

Public Abstract

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Title:Missouri Superintendents' Perception of a Sense of Urgency to Improve Student Academic Performance

This exploratory study examined the relationship between superintendents' perceived sense of urgency and student academic performance. More specifically, the study examined the leadership of Missouri superintendents based upon a district's Annual Performance Report. The Missouri Annual Performance Report ranks districts from highest to lowest with the following designations: performance with distinction; full waiver; limited waiver; provisionally accredited; and, unaccredited. This study focused only on the sense of urgency in the districts performing with distinction, performing with a full waiver, and performing with a limited waiver due to limited sample size in the lower levels of provisionally accredited and unaccredited. A total of 98 superintendents in Missouri were included in this study. Quantitative data were collected using survey responses. Superintendents responded to items about their perceptions of their own sense of urgency to improve student academic performance, the source of their urgency, their purposeful communication of urgency, their perceptions of change of urgency in district stakeholders, and the strategies used to communicate the urgency. Data from the surveys were analyzed using analysis of variance, analysis of covariance, and step-wise linear regression.