governing layoff policy. By expanding protections for the most effective and diverse educators in classrooms, Massachusetts will create an education system in which all students have the support and inspiration they deserve.



“Seniority should not be the main factor considered when school districts choose who should remain in the classroom. While still considering a teacher’s length of service, districts should be permitted to consider other factors like being bilingual, additional credentials, and experience, as well as whether teachers are working at underserved schools.”

LIZA LAZARE | E4E-BOSTON EXECUTIVE DIRECTOR

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¹ Matthew A. Kraft, Joshua F. Bleiberg. The Inequitable Effects of Teacher Layoffs: What We Know and Can Do. *Education Finance and Policy* 2022, 17 (2): 367–377.



Supporting an Equitably Elected School Board in Chicago

With the coming once-in-a-generation shifts in Chicago’s education governance, E4E members focused on Chicago Public Schools’ transition to an elected school board. Educators drove targeted advocacy with attention to the legislative details that will shape this shift after 30 years of mayoral control, aiming to ensure equitable governance that represents students, teachers, and parents. Advocacy efforts and coalition building from E4E teacher members and organizers supported the passage of Senate Bill 15, which codified a more equitable school board district map that accurately represents the school population and created the first Black Student Achievement Committee that will hold the board accountable to improve outcomes for Black students.

Driving Equitable School Funding in Connecticut

During the 2023-24 school year, E4E members played a pivotal role in advocating for a more equitable funding system, working closely with the Education Justice Now coalition to ensure that the voices of educators and students were front and center. Through countless meetings with key decision-makers in the Connecticut Legislature, compelling testimony to the Board of Education, and strategic use of major media outlets, E4E members highlighted the urgent need for change and the direct impact on their classrooms. As a result of this sustained advocacy, the legislature voted to allocate \$150 million secured in the 2024 state budget specifically to school funding – a monumental win. This funding is already transforming systematically underserved districts like Hartford, which have received millions in additional resources to address long-standing inequities.



“Fully funding schools includes keeping technology up to date and functioning, and providing schools with an IT department equipped to help meet these needs. Without these considerations, students will only fall further behind their peers in more affluent districts, thus widening the opportunity gap.”

TIFFANY MOYER-WASHINGTON | E4E-CONNECTICUT TEACHER MEMBER

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Honoring Teacher Leaders Across the United States

Celebrating the legacy of E4E’s Co-Founder and former Co-CEO, the **Sydney Morris Activist of the Year Award** signifies many of the qualities that drove Sydney in her Bronx classroom origins to become the leader of an organization dedicated to empowering and uplifting teachers’ voices.

This first Activist of the Year Award honored educators in each of our chapters around the country who exemplify the spirit of Sydney’s tenacity, her dedication to ensuring that teacher policies are informed by teachers themselves, and her tireless pursuit in ensuring that teachers always have a seat at the table.



E4E was honored to celebrate six of E4E’s most inspiring educators who advocated for their students inside and outside the classroom, organized their colleagues, and pushed for change in their communities.



Corinne Lydon
Middle School English Teacher
Chicago, IL



Angel Cosme
Special Education Teacher
Brockton, MA



Tiffany Moyer-Washington
High School English Teacher
Hartford, CT



Shanna Williams-Clark
Middle School Science Teacher
Minneapolis, MN



Read more about their work and the Sydney Morris Activist of the Year Award on our [website](#).



Antoine Taylor
Second Grade Teacher
Los Angeles, CA



April Rose
Elementary ELA Teacher
New York, NY

PUBLICATION SPOTLIGHT:

Where We Agree

After **E4E members in Minnesota saw a big win** in changing their contract to protect teachers of color from seniority-based layoff policy, E4E's National Teacher Leader Council analyzed data from the Voices from the Classroom survey and researched teacher contracts to codify their immense potential as a lever for scalable national impact. In partnership with the Center for Public Research and Leadership, E4E created a national publication, *Designing Contracts for a Modern Classroom: The ABCs of CBAs*, and a website that shares critical findings and policy recommendations about teacher contracts across areas such as compensation, teacher leadership, and professional learning. The website also features key contract examples and case studies that stakeholders, district leaders, and teachers can use to inform their own decision-making and advocacy around contract change in their local contexts. This is not a resource that will sit on a shelf; the website will continue to expand and evolve, making it a hub for contract innovation as we seek to make the profession more rewarding, diverse, collaborative, dynamic, sustainable, and student centered.

Read the full report and dataset on the [Where We Agree website](#).

Where We Agree

A Contract Case Study

In 2021, district and union leaders in Ravenswood, CA engaged frequently and transparently in developing a contract that resulted in salary increases for all teachers as well as an innovative career ladder designed to incentivize and reward high performance. These adoptions were tested through a soft launch and pilot year with built-in opportunities for renegotiation.

Read the full [case study](#).

PUBLICATION SPOTLIGHT:

Voices from the Classroom 2024

E4E's seventh annual survey revealed that the teaching profession remains at a historic low point. Teachers' alarmingly low morale is a continued call for change: The data showed that they want a more collaborative and dynamic profession; they want to learn about possibilities beyond the one-teacher, one-classroom model; and they want better support leveraging research-backed instructional practices and emerging technologies in the classroom. Teachers want something different, but they also want to be meaningfully engaged and supported in navigating, designing, and implementing the change that is needed.

Read the full report and dataset on our [website](#).

"We have an opportunity to meet the moment, but that opportunity won't be here for long. We must, right now, reimagine the teaching profession to include the infrastructure and resources teachers need to advance high-quality instruction and learning."

E4E NATIONAL TEACHER LEADERSHIP COUNCIL

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VOICES FROM THE CLASSROOM
A SURVEY OF AMERICA'S EDUCATORS



ONLY
16% of teachers
would recommend teaching to a friend, family member, or acquaintance.

Educators for Excellence Board of Directors

We are grateful to our board's leadership during the FY2024 period (July 1, 2023 - June 30, 2024).



Peter Flaherty, Chair
Managing Director, Arcon Partners
Emeritus, McKinsey & Company



Arthur Everett
Twelfth grade teacher, K485 High School of Telecommunications Arts and Technology, New York City Department of Education



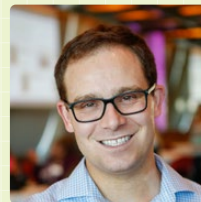
Tonya Horton, Ed.D.
Chief Operating Officer,
EL Education



Atyani Howard
President,
Promise54



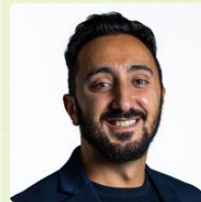
James S. Liebman
Founder, Columbia Center for Public Research and Leadership



Michael Loeb, Treasurer
Middle School Science Teacher, Urban Institute of Mathematics, New York City Department of Education
Chapter Chair Leader, United Federation of Teachers



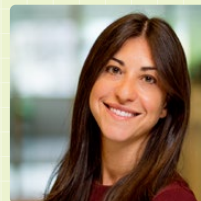
Freeda Pirillis
International Baccalaureate Primary Years, Programme Teacher and Coordinator, Agassiz Elementary School, Chicago Public Schools



Joseph Tadros
Mathematics Team Supervisor, Northside Charter High School, New York City Department of Education



Evan Stone
Co-Founder and CEO,
Educators for Excellence



Sydney Morris
Co-Founder and Director Emeritus,
Educators for Excellence

Financial information for the year ended June 30, 2024

ASSETS	
Current assets	
Cash and cash equivalents	\$4,154,713
Certificates of deposit	\$202,244
Investments, at fair value	\$1,403,428
Contributions receivable, current	\$555,000
Accounts receivable	\$638,442
Prepaid expenses and other assets	\$107,229
Contributions receivable, net	\$638,442
TOTAL CURRENT ASSETS	\$6,220,370
Property and equipment, net	\$71,573
Certificate of deposit designated for lease	\$202,244
Security deposits	\$10,050
Intangible assets	\$470,401
TOTAL ASSETS	\$7,613,080
LIABILITIES AND NET ASSETS	
Current liabilities	
Accounts payable and accrued expenses	\$511,786
Current portion of operating leases payable	\$504,659
TOTAL LIABILITIES	\$1,016,445
Net assets without donor restrictions	\$3,780,774
Undesignated	-\$128,226
Board-designated reserve fund	\$3,909,000
TOTAL WITHOUT DONOR RESTRICTIONS	\$3,780,774
Net assets with donor restrictions	\$2,815,861
TOTAL NET ASSETS	\$6,596,635
TOTAL LIABILITIES AND NET ASSETS	\$7,613,080

SUPPORT AND REVENUE	
Grants	\$7,954,897
Contributions	\$937,972
Investment return	\$307,226
Employee retention tax credits	\$0
Other	\$1,300
Net assets released from restrictions	\$0
TOTAL SUPPORT AND REVENUE	\$9,201,396
EXPENSES	
Program services	\$6,879,370
Supporting activities	—
Management and general	\$2,295,298
Fundraising	\$1,459,213
TOTAL SUPPORTING ACTIVITIES	\$3,754,511
TOTAL EXPENSES	\$10,633,881
CHANGE IN NET ASSETS	-\$1,432,486
NET ASSETS, BEGINNING OF YEAR	\$8,029,121
NET ASSETS, END OF YEAR	\$6,596,635

Our Growing Base of Supporters

E4E’s impact is only possible thanks to our educator members, team and board, and partners across the United States. Our partners include our community of financial supporters, who fuel our leading teacher-led research, policy campaigns, and leadership development.

Thank you for believing in and supporting educator power and leadership in FY2024.



A

- Alliance for a Better Community
- Anonymous (3)
- Cynthia Arato
- Antionette Armstrong
- Arrow Impact

B

- Ballmer Group
- Barr Foundation
- Athanasia Batzer
- F.R. Bigelow Foundation
- Will Blodgett
- Bloomberg Philanthropies
- Maggie Borman
- Tom and Elizabeth Borman
- Douglass Brandenburg Family Foundation
- The Eli and Edythe Broad Foundation
- Broms Family Foundation
- Rick Burnes

C

- The California Endowment

- Carnegie Corporation of New York
- Charles Cassidy
- Charter School Growth Fund
- Nicholas Chirls
- City Fund
- CityBridge Foundation
- The Carol and James Collins Foundation
- Jay and Page Cowles
- The Crown Family
- Patricia Crown
- Tina Curry

D

- Kent and Elizabeth Dauten
- Donald F. Donahue

E

- Arthur Everett

F

- Mary and Paul Finnegan
- Peter and Pam Flaherty
- James Frank
- Frey Foundation

G

- Daniel Gannon
- Bill & Melinda Gates Foundation
- Give Forward Foundation
- GPSN
- William Caspar Graustein Memorial Fund
- John and Denise Graves Foundation
- Zac Guevara
- Paul and Elizabeth Gunderson

H

- Michael Haberman
- Harman Family Foundation
- Hartford Foundation for Public Giving
- Ken Hirsh
- Tonya Horton
- Anil Hurkadli

J

- Asa Johnson
- Johnson Family Foundation
- Jordan Family Foundation
- Joyce Foundation

K

Tracey Keij-Denton
Koshland Foundation

L

Sue Lehmann
James S. Liebman
Michael Loeb Sr.
Mike Loeb
Lone Pine Foundation
Longfield Family Foundation

M

Anne Mahle
Barbara Goodman Manilow
Gail McDaniel
Roger McDaniel
DJ McManus Foundation
Lynnell Mickelsen
Mifflin Memorial Fund
Lance Miller
Minneapolis Foundation
Shannon Mitchell
Angel Morales
Mortenson Family Foundation

N

Mikisha Nation
Nellie Mae Education Foundation
The Community Foundation for Greater
New Haven
NWEA, a Division of HMH

O

Jane and Ron Olson
The Osa Foundation

P

The PCLB Foundation
Dean Phillips
Jay and Rose Phillips Family Foundation
Addison Piper
Freedra Pirillis
Pledgeling Foundation

R

Robin Hood Foundation

S

St. Paul & Minnesota Foundation

Charles and Lynn Schusterman Family
Philanthropies
Spector Fund at the Boston Foundation
Steans Family Foundation
Barry S. Sternlicht
Evan Stone and Sydney Morris

T

Tandem Philanthropies
Valerie Green Thomas
Trillium Investments

V

H.A. Vance Foundation
Rachel Vidaure

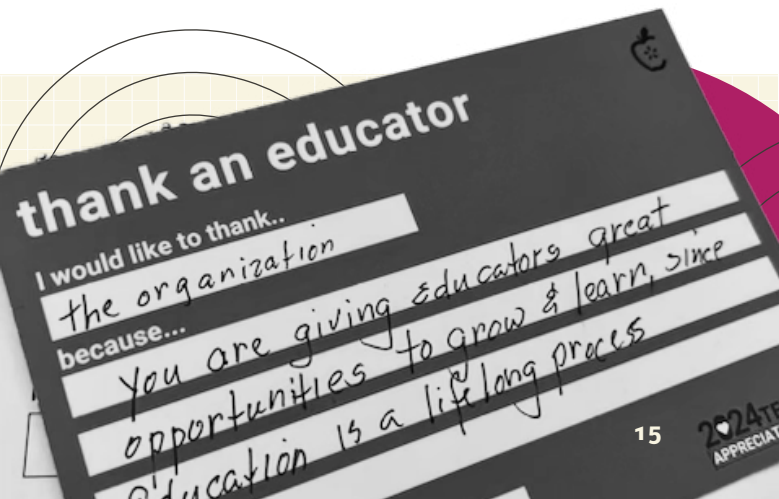
W

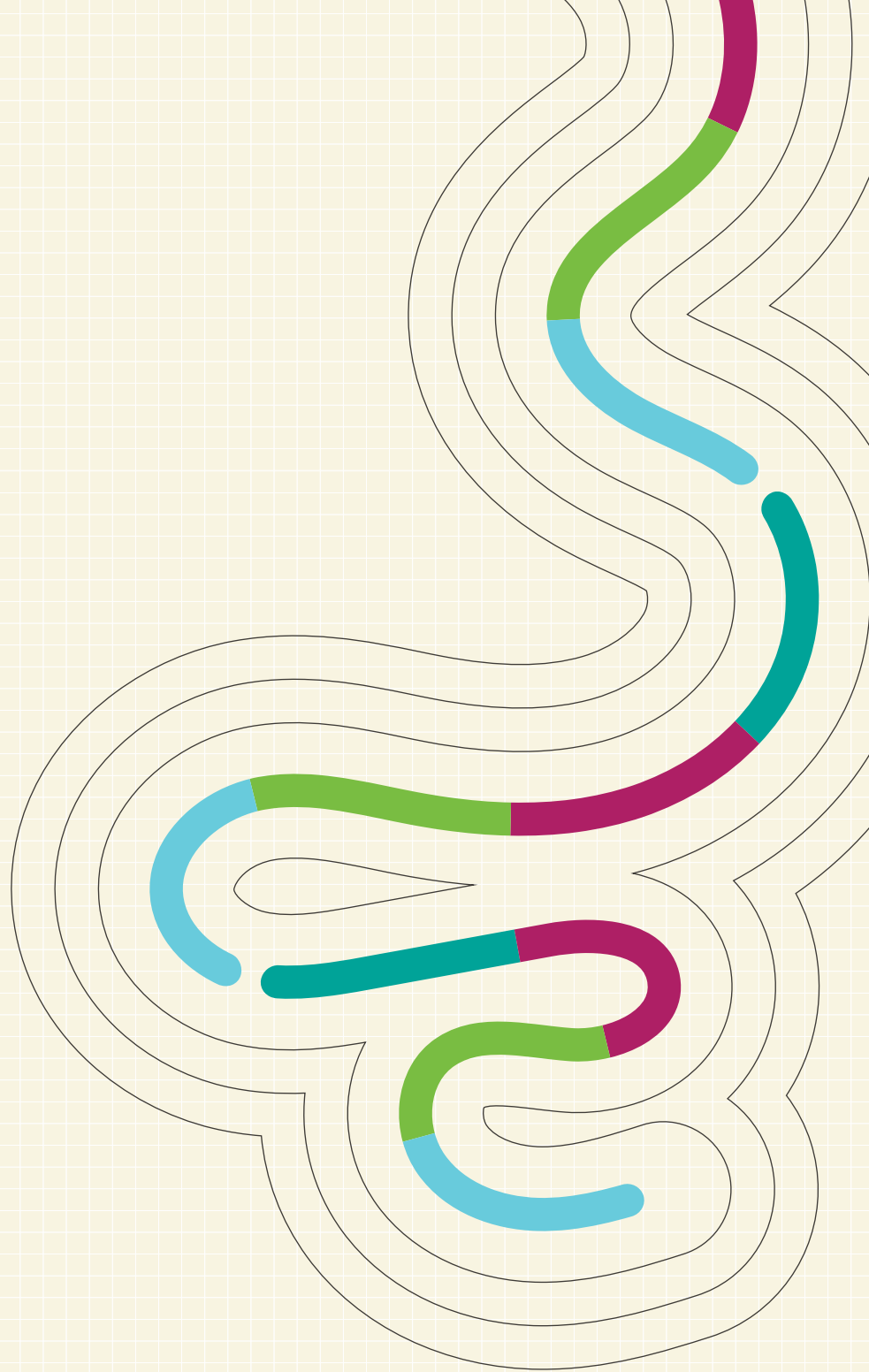
Walton Family Foundation
The WEM Foundation
WHH Foundation
The Witmer Family Fund

“When these policy changes were happening in NYC, policymakers had no experience in the classroom. The first group of people who said ‘let teachers make the decisions,’ it was E4E.”

APRIL ROSE | E4E-NEW YORK TEACHER LEADER

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National Office

80 Pine St., 28th Fl.
New York, NY 10005
e4e.org

/Educators4Excellence

@Ed4Excellence

@ed4excellence

212-279-8510