

Strategic Communication:

*Navigating Policy and Politics in a Competing
Information Environment*



Denver, Colorado
July 1-2, 2015

Leadership
and
Politics

And Today's Challenge is... The Critical Role of Leadership in Strategic Communication

Terry Holliday

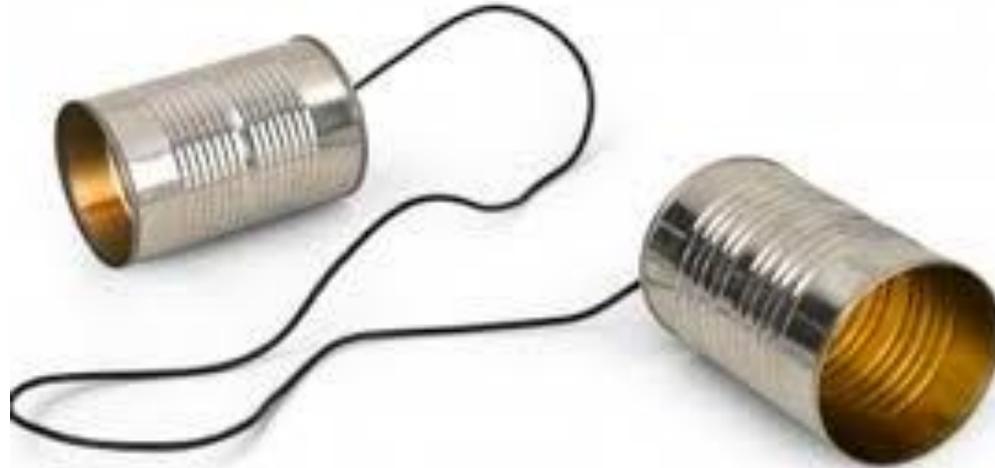
*Kentucky Commissioner of Education and
Council of Chief State School Officers Past-
president*

The Critical Role of Leadership in Strategic Communication



Terry Holliday, Ph.D.
Kentucky Commissioner of Education





***“The art of communication
is the language of leadership.”***

— James Humes
author and
former presidential speechwriter

Ask yourself...

- Why do you communicate?
- With whom is it important for you to communicate?
- How often do you need to communicate?
- What do you communicate?
- Is communication two-way?



How I communicate...

- District visits



- Monthly superintendent webcasts



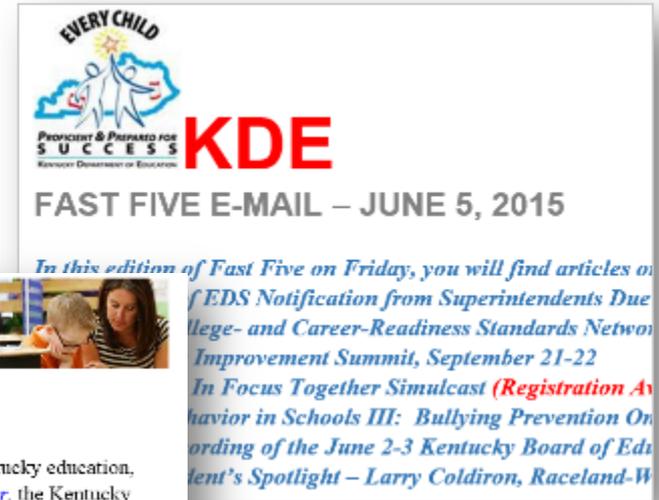
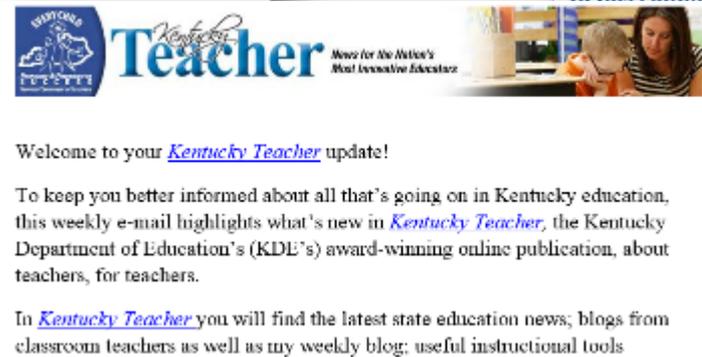
How I communicate...

- Annual educational cooperative visits
- Annual Superintendent Summit



How I communicate...

- Regular e-mails to educators



- Twitter, Facebook, weekly blog

 @kycommissioner



Terry Holliday



How I communicate...

- Monthly meetings with key partners

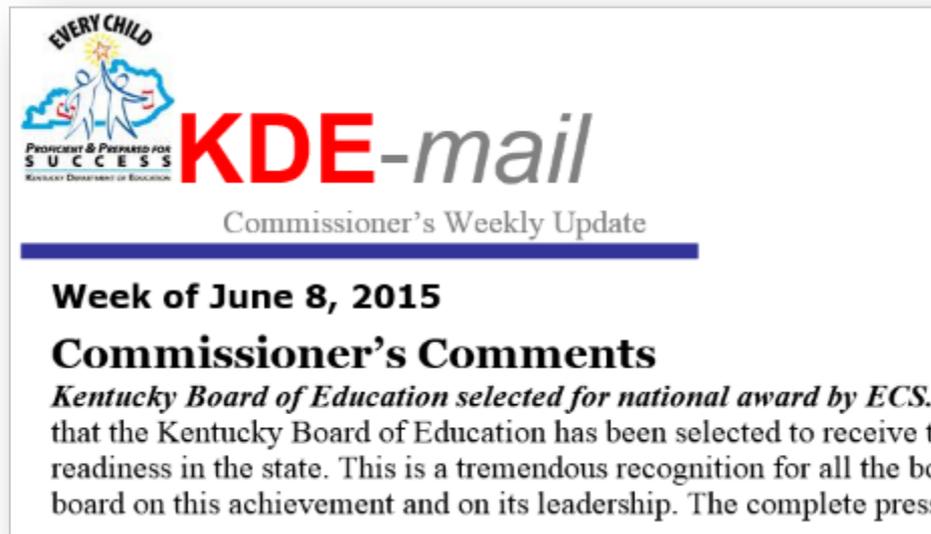


- One-on-one meetings with key legislators
- Monthly PTA column



How I communicate...

- Weekly staff e-mail



- Small group staff meetings
- Commissioner's 360 survey



UNBRIDLED
LEARNING

How I communicate...

Advisory groups

- Commissioner's Raising Achievement/Closing Gaps Council
- Local School Board Member Advisory Council
- Parents Advisory Council
- Next-Generation Student Council
- Principals Advisory Council
- Teacher Effectiveness Steering Committee
- Principal Effectiveness Steering Committee
- Superintendents Advisory Council
- Teachers Advisory Council
- Unbridled Learning Guiding Coalition



How I communicate...

- Media interviews

The Courier-Journal

LEXINGTON
HERALD-LEADER

WDRB

WFPL
NEWS
89.3^{FM}

The New York Times

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- News releases, media events, electronic news conferences



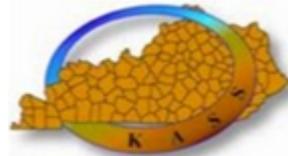
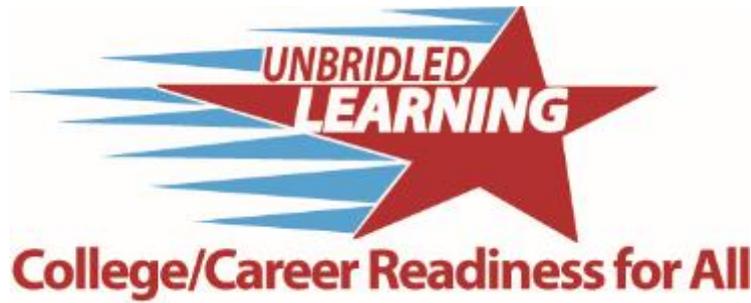


The importance of
leadership and communication
in navigating the
rough waters of
new standards,
assessments and
a new accountability system

Lay the foundation for change



Build a broad base of support around a common theme



Kentucky charted its own path

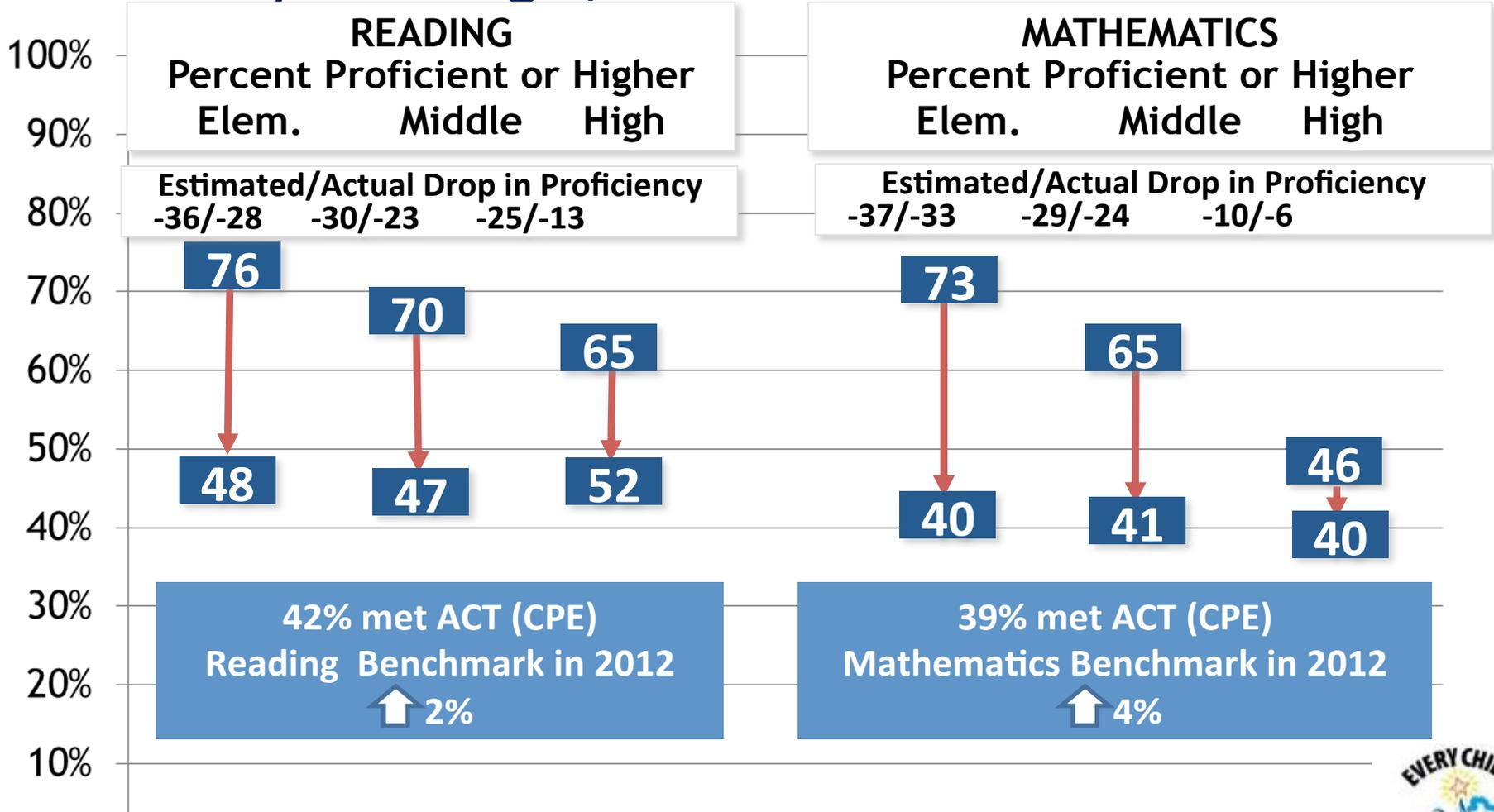


Go slow on teacher



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Performance Level Changes from Proficiency to College-/Career-Readiness Standards



Consistent messaging



- Testing results cannot be compared to previous results, since we are assessing students on a different standard -- college and career readiness.
- The college/career-readiness standard is aligned with postsecondary expectations.
- The results of the Kentucky assessments are more closely align to results from the National Assessment of Educational Progress (NAEP). Those results report proficiency at a much higher level than most state tests.
- With the new tests and accountability system, parents should be able to tell as early as 3rd grade if their student is on track for college/career-readiness.



Consistent messaging



- It will take time for teachers and students to get used to the more rigorous standards and the kind of teaching and learning they demand. We should see scores increase as time goes by.
- Stay the course and don't get discouraged. This is the right thing for kids. We aren't doing them any favors to give them good grades in school if they aren't prepared with the learning they need when they graduate.
- Our intent in raising the bar was to help more students be better prepared for college and the workplace in the 21st century. We cannot dwell on trying to compare previous years' data with the new results. We should focus on what we need to do to help more students be competitive, which means Kentucky will be more competitive.



Don't implement and forget

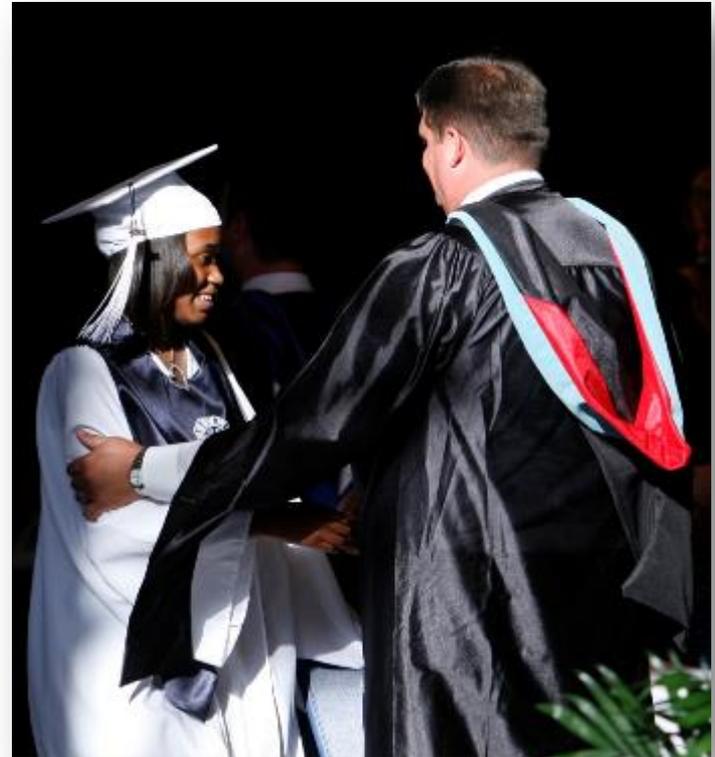


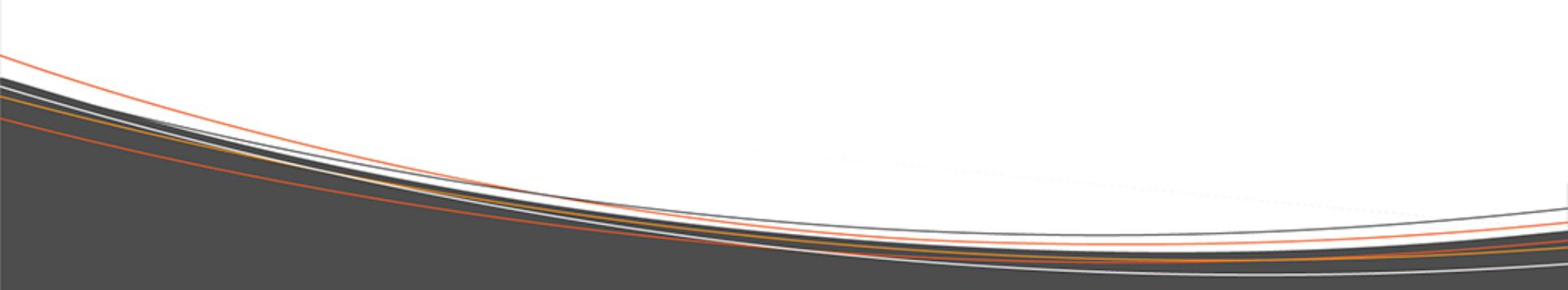
Plan
Do
Study
Act



Kentucky's results

- College/career-readiness up from 34 percent in 2010 to 62.5 percent in 2014
- Graduation rate at 87.5 percent
- Percentage of students performing at the proficient or distinguished levels in reading and math up on state assessments from 3.2 percent to 8.8 percent with largest gains coming at the elementary level and the smallest gains at the high school level.





The content of this convening does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Thank you for your participation!



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