The current study examined the frequency of face-to-face feedback, type of feedback, and content of feedback given in schools participating in the Network for Educator Effectiveness (NEE) system in Missouri. This study included 206 Missouri NEE schools surveyed with an average of 3187 teachers responding to all five survey questions. Three research questions were addressed that focused on feedback in NEE schools and answered using descriptive statistics, correlation analysis, and multiple regression analysis.

Results of the study revealed a lack of face-to-face feedback in lower performing schools. Feedback given in areas needing improvement were also lacking in lower performing schools. Higher achieving schools received more face-to-face feedback and more feedback in areas of strength as opposed to areas needing improvement. There was no significant relationship found when comparing feedback given to teachers and student achievement in NEE schools.