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American Samoa High School Teachers' Perceptions of Fidelity Using Achieve 3000

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Walden University
2024

Abstract

American Samoa High School Teachers' Perceptions of Fidelity Using Achieve 3000

by

Penelope Mareko

MA, Jones International University, 2015

BS, University of Hawaii at Hilo, 2009

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Curriculum, Instruction, and Assessment

Walden University

August 2024

Abstract

American Samoa, a U.S. territory, has grappled with low reading scores similar to other
mainland schools. As a result, different reading interventions were implemented over the
years. The problem studied was that despite using Achieve 3000 as a reading intervention
for students in the local high school in American Samoa, reading scores had remained the
same as expected, which suggested that there might have been issues with the
instructional fidelity of the program implementation. This qualitative study explored
teachers' perceptions about the instructional fidelity of implementing Achieve 3000 in
the local high school in American Samoa. Knowles's theory of andragogy focused on
what adults learned and guided this qualitative case study. The study's research questions
focused on how teachers perceived instructional fidelity and what recommendations
teachers made for training and support to improve the implementation of Achieve 3000 in
a local high school in American Samoa. A group of 10 English high school teachers who
implemented Achieve 3000 in the classroom were selected for semistructured interviews,
which were allotted 60 minutes. The implication of the study was to provide an
understanding of the importance of teaching with fidelity, which could have made a
difference in student performance. Results of the study indicated that teachers have the
ability to implement Achieve 3000 with fidelity. However, the study emphasized the need
for consistency in training and on-site coaching for all teachers, including new hires,
experienced educators, and those transferring to the school. By addressing these factors,
education practices would improve, leading to positive social change and student
performance.

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Dedication

I dedicate this accomplishment to my father as he was the guiding force in ensuring that I get to the end of this journey. I couldn't have done it without his support together with my family. I dedicate this accomplishment to my children as they are the light through the rough times of this journey. Lastly, I dedicate this accomplishment to all teachers and administrators who continue to educate our future generation with skillsets that they need to be successful in life. There are some good and bad times, but the ultimate sacrifice you've given to your students will be forever cherished and remembered throughout your years of teaching.

Both my parents are teachers, and they were the ones who showed me the importance of educating others with patience and virtue, and they helped instill passion and love in what I do. Being a teacher was not in my original career path, but eventually it was, and I don't regret ever taking this path as it opened opportunities and great memories with students succeeding in what they thought was not possible. The joys and sadness they showed made be a better teacher and helped me find solutions through professional developments that provided better ways to assist students in the field of science and mathematics as we now know it as STEM.

Acknowledgments

I would like to acknowledge those who have been with me the whole way with direction and information needed to meet this accomplishment. Your never-ending commitment to our students in pursuing their dreams of whatever it may be in the future. Thank you, teachers, and administrators, for your never-ending support for the students. Thank you to my parents and family for the endless prayers and support for this journey to my Doctorate. Thank you! Thank you!

To my children, you are my light in the darkness, and you are my whole world. This is for you guys, and know that I will do anything for you guys. I am your first teacher and I hope that what I do for my students is the same I will do for you, more than anything. Take this accomplishment as a guiding force in what you do, as Mom has finally done it!

Lastly, I thank our heavenly father for his guidance and protection throughout the journey. There were times when I wanted to quit, but you were there pushing me forward. Thanks to the mentors. as well. for never giving up on me when I felt I was lost. This was all made possible through your efforts, thank you!

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Chapter 1: Introduction to the Study

The problem studied was that despite the use of Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores have not increased as expected, suggesting that there might be issues with the instructional fidelity of the program implementation. American Samoa students are bilingual, making English their second language. A grant proposal program abstract submitted by the American Samoa Department of Education to the Department of Education Office of Elementary and Secondary Education Website (2019) stated that American Samoa's students had meager literacy rates due to the language (mainly Samoan) used at home, with some parents having minimal English skills. The problem of low reading scores in elementary and high school prompted the implementation of several different supplemental reading programs. The grant proposal submitted to the Department of Education Office of Elementary and Secondary Education Website (2019) was an education reform initiative to implement the current supplemental reading program Achieve 3000 in 2014, identifying the reading Lexile of students.

Achieve 3000 was implemented after the former governor and former Department of Education acting director attended the Annual Governor's Conference in Washington DC and learned that the Department of Education needed to identify the current Lexile levels of our students, which essentially measured comprehension and that students with a Lexile level of 1300L were indeed college and career ready (ASDOE Former Achieve 3000 Coordinator Lead, April 26, 2022). The Department Head for the English Department of one of the schools stated, "With a high level of English Second Language

(ESL) students' language learners, comprehension with lower Lexile is a barrier"
(English Department Head, April 17, 2022). Achieve 3000 data varied by school and
were based on the degree of implementation, which could have been varied for many
reasons, such as lack of teacher buy-in, lack of devices, weak connectivity, not knowing
when to schedule, not teaching to fidelity, etc. (ASDOE District of Curriculum-English
Specialist, April 26, 2022). Lastly, after communicating with the Coordinator for Achieve
3000, she specified that at one high school, "Implementation was problematic and teacher
attitude along with planning to include Achieve 3000 articles in daily consistently during
weekly schedules contributed much to student growth" (ASDOE Former Achieve 3000
Coordinator, April 26, 2022). From these statements by varying professionals who
witnessed the use of Achieve 3000 in the classroom, there were several factors involved
in using Achieve 3000.

     According to Bippert and Harmon (2019), computer-assisted reading programs
aid in differentiated instruction for teachers and support content area literacy, especially
by enabling readers to read informational texts closely. A Mid Cycle Western
Association Schools and Colleges (WASC) visit reported in 2017 in the local setting
clearly stated that even though the program was discontinued in 2014-15 due to grant
issues, the results from the last year showed increased student scores. Still, the reading
level went below the 7th-grade level for American Samoa high school students (Vice
Principal, September 14, 2022). Also stated in the Mid Cycle WASC visit report in 2017,
although there were other factors to low scores, providing an extra reading period could
have helped increase literacy across the curriculum. Collecting the teachers' perspectives

on fidelity in reading instructions with Achieve 3000 could have offered insight into the problem (Vice Principal, September 14, 2022). Teachers played a crucial role in utilizing computer-assisted programs. By exploring their perception of the use of this program, the outcome of the study might have the potential for positive social change by improving teacher attitudes to better assist in implementing future programs introduced by the Department of Education Office of Curriculum and Instruction (OCI), now known as District of Curriculum and Instruction (DCI), or any department of the DOE office.

This study focused on teachers' perception of implementation with fidelity and what training or support could have helped meet implementation with fidelity in reading instructions. The teachers' experience could share light on implementation procedures, their process to meet program protocol, and training and support that could help improve the implementation process. Positive change could be initiated by maximizing the use of the program while using fidelity to Achieve 3000 as outlined for student success. The study's goal was to ensure that the program protocol was implemented with fidelity and a clear plan to provide training and support to teachers who needed to continue implementing Achieve 3000.

This chapter thoroughly explains the study's background, problem statement, and nature of the study. Each section provides information about the study's context and addresses the research questions. The chapter continues with a definition of terms related to the study, assumptions, scope, and delimitations, as well as the study's limitations. The chapter will conclude with a summary of the significance of the research and the potential

implications of the study pertaining to implementation with fidelity, training, and support

for Achieve 3000, a computerized program utilizing technology in the classroom.

Background

American Samoa is a US territory where students are born with an innate

understanding of their local language. Students from American Samoa are identified as

English language learners (ELL) based on their first language being Samoan and their

second language being English. Being bilingual, students have difficulty in reading

comprehension. The National Education Assessment Progress (NAEP) Report for 2022

for reading showed that students' reading levels nationwide dropped one percent from the

previous year, 2019, which was still below the level for fourth and eighth graders (Nation

Report Card Website, 2022). A Western Region Report on the educational needs of

Pacific Island, which includes American Samoa, states that "a significant percentage of

students and their families who do not speak English as their first language whose

ethnicity and culture was manifestly different from that of the mainland United States,

great efforts were required to ensure that their specific needs and accompanying technical

assistance to support them were not overlooked or marginalized (US Dept of Education

RAC Website, 2011)". The Office of Accountability School and Improvement Stability

(OASIS) Website (2022) of the American Samoa Department of Education gave an

overall image of the territory's 29 public schools concerning performance and general

information. With OASIS under development, territorial report cards were available for

the school year between 2009-2021. This territorial report showed a slight change in

student performance. However, increasing the gap in students' reading version needed to

be more significant based on the standards they needed to learn during 10th grade or sophomore year. For example, see Table 1, which shows how the territory met the English Language Standards for the 10th grade. Table 1 indicates the current territorial report card, the first time anyone had publicly known these students' progress. The results were based on a standard-based assessment that was done in school since the school year 2019. There might have been several reasons why the territorial report card still needs to be updated, and COVID-19 could have been one of them.

Table 1

Territory Report for ELA for 10th Graders

School Year	Below Basic (falls far behind)	Basic (approaching)	Proficient (meets)	Advance (exceed)
2018-2019	29%	54%	16%	0%
2020-2021	34%	46%	20%	0%

The following figures (Figure 1-3) show the current data for Achieve 3000 SY 2022-2023 (Assistant Director of OCI, July 25, 2023). Data from previous years were collected from the Assistant Director of the Office of Curriculum and Instruction (OCI), now known as the District of Curriculum and Instruction (DCI) in the American Samoa Department of Education (ASDOE). The Assistant Director of DCI provided the following graphs that showed student achievement progress for the SY 2022-2023 from October 2022 to June 2023. The data provided another picture of student reading levels, which indicated that it was still an issue as they progressed to the secondary level from the elementary level.

Figure 1 shows the pre-test and post-test results for all schools. By looking at the data for the pre-test and post-test, there was growth from when the students took the test

in October 2022 to when they took the post-test in June 2023. Looking further at the Lexile level of elementary versus secondary students, all schools fell in the range that met a first grader (190-530) to a third grader (520-820). This alone showed that reading was still an issue that needed to be addressed.

Figure 1

Average Lexile Reading Measure by Schools: Achieve 3000 SY 2022-2023
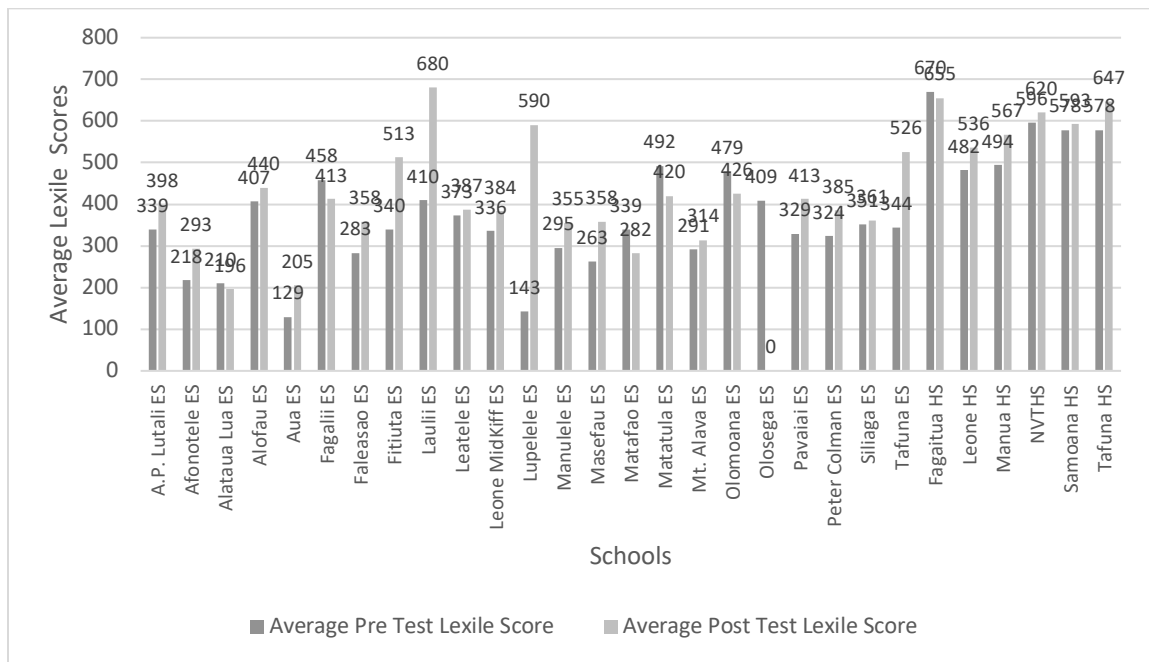
Figure 2 shows the average pre-test and post-test for all schools, including all combined schools. All public schools' average reading Lexile levels still indicated that students were in the low-grade levels for all elementary and secondary schools. There was growth in the Lexile levels, but the Lexile still needed to be higher. The Lexile that needs to be met by students should be at least 1300 and above when they graduate from the secondary level.

Figure 2

Average Lexile Reding Measure: Achieve 3000 SY 2022-2023 (All Schools)
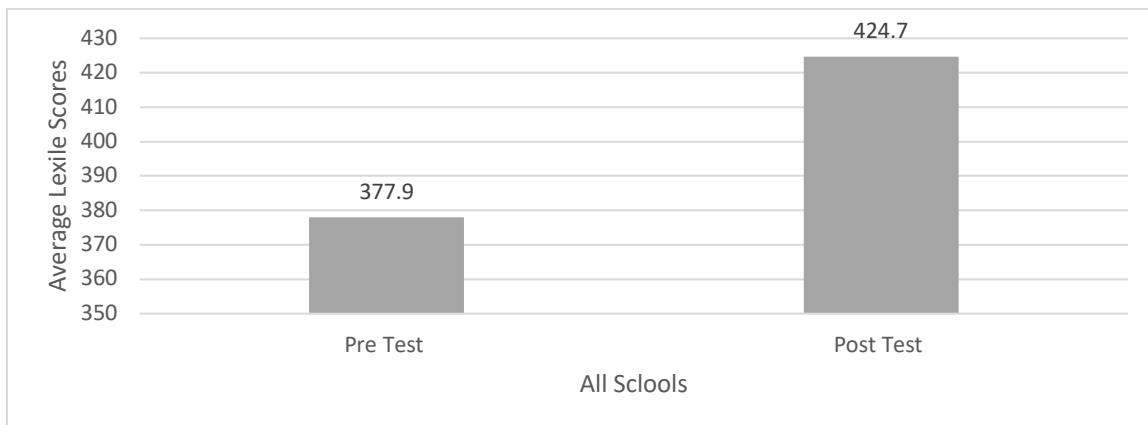
Figure 3 shows how much each school gained from the pre-test to the post-test. One school showed some promising growth compared to the other schools on the island utilizing the Achieve 3000 reading program. The school might have done something differently than other schools, which indicated excellent progress. The data showed that the program could be beneficial if all schools followed the program's objective and implementation steps. The graph clearly showed a significant increase in student growth for one of the schools.

Figure 3

Average Lexile Growth by Schools (All Schools): Achieve 3000 SY 2022-2023
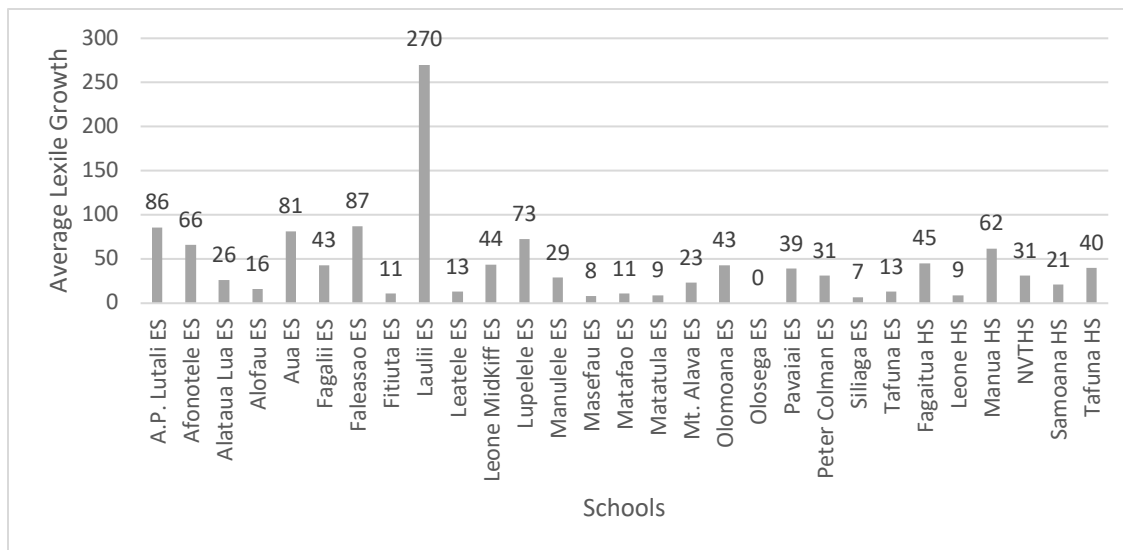
The common problem in these public schools was American Samoa students'

literacy level. Several reading intervention programs have been adopted to help increase

student literacy performance levels. The current reading intervention program was

Achieve 3000, which has been utilized since the school year 2012-2013. Achieve 3000 is

a computer-based reading program that assists learners in improving comprehension in

literacy, math, science, and social studies (Achieve 3000 Website, 2022). Professional

development and training had been scheduled for each school to familiarize and gain

knowledge about implementing the computer-based reading program. Since the

beginning of the program, some schools saw a slight improvement, while others had

difficulties with implementation. For example, the coordinator for Achieve 3000 at the

time during the implementation phase specified that at one high school, "Implementation

was problematic and teacher attitude along with planning to include Achieve 3000

articles in daily consistently during weekly schedules contributed much to student growth" (ASDOE Former Achieve 3000 Coordinator Lead, April 26, 2022). Fidelity could have been another reason some schools needed help with student performance growth. The study will address how teachers implement the reading instruction outlined by the reading program Achieve 3000 in the classroom.

Problem Statement

The problem studied was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might have been issues with the instructional fidelity of the program implementation. American Samoa students are bilingual, making English their second language. A grant proposal program abstract submitted by the American Samoa Department of Education to the Department of Education Office of Elementary & Secondary Education Website (2019) stated that American Samoa's students had meager literacy rates due to the language (mainly Samoan) used at home with some parents having minimal English skills.

The problem of low reading scores in elementary and high school prompted the implementation of several different supplemental reading programs. In the 21st century, the digital world has spread into the education system. According to Bippert and Harmon (2019), computer-assisted reading programs aided in differentiated instruction for teachers and supported content area literacy, especially by enabling readers to read informational texts closely. Professional development was conducted to use these

computer-assisted programs to help educators understand and know how to use these online programs with reading instruction.

Achieve 3000 was one of those programs that fell under those different computer-assisted programs online. Achieve 3000 was a computer-based program that could assist learners in improving comprehension using Lexile reading levels as a universal screener for students' reading levels (Hayman & Wilson, 2020). With these computer-assisted programs, instructions and protocols needed to be followed. Fidelity was crucial to ensure that the program protocol was adhered to and met the program and school goals. The goal was to increase student reading Lexile and performance to college and career readiness. Gonzalez et al. (2020) used five constructs that pinpointed teacher performance to teach with fidelity. The constructs could be made into a checklist to ensure the school met all five.

This qualitative study aimed to explore the use of Achieve 3000 with the fidelity of reading instruction by ninth through 12th grade American Samoa teachers at a local high school. More research was needed to be steered toward teachers' perceptions of Achieve 3000 and how it was implemented with fidelity. The gap in practice was not knowing how fidelity affects the effectiveness of implementation on student academic performance (de Leeuw et al., 2020). To address the gap, a basic qualitative approach was used to gain teachers' perceptions utilizing Achieve 3000 with fidelity during instructional hours in the classroom. Interviews would be collected as data on teachers' perceptions of using Achieve 3000 with fidelity and how professional development had aided in utilizing the reading program in the classroom. The qualitative study explored

teachers' perceptions about the instructional fidelity of implementing Achieve 3000 in the local high school in American Samoa.

Purpose of the Study

The purpose of the study was to explore teacher perceptions about the instructional fidelity of implementation of Achieve 3000 in the local high school in American Samoa. The problem was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might have been issues with the instructional fidelity of the program implementation. Professional development was done to help teachers gain more knowledge on implementing the program in the future. These two concepts were essential to conclude whether teachers taught with fidelity when using the reading program Achieve 3000 in the classroom.

Research Question(s)

RQ1: How do teachers perceive the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

RQ2: What training and support do teachers recommend for improving the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

Conceptual Framework

The theory that grounded the study was Knowles's (1984) theory of andragogy, which focuses on adult learning in relation to the concept of fidelity. This theory was founded on two aspects: "First, a conception of learners as self-directed and autonomous:

and two, a conception of the role of the teacher as a facilitator of learning rather than the present content" (Knowles, 1984, p. 1). The theory of andragogy focuses more on the process and less on the content being taught. Understanding the process and the teacher's opinion on using Achieve 3000 to fidelity with reading instruction would improve understanding of the problem. Teachers played a vital role in this process by sharing their perception of utilizing Achieve 3000, ensuring the fidelity of reading instruction. Understanding their experience with the process could help them understand the problem.

Literature gave insight into implementation with fidelity, which could significantly affect the success of any program. By implementing with fidelity, one does so with integrity. According to LeMahieu (2011), who was quoted by Cannata (2021), implementation of fidelity was described as "do exactly what they say to do," while integrity in implementation was described as "Remaining true to what matters most and works best while accommodating local needs and circumstances." Integrity and fidelity are both vital when implementing different programs.

As educators, teachers work to use what they have learned to assist students with academic performance. With integrity and fidelity, professional development for teachers is also essential for successfully implementing any program. Professional development assists educators in learning how to use the program and understand the objective or goal behind the program being implemented. Larios and Zetlin (2023) quoted Bates and Morgan (2018) as stating, "Professional development should positively influence teacher knowledge and practice; student learning improves." However, there needed to be a deeper understanding of how professional development could better assist educators in

improving student academic performance while implementing a program with fidelity. The current study focused on fidelity implementation, professional development, and instruction quality, which were crucial points.

Nature of the Study

The problem studied was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might have been issues with the instructional fidelity of program implementation. Even though several different reading programs had been utilized in the previous years, the literacy level had yet to change students' literacy skills significantly. The research question addressed how teachers perceive instructional fidelity while using Achieve 3000 and what training and support they recommend could improve instructional fidelity to help guide the study's direction. The research question would help to illustrate an image of what goes on in the classroom during the implementation of Achieve 3000 with fidelity. Fidelity indicated how well the program protocol was followed, which should lead to increased academic performance.

The research examined how teachers perceive instructional fidelity with Achieve 3000, which utilized a basic qualitative research design to analyze the data. Bengtsson (2016) stated that qualitative research contributes to understanding human contexts and perceived situations. The study explore the use of Achieve 3000 by ninth to twelfth-grade teachers at a local high school in terms of fidelity with reading instruction. Merriam (2016) defines basic qualitative research as "individuals construct reality in interaction with their social world" (p. 24). Kahlke (2014) stated that qualitative research studies

focus on how people interpret experiences, construct their worlds, and what meaning they attribute to their experiences. The study would explore teachers' perceptions about instructional fidelity of implementation of Achieve 3000. By examining their perceptions, we could better understand their challenges when using Achieve 3000 with instructional fidelity in American Samoa high schools.

Semistructured interviews were conducted with 10 English teachers using Achieve 3000 to collect data. The teacher must have had at least 1 year of experience, and they could share their expertise while using Achieve 3000 with fidelity. At the same time, the teachers would also be asked to share the training and support they had received and recommend what new training and support they felt was best for improving the program.

These semistructured interviews were conducted in the local setting where 10 English teachers would be invited, and they would choose to participate. The interviews were conducted via audio recording with the participant's consent. After the interview, the transcription was completed using Microsoft Word dictation and triangulated between the audio recording, the transcription, and notes collected in the field. From the results, themes were identified based on the study participants' responses.

Definitions

Achieve 3000: A technology-enhanced program that can assist learners in differentiation of literacy in reading, math, science, and social studies (Haymon & Wilson, 2020).

Andragogy: A concept to understand education and enhance adult learning; it is the preference of adult learning to be self-motivated and assume responsibility in their learning (Abeni, 2020).

Common Core State Standards: A set of standards that provides the right resources and rigor for all students in the form of what they should learn at that specific time of their education (Moron, 2022).

Fidelity of Implementation: A process in which an intended program is carried out to the full extent of what is outlined or what the program is to do (Brigandi, 2019).

Reading comprehension: A process in which decoding a language shows understanding through reading (Filderman et al., 2022).

Reading intervention: A customized program to strengthen core reading skills (Graham & Kelly, 2019).

Teacher Responsiveness: Constructive feedback where teachers understand how the program leads to the relevancy, transferability, and involvement of a program (Gonzalez et al., 2020).

Professional Development: Initiatives or activities to determine their effect on teachers' perspective and practice (Smith & Robinson, 2020).

Assumptions

When conducting interviews, the assumption was that the participants would share their honest opinions about using Achieve 3000 with fidelity and that participants felt no pressure during recruitment or the interview process. Another assumption was that

the perspectives shared with the use of Achieve 3000 were rational and lucid, with enough detail for clarity.

Scope and Delimitations

The study was confined to educators familiar with utilizing Achieve 3000. Whether or not they were aware of fidelity, teachers were chosen based on their familiarity with the reading program being investigated for fidelity in reading instruction. Once permission was established for the local setting, the interview flyer asking for volunteers was sent out by email; since a reply was not received, a face-to-face discussion followed. The study results could be transferred to other high schools and provide information that could prompt more research to gather teacher perceptions on using Achieve 3000 with fidelity, which could shed some light on the training and support needed for teachers. The intent of the qualitative study was not to provide a solution but to share teacher insight on using Achieve 3000, especially with fidelity to reading instruction. These perceptions provide insight into the possibility of teacher perception, which could improve the implementation of Achieve 3000 or future programs usage.

Limitations

Hennick and Kaiser (2022) conducted a study on saturation of data on qualitative research design, stating that to achieve saturation in in-depth interviews, nine to 17 interviews were needed. As about 10 participants were expected, this could have been a limitation if saturation was not met. The study was framed at a secondary education level

and took place in a high school setting. Since a few high schools were represented, transferability to other schools might be another limitation.

Ethical and methodological challenges arise when research is carried out with colleagues with whom one works. A potential barrier to collecting data from colleagues was perceived coercion to participate, as they might feel more awkward in declining a request to help a former coworker with their research. This perception might not fully benefit the study because they might not have an initial interest. Participants were informed that they could withdraw from the study at any time, including once their participation was complete (before the research report was written up). Collecting data could be time-consuming, which was another barrier. Due to family responsibilities, obligations, and time constraints, the participants may not provide the needed data. Working with the interviewees at mutually convenient times alleviates this barrier.

Significance

The study was significant in exploring Achieve 3000 with the fidelity of reading instruction in ninth to 12th grade in a local high school. Collecting data on American Samoa teachers' perspectives on using Achieve 3000 with fidelity to reading instruction provided information that could be used to improve the use of the reading program further, especially with fidelity to reading instruction. It was also critical for the growth of program use in any state or country using Achieve 3000 as their intervention program for reading. Brinson (2019) shared how teachers' perceptions revealed barriers that prevent the effectiveness of intervention programs such as Achieve 3000. Teachers might provide an in-depth understanding of using Achieve 3000 or other online reading

programs if the American Samoa Department of Education (ASDOE) decides to adopt another reading program. The study has the potential for positive social change as teachers may be better prepared to implement these reading programs with more knowledge and preparedness. The study's outcome might increase teacher preparedness for teaching reading in their classrooms, significantly increasing student reading levels. It could also help leaders and policymakers make decisions for effective program implementation.

Summary

This chapter described the background of the problem on which the study was centered. With computer-assisted programs, fidelity to follow the program protocol is required to meet performance expectations such as reading Lexile. The background explains teacher use of Achieve 3000 with fidelity, training, and support perceived as helpful when using Achieve 3000. This chapter also went into the problem statement describing a gap in research on teacher perception of using Achieve 3000 with fidelity, the purpose of the study, and an explanation of the conceptual framework that frames the study. Chapter 2 reviews current literature, teachers' perceptions of fidelity, training, support to help teachers implement, and how previous research informs the current study.

Chapter 2: Literature Review

Despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might have been issues with the instructional fidelity of program implementation. American Samoa is a US territory where students are born with an innate understanding of their local language. Students from American Samoa are identified as English language learners based on their first language being Samoan, and their second being English. Being bilingual, students had difficulty in reading comprehension. The study aimed to explore teachers' perceptions of the instructional fidelity of implementing Achieve 3000 in the local high school in American Samoa. Semistructured interviews would have been used to explore teachers' perception of instructional fidelity of implementation on Achieve 3000, which called for a conceptual framework grounded by Knowles's (1984) theory of andragogy.

The fidelity of implementation was the purpose of the study, as well as how teachers used Achieve 3000 to the full content of the program. This theory could help build on the knowledge of how teachers perceive the use of Achieve 3000 with fidelity of implementation to reading instruction in ninth to 12th grade in a local high school. This knowledge could indicate the process used with Achieve 3000 to ensure the fidelity of reading instruction. The theory of andragogy focused on the process (Knowles, 1984) used to teach Achieve 3000 with fidelity to reading instruction. Since there were five assumptions in Knowles's theory of andragogy, the study focused on the assumption of adult learning to experience, readiness to learn, and motivation to learn (Knowles, 1984).

These assumptions guided this research to understand better how teachers perceive the use of Achieve 3000 with fidelity to reading instruction in ninth to twelfth grade in a local high school.

Literature Search Strategy

The search engine used during the literature review was the university library, which had access to articles available in other search engines such as ERIC, SAGE, ProQuest, and so on to find recent articles to at least 5 years and peer-reviewed. The keywords for the search engine were focused on the *fidelity of implementation, teacher perception, reading program, reading instruction, Achieve 3000, computerized reading programs*, and *professional development* to find research conducted on teacher perception with fidelity. These keywords were used to identify a gap in the literature relating to fidelity of implementation and teacher perception.

Conceptual Framework

The theory that grounds the study is Knowles's (1984) theory of andragogy, which focused on adult learning on fidelity. This theory was founded on two aspects: "First, a conception of learners as self-directed and autonomous: and two, a conception of the role of the teacher as a facilitator of learning rather than the present content" (Knowles, 1984, p. 1). The theory of andragogy focused more on the process and less on the content being taught.

In order to understand the problem, the research study focused on understanding the process and the teacher's opinion on using Achieve 3000 to fidelity with reading instruction. Teachers play an important role in the process and analyzing their perception

on using Achieve 3000 with fidelity of reading instruction. Fidelity was significant in the success of any program. Literature gave insight into implementation with fidelity. With fidelity one must done it with integrity. Integrity should be valued to stay true to one's ethics when conducting oneself to prepare those in the program with implementation.

As educators, should conduct themselves with integrity when implementing programs required of themselves. Professional developments were conducted for teachers to ensure integrity and fidelity was met. These professional development provided the skills and knowledge that would enable the teachers to implement programs such as Achieve 3000 with integrity and fidelity. Larios and Zetlin (2023) quoted Bates and Morgan (2018) stating "Professional development should positively influence teacher knowledge and practice; student learning improves." However, there needed to be a deeper understanding of how professional development could better assist educators in improving student academic performance while implementing the program with fidelity. The current study focused on fidelity implementation, professional development, and quality of instructions.

<div align="center">**Literature Review Related to Key Concepts and Variable**</div>

Fidelity of Implementation

Fidelity of implementation (FOI) consists of five constructs: adherence, dosage, quality of instruction, participation response, and curricular differentiation (Gonzales et al., 2020). With these five constructs as a guide to assess fidelity in practice, one could better understand if a program was entirely taught the way the program itself outlined it. FOI was a tool that could assess the validity of how teachers taught with fidelity. Fidelity

cannot be measured by observing the educator in action or student data. Rather, a checklist was used to assess the educator following the five constructs of implementation fidelity. Gonzales et al. (2020) outlined the five constructs and how they could be used to evaluate fidelity in a middle school reading program. While they used the five constructs as a guideline, teacher interviews were also conducted to understand better how the program was implemented in the classroom.

From these five constructs, Lemire. et al. (2023) also pointed out the importance of identity if a program was taught with fidelity to the components outlined by the program itself. Lemire et al. (2023) discussed how different conceptual frameworks were used to identify components essential to assess fidelity implementation through program or intervention practices. The conceptual frameworks Lemire (2023) and his colleagues looked into were Dane and Schneider (1998), Century et al. (2010), Dunst et al. (2013), Fixen et al. (2015), and other articles that described fidelity in different aspects. Each followed a common theme, as seen in Dane and Schneider's (1998) conceptual framework that elaborated on the five constructs for assessing fidelity implementation in a program or intervention practice. Lemire et al. (2023) evaluated over 46 theoretical and empirical articles to identify information that could have been used to develop a common language and understanding of assessing implementation fidelity.

Dynia et al. (2020) investigated implementation fidelity, which aligns with the FOI in terms of structural and process fidelity. Process fidelity, as defined by Dynia et al. (2020), is the nature of the delivery of curriculum features or the active ingredients and the quality of delivery. Process fidelity aligns with adherence in Gonzalez et al. (2020),

following the program protocol to ensure fidelity. Process fidelity focused on how

teachers delivered instruction while utilizing the program. With Achieve 3000, process

fidelity could focus on how teachers delivered reading instructions when analyzing the

text provided by Achieve. Structural fidelity was described as intervention procedural

components (Dynia et al., 2020). Zhou et al. (2021) investigated on structural fidelity and

statistical naturalness. Structural fidelity measures the program's procedural component

using an algorithm and quantitative approach with calculations. Structural fidelity aligns

differently from this study, focusing on quantitative rather than qualitative approaches.

The observation was suitable for assessing teachers' daily routines using the

program. However, a clearer picture was needed to see if there might be other reasons

why the fidelity of implementation still needed to be met. Lemire et al. (2020)

investigated methods used in early intervention to assess the fidelity of implementation

practices and implementation problems. Lemire et al. (2020) quoted Bond and Drake

(2020) that "fidelity assessment helped determine whether the absence of or weak effects

of an intervention could be explained by ineffective intervention practices or an

implementation" (p.1). Bond and Drake (2020) provided a tool that could help assess

fidelity with validity using evidence-based practices in clinical health practices. Bond and

Drake (2020) explored different research that helped provide them with developing

fidelity measures, summarized standardized development procedures, and described

needed psychometric assessments. Bond and Drake (2020) provided a standardized

guideline to help guide future fidelity assessments with evidence-based practice. Lemire

et al. (2020) used these guidelines to assess fidelity with implementation practices and

problems. With these guidelines, Lemire et al. (2020) focused on data collection to better assess implementation fidelity. Providing data collection methods could further identify challenges and changes to make in program implementation.

With the importance of assessment, validity was crucial. Masar et al. (2019) stated that when developing a system-level fidelity of implementation measurement, it was vital to ensure that the tool was a valid measurement of fidelity of implementation. Masar et al. (2019) investigated a Tiered Fidelity Inventory (TFI) tool to provide an easy way for school teams to measure fidelity within and across the tier. The Tiered Fidelity Inventory (TFI) had three tiers that could have been used by those who wanted to investigate fidelity with validity. Through the tiers, one could have found a checklist to help assess the program with validity. Tier one focused on the Team Implementation Checklist, the team, implementation, and evaluation (Masar et al., 2019). Tier 1 could be seen through the program protocol for Achieve 3000. Tier two focused on the Benchmark of Advancement, looking at the team, intervention, and evaluation (Masar et al., 2019). Tier 2 could be seen through the standards targeted for each article the teachers chose. Finally, tier three focused on Monitoring Advance, looking at the team, resources, support plan, and evaluation (Masar et al., 2019). Tier 3 could be seen through the student progress monitored by their Lexile increase or decrease when completing a reading article assigned by the teacher or chosen by the students themselves. These set of tiers could further assist with an assessment with validity. With the TFI tool as an extra assessment tool, a further understanding of implementation fidelity could be established.

Professional Development

Consistency in professional development was needed to assist teachers in implementing the program with fidelity to ensure progress in the use of program implementation. Professional development gained initial knowledge about the program, consistent professional development to further assist teachers with their understanding of the program, and data available for assessment of progress. Larios and Zetlin (2023) quoted Bates and Morgan (2018) introducing seven elements for trainers who conducted professional development to be used during their professional development. These seven elements guided the trainers to oversee what they needed to prepare for professional development. Bates and Morgan hoped schools could use these guidelines to create effective professional development. As Bates and Morgan conducted their research, professional development was crucial to developing the knowledge base on the program; in return, student success should have been evident. However, professional development preparation had yet to be accomplished for unknown reasons.

For this reason, Bates and Morgan (2018) quoted by Larios and Zetlin (2023) identified these seven elements as a guiding tool for schools in their professional development to improve the program being implemented. Larios and Zetlin (2023) investigated the challenges of professional development and training on teachers using programs to assist the teachers. Larios and Zetlin (2023) stressed that teachers needed more time to plan and guide them on implementing inclusive practices. The study by these researchers mentioned above revealed that consistency in practice and training during professional development could benefit teachers.

Another study by Hubbard, Fowler, and Freeman (2020) looks at professional development guidelines to gain a teacher's perspective on Common Core Language Arts with Science and Social Studies. Even though Hubbard, Fowler, and Freeman (2020) focused on early education, professional development guidelines could also benefit secondary schools. Hubbard and colleagues (2020) studied Darling-Hammond and colleagues' study guidelines to guide their study, which shows that these guidelines could be helpful for secondary schools to adopt and develop a much more objective-based training focused on the needs of the teachers and the program protocol. These guidelines that Darling-Hammond outlined, quoted by Hubbard et al. (2020), could be used as a checklist to check what professional development could improve on to ensure it meets its end goal. A checklist is a great tool to enhance professional development while giving the trainer a protocol to follow and check when presenting.

Not only did we have to focus on guidelines to follow, but we also had to look at how much professional training a teacher needed to fully understand and implement to the level it could meet student performance goals. McMaster et al. (2021) conducted a study on a systemic review of professional development to support teachers in an intensive reading intervention. Teachers must prepare like every researcher, focusing on professional development training for any program. McMaster (2021) and his colleagues focused on intensive reading programs for students who experienced reading difficulties or some disability; teachers must be well-trained to assist these students to the best they could. The students would improve if they had the essential skills and knowledge base. Professional development training was necessary for all programs, but the amount of

professional development needed to be determined to ensure the program was implemented with fidelity. Professional development ensured that the teachers got the necessary support and knowledge to continue implementing the program to reach the students' performance goals. This all came down to consistency in professional development for teachers to investigate data and how they could better adjust their teaching to those data, which in turn provided the best outcome for the program.

Early childhood education could have been a crucial starting point in which students learned to read and write. Early childhood education was the earliest literacy stage in a child's life as they continued to grow and learn about their surroundings. Elek et al. (2022) focused on early childhood learning and the initial age at which students learned to read. Not every child was fortunate enough to gain the essential skills to learn and to read in the early stages of life until they went into elementary school. Some might need to be lucky to get to high school with the reading level they should be at. Elek (2022) and his colleague investigated early childhood education to see where professional development could properly assist teachers with the younger generation. Yes, the focus was high school teachers and students, but looking at the starting point where all students should start learning to read was essential to understand the importance of professional development for those teachers. This initial data could later be used for high school students, as some were way below their reading level.

Professional development yields different results as educators faced challenges when implementing it in the classroom. These challenges could range from connectivity to log-in information or just the willingness to teach to fidelity. Carpendale et al. (2021)

investigated highly accomplished secondary high school teachers following intensive

professional development. The Carpendale et al. (2021) research group focused on what

the teachers received during their professional development but noticed that continuous

professional development was necessary for teachers to continue to develop knowledge

as they continued to use the program in the classroom. Limits in professional

development could lead to blocks in the fidelity of implementation for teachers.

Carpendale et al. (2021) research group wanted to focus on the teachers instead of the

professional development process itself. Previous research focused on professional

development, but with Carpendale et al. (2021), the research team looked deeper into the

teachers constantly implementing the program in the classroom. They wanted to

understand how teachers used the knowledge from professional development further to

assist them in the implementation process in the classroom. Carpendale et al. (2021)

wanted to understand teachers' ongoing challenges in the classroom to better prepare and

assist teachers in future professional development. Carpendale et al. (2021) concluded

that teachers only partially grasp the full use of the program at one professional

development. They argued that the implementation fidelity only sometimes met what the

agency expected from the program as teachers practice in the classroom with their

students (Carpendale et al., 2021). With support and consistency in training through

professional development, teachers could become highly accomplished individual

teachers when fidelity was part of their implementation practice in the classroom.

     Chaparro et al. (2020) studied how one state imitated a professional development

program that consistently provided ongoing training and coaching on-site for teachers.

Staffing was essential in this type of initiative as specific coaches constantly helped the teacher to better assist the students in the reading program. Even though Chaparro et al. (2020) were looking into a behavioral system and the connection to a reading program, these two concepts could be interchangeable as they both could look at teachers' consistency in implementing the reading program, which could increase student performance in their reading levels. The behavioral part was the teacher's ability to teach and adapt to the changes, as the coach constantly advised about different things they could have done during the reading program.

Professional development provided teachers with the essential knowledge to implement the program efficiently and with fidelity. Smith and Robinson (2020) stated that for effective professional development, teacher perception should be considered when designing a curriculum in training, as their perception was essential to the success of the program implementation. Two of the seven elements that Bates and Morgan (2018) quoted by Larios and Zetlin (2023) stressed for professional development were trainee reflection and feedback. In the reflection and feedback, teachers could voice their opinions about the professional development to further support them through the trainer's consistency in future professional development and implementation.

Quality of Instruction

During implementation, instruction was vital to the flow of information from trainer to teachers and teachers to the students. One of the five constructs in the fidelity of implementation was identified by Gonzales et al. (2020). Gonzales et al. (2020) described the quality of instruction as necessary in FOI because "educators must examine the

overall needs of the school" (p. 114). By examining the overall needs of the school, a thorough checklist for quality of instruction could have been established to include what needed to be done during the implementation. The teachers could further improve themselves from this list by delivering the content presented during implementation. With literacy in the secondary grade level (high school), students were expected to learn complex English language arts (ELA), social studies, and science content by reading and comprehending upper-level narrative and expository text (Wexler et al., 2022). The problem for secondary-grade students was that they needed to gain the essential skills to understand the text, as Wexler et al. (2022) stated. As mentioned above, secondary-level students needed more reading skills at the high school level. Many factors could be seen as the cause of this problem, but we cannot rely on those factors alone. We must continue to investigate how better to prepare teachers and students for early childhood education when they enter high school. Wexler et al. (2022) provided professional development with specific coaching for teachers to consistently co-teach and help each other as they navigated through the instruction and implementation process of the reading program at hand. With professional development and co-teaching of teachers and coaches in the classroom, positive outcomes were indicated in the study.

Quality of instruction was critical to helping secondary students who lack the basic skills to comprehend what they read with the help of specialized teachers, supplemental intervention, and core instruction in general education classrooms. Smith and Robinson (2020) quoted Daisy (2012), Graham et al. (2017), and Reed (2009), stating that even though content-area teachers see literacy as necessary, they were often

reluctant to incorporate these strategies into their instruction. Due to this reluctance, as

Smith and Robinson (2020) mentioned, students would need to improve their reading

skills. Ubogu (2024) investigated strategies for strengthening teacher quality in secondary

schools with supervision. Supervision could provide relevant and continuous support and

encouragement to improve teachers' instructional practices (Ubogu, 2024).

Even though the quality of instruction was essential, every case was different.

Kennedy et al. (2018) engaged in literacy for Science but stated that "quality instruction

could originate from inquiry-based learning approach" (p.141). By engaging students

with the learning, students, in return, understand and implement what they learn during

instruction. Engaging students in their learning could provide a positive outcome to their

student performance. With that engagement, quality of instruction was essential to meet

the needs of the students. Literacy was involved in all content areas, and all teachers were

responsible for providing quality instruction to better assist students in their

comprehension of the content they learned.

Cilliers et al. (2020) investigate teacher practice at a secondary level. Their study

gave two different teacher groups other resources to help with implementation. The study

showed that training and on-site coaching could improve teacher practice instead of just

training itself. Cilliers et al. (2020) focused on on-site coaching that could benefit teacher

practice as part of a support system to improve student performance. Student

improvement could be achieved if teachers got the support they needed to improve their

quality of education and implementation process when using reading programs outlined

by the school specialist or coaches. Teacher practice was essential to providing quality instruction.

Literacy interventions have changed over the years into the digital world, which has changed how instruction was delivered in the classroom. With COVID-19 restrictions in the education system, new development of instruction using technology was introduced. Using technology, Vanek (2022) investigates how to support teachers with new instructional designs that best assist teachers in the digital world. There were three phases to Vanek's study, but the first one was building teachers' capacity as instructional designers. Instructional designers focused on the teacher and how they could improve the quality of instruction through technology delivery. Vanek (2022) stated that so many different efforts were made to improve the use of technology in the classroom. However, teachers and students faced specific challenges—a lack of knowledge and skills to navigate the online teaching world. Vanek (2022) provided support through quality instruction in transforming teachers to improve their instructional design and delivery.

Hu and Wang (2022) explored students' perceptions of the use of technology and learning. Students' perceptions had been introduced previously as it was another way to assess teachers' quality of instruction. Students' perspectives were essential as they could have provided teachers with an understanding of how well they offered instruction on specific content, especially in reading instruction. Some students needed more literacy skills, and how the teacher provided clear, quality instruction could benefit the student who might have been an English language learner. Hu and Wang (2022) focused on their study of students' perception of quality instruction with technology use. There were

positive outcomes with student performance, learning, and teachers' motivation to engage students in reading. However, there were adverse outcomes on students' perception of the teacher's quality of instruction. Student's perception of teachers was a great way to help determine how to improve instruction quality while using reading programs, especially technology.

Teacher Responsiveness

Teacher perspective played a vital role in inquiring about the effectiveness of a program and implementation of fidelity. A teacher's perception could define the challenges and motivation necessary to apply the expectation to practice (Smith and Robinson, 2020). Teachers also outlined how fidelity was being implemented entirely in the classroom. Brigandi (2019) quoted Moon and Park (2016) stating that "implementation fidelity is a potential moderator for programs utilized where teachers routinely modify program which in turn is detrimental to the implemented program itself" (p. 269). The teacher's attitude towards a program determines how well the program was implemented, and the study focused on the fidelity of the implementation of any program. For example, the literacy program that we were looking into was Achieve 3000. Collecting teacher perception could provide another picture of how well the implementation of said program was practiced in the classroom. Teacher perception was one part of the study that underlines how the teacher practiced implementation fidelity throughout the classroom to the students. Quality instruction by the teachers provided the plan of execution outlined by the program developers for educational purposes or intervention. Different program developers stated that the program design works, but

implementation fidelity must be followed thoroughly, or the program would not have met its expected goal or objective.

Teacher responsiveness varies to specific goals and objectives depending on their content area. Krist (2024) investigated teacher responses to content in science using student responses and comparing them to teacher responses based on what the students were sharing about a specific topic in science. There were two groups, and each group was given a task in which teachers had to respond to the ideas students shared while thinking about how to react positively and stay on topic with the lesson. The study results showed a relationship between student engagement and teacher response. This could be positive, and it could also be negative, depending on the teacher's response.

Teachers' perception was guided by the support and training provided through professional development. Wexler et al. (2022) stated that teachers must know how to teach literacy at a secondary level by integrating vocabulary and comprehension instructions into their content area. Zulhafizh (2020) investigated teachers' orientation capabilities in implementing curriculum in academic units to meet academic demand. Their results showed that the success of the learning curriculum falls on the teacher by teaching to fidelity. Professional development guided the teacher in gaining knowledge; the teacher delivers the program with fidelity. Sometimes, teachers needed more skills to implement, but consistency in training through professional development and resources available helped teachers through implementation. Zulhafizh's (2020) results confirmed the importance of teaching fidelity when implementing a curriculum or any program.

Teacher confidence and motivation could be factors to help assist teachers in teaching fidelity.

Gladney et al. (2021) conducted a study that used multilevel to support teachers. This support went in three-step levels where initial professional support was provided through school-wide professional development, grade level professional development was provided during preparation class hours with the teachers, and lastly, the baseline post-professional development where teachers provided feedback on areas in which they felt needed more improvement in the program or implementation phase. With support, teachers could teach the purpose and objectives of the program implementation to fidelity. This kind of support could have a long-lasting experience for the teacher to continue to implement with fidelity and motivate them to continue improving with the students. Teachers' perceptions could help improve the problem by identifying challenges these teachers faced during implementation or other unknown factors to the coordinators, administrators, and other teachers themselves.

Teacher support was beneficial for the success of any program implemented. Pas et al. (2022) studied those who supported teachers through coaching. Pas et al. (2022) explored school-based coaching and promoted motivational interviewing. Motivational interviewing (MI) was utilized to help change behavior and better assist with the fidelity of implementing a particular program. The components of FOI used in the study were adherence, dosage, quality, and teacher responsiveness. Through MI, teacher responsiveness could be described as how well their behavior changed positively or negatively. It was essential to assess how teachers respond to these programs provided as

they implement them in the classroom. Pas et al.'s (2022) results showed that school-based coaching with fidelity has a higher chance of changing their behavior in a positive way with motivational interviewing, especially adhering to the program implementation protocol.

Another study looked into online training compared to in-person training with fidelity. Combs et al. (2021) conducted a study on why support and training for teachers could have been challenging because time and cost of training might have been a factor. Online training was introduced to help alleviate the time and cost challenges of training. However, the problem with online training was how well individuals implement it with fidelity. Combs et al. (2021) compared online training to face-to-face training on an evidence-based intervention. It might be different for teachers, but the underlying idea was that online training was happening with the expansion of the digital world. How well this training is beneficial to face-to-face was the question that Combs et al. (2021) investigated. The result of Combs et al. (2021) indicated that online training was associated with low ratings of quality delivery but no association with adherence to curriculum. Teacher response to online training versus face-to-face training showed through their results. The key to success for any program was through the teacher's response to training and the support they get through training. The more training provided, the more confident the teacher was in ensuring they met the program outcomes outlined by the program.

Reading Program

Reading intervention programs were constantly changing with the adaptation to technology. With these changes, the problem remained with students needing higher reading scores or meeting the Lexile they were supposed to meet in their respective grade levels. With technology, reading program developers had organized all reading materials into a digital world that students could access anywhere they could access the internet. Even without the internet, there were backup plans for teachers to use while internet issues were addressed by the administrator and technology staff. Achieve 3000 is a computer-based program that could assist learners in improving comprehension using Lexile reading levels as a universal screener for students' reading levels (Hayman and Wilson, 2020). With this computer-based program, specific steps were outlined by the developer for teachers to follow during instructional hours to assist students in improving their comprehension in literacy. These steps required a teacher to be confident in delivering literacy instruction that students needed to understand their reading content. This program was unique because even though students saw the same article, they read at their own Lexile level based on their pre-test assessment (Hayman and Wilson, 2020). As they read and answered comprehension questions, they would continue to move up a Lexile if they stayed focused and scored between 75 and 100 in their assessment.

Computer-based programs such as Achieve 3000 had great potential to improve student literacy skills. Haymon and Wilson's (2020) results confirmed that computer-based programs could indeed be used to improve student literacy skills, especially the reading program that they tested on Achieve 3000. Another study by Forne et al. (2022)

tested how a computerized phonological training program for readers with difficulties with reading could be helpful for early readers. Forne et al. (2022) stated that students who faced challenges in the early stages of learning tended to struggle with reading as they progressed learning at the secondary level or higher. Even though the focus of the study was on primary students, using a computerized program to help with their reading difficulties could improve students reading performance after the intervention. The study results showed that a computer-based program could have been beneficial if implementation fidelity was conducted throughout the reading program, whether Achieve 3000 or any other program was used.

However, there needed to be more information to know how well teachers taught fidelity while implementing the program in the classroom. Wheldall et al. (2020) conducted a study on a reading intervention called MiniLit by another research group that worked closely with Quach et al. (2019). MiniLit was a reading program for students in the first year of primary school that focused on improving five literacy skills (Quach et al., 2019). This reading program was similar to Achieve 3000 in that students needed to read constantly for a certain number of days in the week to improve their literacy. Quach et al. (2019) study results showed that students who used at least the program 80% of the time (4 days a week) significantly improved their literacy skills. Those who used it less showed no progress. Time and commitment could be possible challenges, but Quach et al. (2019) showed that even though this was a research trial of MiniLit, there was excellent progress if utilized 100% of the time.

Wheldall (2020) and his group wanted to focus on how MiniLit was implemented with efficacy and other components of fidelity of implementation (FOI). FOI components that were utilized in the study were dosage and fidelity. These components could help identify where implementation was conducted with efficacy and fidelity when introduced into the classroom. The results of the study by Wheldall et al. (2020) showed that it was essential to investigate and assess how an intervention was planned for implementation. There would be challenges along the way, but we also needed to be willing to change (Wheldall et al., 2020).

Bippert (2019) studied teacher perception of technology, curriculum, and reading strategies in a middle school in Texas based on the intervention tools used with Achieve 3000. Bippert (2019) stated that "In the United States, schools often adopt commercial reading intervention programs to provide support for students, which is now moving towards technology-based" (p. 1). From these changes, very little research had been conducted to understand how well these computer-based programs assisted the students' and teachers' ability to teach with fidelity. Bippert's study focused on teachers', students', and administrators' involvement in implementing the reading program Achieve 3000. Bippert's study revealed contradictions within and among the groups in how they perceived tools used with reading comprehension strategies, technology, and instructional curriculum. The contradiction between teachers and administrators was their perception of how the curricula of Achieve 3000 were used in the classroom. The reading program was a supplemental program with only a few instructional aspects of literacy (Bippert, 2019). There might have been some misunderstanding in training or communication

between the trainers. Reading program implementation procedures should have been clearly explained and thoroughly implemented with fidelity to show results that could be used to assess whether the program was effective.

Implications

The United States and its territories have been looking at improving student literacy. As American Samoa is a US territory, they struggled to find intervention programs to help improve student academic performance in literacy. Achieve 3000 is a computer-based reading program that could enhance literacy in English, Science, Mathematics, and Social Studies. Achieve 3000 provided a diagnostic tool for responding to intervention for students who used the program. The potential implication for the study was for the Department of Education, the teachers, and instruction in the classroom to prepare them for better professional development in the implementation process to yield higher student performance on any program introduced into the classroom. The literature review indicated an unalignment in programs on implementation fidelity with computer-based reading programs. The purpose of this qualitative study aimed to explore teacher's perceptions about the instructional fidelity of implementing Achieve 3000 in the local high school in American Samoa. The study had the potential for positive social change to improve teacher implementation with fidelity to future programs introduced by the Department of Education District of Curriculum and Instruction (DCI) or any Department of Education office. The study could provide teachers with an understanding of how implementing fidelity could make a difference in student performance, especially in reading programs. A professional development program focused on implementation

fidelity would be conducted to explain the importance of implementation fidelity further using Achieve 3000 and future programs the department introduces to teachers and students. In this PD program, teachers would be provided strategies to meet implementation fidelity and more training using the program itself to maximize student achievement and performance. For the school, it could help alleviate the problem of literacy while at the same time understanding how their teachers performed with fidelity to implementation. Teaching with fidelity, the goal outlined by any program, could have a positive outcome on the program implementation and reach the objective of improving student academic performance in literacy. The gap in practice was not knowing how fidelity could affect the effectiveness of implementation on student academic performance (de Leeuw et al., 2020).

Summary and Conclusions

Basic qualitative research would have been used to explore the use of Achieve 3000 with fidelity of reading instruction by ninth through twelfth-grade teachers at a local high school. Bengtsson (2016) stated that qualitative research contributes to understanding human contexts and perceived situations. The study's results could help alleviate implementation fidelity problems and improve student literacy skills. Hjetland (2019) stated that one valuable and critical foundation skill students needed to learn was to have a strong reading comprehension background. Therefore, the current study would contribute information that could improve student implementation fidelity and literacy skills.

Semistructured one-on-one interviews with teachers would have been the primary data collection. The other primary data collection would be teacher observations. Observations would help identify implementation fidelity when using the program in the classroom. These observations would be conducted with the same teachers who were interviewed. Teachers played a crucial role in the success of the programs, and by teaching with fidelity to the goals outlined by the reading program, students' performance improved significantly over the years, which the data and personal communication had pointed out. Teacher attitudes and ideals regarding the implementation process could show how a program could develop. The literature review on andragogy aligns with adult learning concepts, as teachers must acquire and absorb the information provided during professional development to further assist the students with the reading program. The literature revealed that fidelity was a common problem, and teachers needed to implement the program as outlined by the program. Exploring fidelity in the literature revealed five concepts of fidelity of implementation. The information from the literature assessed and mentioned above would be used as a guide to observe Achieve 3000 in the classroom during school hours. With the unalignment of fidelity of the computer-based reading program, the study would impact improvement in the fidelity implementation of this reading program and permit an additional investigation. Chapter 3 will discuss the study's methodology, including the theory that grounded the study. This section would also detail how the participants would be selected, ensuring confidentiality was met throughout the process and the semistructured interview questions. Chapter 4 thoroughly explains data collected through semistructured interviews to reveal the outcome of the

problem and recommendations for improving student reading scores through teacher

implementation with fidelity using Achieve 3000.

Chapter 3: Research Method

The problem studied was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores have remained the same as expected, suggesting that there might have been issues with the instructional fidelity of program implementation. Even though several different reading programs had been utilized in the previous years, the literacy level had yet to change students' literacy skills significantly. The research question addressed how teachers perceive instructional fidelity while using Achieve 3000 and what training and support they recommend could improve instructional fidelity to help guide the direction the study. The local setting was a central district high school. The student population was approximately 900, with 10 English teachers who used Achieve 3000 in the classroom. These 10 English teachers were invited to participate in the study. The study's outcome can provide information on how instructional fidelity was used in the classroom during Achieve 3000.

Research Design and Rationale

The research examined how teachers perceive instructional fidelity with Achieve 3000, which materialized a basic qualitative research design to help analyze the problem. Bengtsson (2016) stated that qualitative research contributes to understanding human contexts and perceived situations. The study explored the use of Achieve 3000 by ninth to 12th grade teachers at a local high school regarding the fidelity of reading instruction. Merriam (2016) defines basic qualitative research as "individuals construct reality in interaction with their social world" (p. 24). Kahlke (2014) stated that qualitative research

studies focus on how people interpret experiences, construct their worlds, and what meaning they attribute to their experiences. The study would explore teachers' perceptions about instructional fidelity of implementation of Achieve 3000. By exploring their perceptions, we could better understand their challenges when using Achieve 3000 with instructional fidelity in American Samoa high schools. Teachers played a vital role in this process, where Knowles andragogy theory provided the framework for their role in learning. This approach could help reveal the teacher's experience with using Achieve 3000 with fidelity to reading instructions. The research questions were devised to uncover the meaning behind the teacher's experience with the strategies provided in Achieve 3000 that could assist in reading instructions. The research questions also revealed the teachers' perceptions of teaching and training provided for them to use Achieve 3000 with fidelity to reading instructions. The basic qualitative approach was suitable for exploring teachers' perceptions regarding their role in using Achieve 3000 with fidelity to reading instruction.

Several other qualitative methods, such as narrative, grounded theory, phenomenology, ethnography, or case studies weren't as suitable for the study. Burkholder et al. (2020) stated that narrative research aims to gather rich and free-ranging discourse to explore and conceptualize human practices as they were symbolized in textual form, which could have been a better fit for the study. The grounded theory was not a good fit for the study as it was used to identify causal and intervening factors and context (Lewis, 2015). The goal of this research was not to develop a theory. Phenomenology and ethnography were not options as both acquired the group's inside

views and experience. A phenomenology study provided some aspects of the experiences of others. However, as Neubauer et al. (2019) stated, phenomenology needs a solid following as researchers need to understand human experience. Phenomenology research was not appropriate for this research study. Ethnography qualitative research design focuses on the individual's social interaction with their environment (Janette Prins et al., 2022). Ethnography qualitative research was not appropriate for this research study. Case studies did not fit the study as they needed to investigate drafting success stories used to demonstrate program effectiveness. These studies provided consensual aspects to investigate the fidelity of implementation, but a basic qualitative study focuses on individuals' ability to construct their ideas based on their experience.

After carefully considering these different qualitative research methods, basic qualitative research was selected. As mentioned, the semistructured interview was the primary instrument for understanding how teachers construct their ideas based on their experience using basic qualitative research methods. Interviews allow us to capture the participants' experiences and discover what training and support would further assist them in the future. Other data were also available, such as audio recordings with the consent of participants, along with observational notes during the instructional use of Achieve 3000 in the classroom. Data triangulation were conducted to further assist with identifying common themes during the data analysis part of the study. By triangulating the data with interviews, recording, and observation, the data analysis was more precise to prevent any bias or issues arising from the data.

Role of the Researcher

At one point, I was a colleague of the American Samoa Department of Education (ASDOE), but I am now working at the Hawaii Department of Education. Even though I used to work for ASDOE, new and old colleagues would be there. However, I ensured professionalism throughout the interview and observation process. The interview protocol was used throughout the interview process with a recorder as permitted by the participant. I also had a separate notebook to take notes during observation in the field and document any questions or concerns that come up along the way. These notes, questions, and concerns were shared with the committee chair for advice.

Methodology

Merriam (2016) defined basic qualitative research as "individuals construct reality in interaction with their social world" (p. 24). The study collected teachers' perspectives on using Achieve 3000 with fidelity, as well as what training and support they would consider to improve student performance using Achieve 3000. An essential qualitative study was appropriate because it examined teachers' experience while using Achieve 3000 with fidelity to the program goals. The study aimed to explore using Achieve 3000 with fidelity of reading instruction by ninth through 12th grade American Samoa teachers at a local high school.

Participant Selection

The setting for this research study was at a central school district in American Samoa. The total student population of the local school district was approximately 2,039, including elementary and secondary schools (ASDOE Website, n.d.). The central district

had one early childhood education school, five elementary schools, and one high school.

As of the 2020-2021 school year, the American Samoa Department of Education

(ASDOE) employed 527 elementary teachers and 335 high school teachers (ASDOE

Website, n.d.). The central district (see Table 2) comprises public elementary and high

schools. Table 2 broke down the schools within the Central District by name, enrollment

of students, and the number of teachers within the school. Since this US territory had

about 60,000 people, each district's school numbers were relatively small. The bigger the

school enrollment, the more teachers were needed to assist with student count.

Table 2

Central District Demographics

	Type of School	Total Number of Students	Total Number of Teachers
Afonotele	Elementary	58	11
Le'atele	Elementary	70	12
Matafao	Elementary	541	40
Mt. Alava	Elementary	65	8
Peter Coleman	Elementary	427	37
Samoana	High School	886	52
Total		2039	160

For the study, teachers would be invited to participate in these semistructured interviews

by email through a recruitment flyer (Appendix A).

Criteria for Selecting Participants

The study sample included 10 English department high school teachers who implement Achieve 3000 in their curriculum. The English teachers were responsible for implementing the reading program in their curriculum, which was not limited to them as another content area could also use Achieve 3000 to improve student Lexile reading levels. This essential qualitative study explored teachers' perceptions about the instructional fidelity of implementing Achieve 3000 in the local high school in American Samoa. Therefore, the criteria for participating in the study was at least 1 year of teaching and implementing Achieve 3000 in the classroom. The selected participants must have utilized Achieve 3000 in the classroom to provide applicable data on the fidelity of implementing the reading program.

Justification for the Number of Participants

The study sample included 10 English department high school teachers who implemented Achieve 3000 in their curriculum. The 10 English teachers consist of 19% of teachers overall, but this percentage might be slightly higher based on the number of teachers from other content areas who utilized the reading program, which was unknown at the moment. Gathering data from 10 teachers in the high school could provide pertinent data on fidelity to implementation. Hennick and Kaiser (2022) conducted a study on saturation data on qualitative research design, stating that to achieve saturation in in-depth interviews, 9-17 interviews were needed. To reach saturation for sample size, a minimum number of interviewees must be 10, while others said it was controversial and could not be determined with certainty (Sebele-Mpofu & Serpa, 2020). Sebele-Mpofu

and Serpa (2020) stated that to meet saturation, the researchers must narrow the saturation scope and contextualize it in their research. The sampling strategy purposefully recruited teachers with at least 1 year of experience utilizing the reading program in their curriculum.

Instrumentation

In a qualitative study, data are collected through direct researcher participation, interviews, observation, focus groups, case studies, and fieldwork research methods (Alam, 2021). Burkholder et al. (2020) asserted that semistructured interviews were frequently used because of their flexible nature to capture open-ended data, participants' thoughts, beliefs, and feelings about a topic using a flexible interview protocol supplemented by follow-up questions, probes, and comments. For the study, data collection utilized (a) semistructured interviews, (b) observation notes, and (c) audio recording artifacts as the interviewee allowed. Semistructured interviews were used with teachers currently using Achieve 3000 in the classroom for ninth to 12th grade students in a local high school to explore teachers' perceptions of instructional fidelity of implementing Achieve 3000. Data from interviews were transcribed using Microsoft, confidentiality was ensured through the safekeeping of recording records, and teacher identity was kept anonymous.

Interviews

Interviews have always been the staple of qualitative research methods in management studies, particularly for researching organizational change (Langley & Meiziani, 2020). There were several types of interviews, but semistructured interviews

would have been used for the study. Semistructured interviews were the preferred data collection method for the researcher to understand the participants better with their unique perspectives rather than a generalized understanding phenomenon (Adeoye-Olatunde & Olenik, 2021). Adeoye-Olatunde and Olenik (2021) stated that even though their study was in pharmacy, using semistructured interviews and understanding how to assess and understand their uniqueness could be used with other fields using qualitative research methods. Adeoye-Olatunde and Olenik's (2021) study outlined how semistructured interviews were used and analyzed to understand better the individual's experience and perspective on the study being researched.

The semistructured interview protocol for the study would be used throughout the data collection. Appendix F is divided between the research questions shown in Table 3. Table 3 provided questions used in the interview process to get teacher insight. These questions were derived from previous research, which I was permitted to utilize. The questions were modified to align with the research questions for the study. These interview questions helped get insight into how well teachers teach fidelity and what support and training they would need to further assist them in implementing Achieve 3000 with fidelity.

Table 3

Interview Protocol

Interview Questions	Research Questions
Describe your teaching experience using Achieve 3000.	1
What role do you see yourself in implementing Achieve 3000?	1
How often do you use Achieve 3000, and to what extent do you follow the program's procedures?	1
Do you believe you can implement Achieve 3000 in your classroom with fidelity? Why or why not?	1
What is your perspective on using fidelity with Achieve 3000?	1
Overall, how effective do you think Achieve 3000 is for English Language Learners?	2
Did you receive training that prepared you to implement Achieve 3000 with fidelity?	2
Did you receive support while utilizing Achieve 3000 in the classroom?	2
Was there enough training and support throughout the year while utilizing Achieve 3000? Explain if yes or no.	2
What training and support would you recommend to further assist teachers, like yourself, to better assist with implementing Achieve 3000 with fidelity?	2

These semistructured interview questions were established using Dr. Emir Gonzales, who permitted the use of his questions in this research study. His consent by email was provided in Appendix G. Each semistructured interview question would help answer each research question in the study. These semistructured interviews would be 60 mins, depending on the open-ended questions asked during the interview. The interviewees would consist of 10 English teachers, including social studies and science teachers, with literacy in their content area. During the interview, a recorder would be used to record the interview if the interviewee consents to be recorded live. The participants would determine the interview location, and it would be where they were comfortable. The interviews could be done in the participant's classroom or an available conference room.

The study would use data from teachers' interview responses from the district and territory of American Samoa high schools. All protocols outlined by the IRB would be met to ensure the privacy and confidentiality of the participants. The researcher guaranteed that all data would be kept using codes to secure information to prevent privacy violation, coercion, social or economic loss, psychological stress, or other biases from the study. All data would be kept in a password-protected file and email. These procedures would ensure that all information about the study and the participant's data would be kept confidential, and the researcher would be the only one to assess this information.

Observation

While interviews could convey the participant's perspective on the implementation of fidelity, observations in the field could provide a deeper understanding of the implementation process in the classroom and confirm what was said during the interview. Morgan (2022) stated that "participants' observations permit researchers to observe circumstances mentioned in interviews and situations informants may be reluctant to divulge" (p. 65). The researcher's notes in the field would be used to assess the teacher's process in teaching to fidelity with reading instruction using the Achieve 3000 reading program. During the observation, time would be recorded from the beginning to the end of class or when the teacher ends his or her lesson using Achieve 3000. Other than the time of implementation, notes would be recorded on what the teacher does during the lesson and how students respond to the instruction provided by the teacher. These notes would be used to verify some statements provided during the

interview and could be used to understand whether the degree of fidelity using Achieve 3000 was met or not.

Video and Audio Tape Artifacts

During the interview, a recorder would have been used to record the interview if the interviewee consents to be recorded live. These recordings could be either video recordings or audio recordings. Video and audio recordings could assist the researcher in recording all information the participant provides so that no information was lost through the data analysis phase. A study by Rutakumwa et al. (2020) was conducted to shed light on using voice recorders, which was taken as a research tool with little significance. Rutakumwa and colleagues (2020) pointed out that a recorder could benefit the researcher, but training to decode and understand the underlying information during the analysis was crucial. There might be some misunderstandings in the script, but with the audio and video recording, the data would be more accurate and credible. These recordings would be analyzed by using Microsoft script software.

The study would use data from teachers' interview responses from the district and territory of American Samoa high schools. All protocols outlined by the IRB would be met to ensure the privacy and confidentiality of the participants. All data would be kept using codes guaranteeing that information was secured to prevent privacy violation, coercion, social or economic loss, psychological stress, or other biases from the study. All data would be kept in a password-protected file and email. These procedures would ensure that all information about the study and the participant's data would be kept confidential, and the researcher would be the only one to assess this information.

Procedures for Recruitment, Participation, and Data Collection

Procedures for Gaining Access to Participants

Upon approval from the IRB and the central district Achieve 3000 coordinator

and specialist at the Office of Curriculum and Instruction, now known as the District of

Curriculum and Instruction (DCI), the participants would be recruited using a purposeful

sampling of 10 participants. First, the researcher would notify the principal of the ten

teachers targeted for participants (Appendix E). Then, the researcher would gather

teachers' names and email addresses from the Department of Education School Website

that met the study's criteria. Selected participants must have utilized the reading program

for at least one year, which could, in return, gain pertinent data on the fidelity of

implementing the reading program. A copy of the participant invitation flyer (Appendix

A) would be sent using the names and emails gathered from the Department of Education

School Website. The researcher would attach the participation invitation flyer with an

email (Appendix B) to the teachers whose names were gathered from the website. Once

the participants agrees to participate in the study, they would receive an informed consent

letter (Appendix C) detailing the procedures for the study.

The informed consent letter would describe the participants' possible role in the

investigation, research procedures, benefits, and risks, and a statement advising that

participants were not obligated to participate if they were unwilling. Each possible

participant must respond to an informed consent letter within ten working days with a

convenient date and time within a four-week window to participate in the interview. After

receiving the informed consent letter from the participants, the researcher would contact

each participant to form a researcher-participant working relationship. The researcher would select the first ten teachers who consent to volunteer. If more teachers consented, the researcher would inform them that the saturation of participants had been met as outlined in the consent letter (Appendix D). As an incentive to participate in the interview, the researcher would provide a $20 gift card from a local store that provided school supplies to teachers. Additionally, the researcher would follow the privacy and confidentiality statements in the consent letter.

Establishing Researcher-Participant Relationship

Semistructured interviews would have been conducted with the participants to collected data for this essential qualitative study. The information shared by participants was beneficial because new information about the research was met, reducing the burden on participants, including the quality of data analysis (Mozersky et al., 2022). Buys et al. (2022) conducted semistructured interviews, which gave them greater awareness and sensitivity toward quality data with participants. Establishing a participant relationship could provide essential data analysis to gain knowledge about the research question. This relationship between participant could have been established during the interview, which Buys et al. (2022) were able to experience during their qualitative research investigation using interviews. To establish the researcher-participant relationship, the researcher would share with the participants the intent, data collection procedures, the volunteer process of the research, and confidentially procedures.

Further consideration was needed to ensure the researcher participants were related to data collection and participant confidentiality. Mozersky Friedrich and

Dubois's (2022) prior knowledge of the participant prevented ethical challenges, which

showed no conflict between the researcher and participant and kept data confidential

between the researcher and participant. Some participants were hesitant to share, while

others would like to share as what they shared could provide insightful information. The

researcher would establish boundaries between the researcher and the participant while

making it comfortable for the participant to share in an open space with educators and

researchers. The researcher would share the purpose of the study with the participants: to

build rapport with participants, which was voluntary and essential. During the interview,

the researcher would maintain an open mind to the participant's point of view. Upon

completion, the researcher would thank the participants for their participation and restate

the details from the informed consent document. Buys et al. (2022) followed through

with all procedures to ensure that the researcher participants met expectations and

procedures during the interview process.

Ethical Protection of Participants

These participants' information would have been kept confidential, and their

privacy would have been established to be anonymous throughout the study if they had

chosen to participate. The researcher would receive approval from the Walden University

Institutional Review Board (IRB) and the school's district coordinator or specialist from

the District of Curriculum and Instruction (DCI) to contact participants and collect data.

The participants would receive an informed consent letter explaining the investigation's

purpose, risks, benefits, and the voluntary nature of the study. All protocols outlined by

the IRB would have been met to ensure the privacy and confidentiality of the participants

were met. The researcher guaranteed that all data would be kept using codes to secure

information to prevent privacy violation, coercion, social or economic loss, psychological

stress, or other biases that might arise from the study. All data would be kept in a

password-protected file and email. These procedures ensured that all information about

the study and the participant's data would be kept confidential, and the researcher would

be the only one to assess this information. The researcher would keep the confidential

documents for at least five years, during which printed documents would be shredded

while the electronic copies would be permanently deleted from the MacOS system in the

trash, including MacKeeper software that cleans Mac laptop computer files. The

researcher would be the only one to access these files and ensure that all information

would be kept confidential throughout the research study process.

Data Analysis Plan

The study would use data from teachers' interview responses from the district and

territory of American Samoa high schools. All protocols outlined by the IRB would be

met to ensure the privacy and confidentiality of the participants. The researcher

guaranteed that all data would be kept using codes to secure information to prevent

privacy violation, coercion, social or economic loss, psychological stress, or other biases

from the study. All data would be kept in a password-protected file and email. These

procedures would ensure that all information about the study and the participant's data

would be kept confidential, and the researcher would be the only one to assess this

information.

Lester, Cho, and Lochmiller (2020) quoted Coffey and Atkinson (1996), who pointed out that "there is no single right way to analyze qualitative data; equally, it is essential to find ways of using the data to think with" (p. 2). The research pointed out how we could use data to analyze what was trying to be depicted in qualitative data, such as observations, unstructured, semistructured, or structured interviews, among others available for qualitative research (Lester et al., 2020). The study explored teachers' perceptions about the instructional fidelity of implementing Achieve 3000. To meet this goal, data that would be analyzed from semistructured interviews of participants who volunteer, observations of classroom instruction of participants, and available data provided from the school district and assessments available online for the public, such as territorial report cards or individual school district reports. When data was available, the transcription of interviews would be analyzed on Microsoft software, which would be cross-referenced with the recording available with the participant's permission. A thorough analysis of the interview and recording would be used to identify common themes that arise.

Trustworthiness

Data must be free from bias (integrity), accuracy, and reliability in any research. The study would triangulate data between the interview notes, transcription of interview data, and audio recording of the interview if the participant agrees to ensure that data was valid and without bias, accurate, and reliable. Lester, Cho, and Lochmiller (2020) quoted Anderson's (2017) research on evaluation criteria for qualitative research where ten evaluation criteria, four of which are related to qualitative data analysis: communication

of methodological awareness (e.g., audit trail), member-checking procedures, triangulation, and peer debriefing. Major themes would be established by checking each procedure and triangulation of interviews and transcription. After checking the interview notes with transcription and audio recording, a copy of the transcription would be provided to the participant, and a peer debriefing of all responses matches the participant's intention during the interview. These member checks and peer debriefing would ensure the quality and credibility of the data and, in return, reduce bias.

Ethical Procedures

This research study complied with all ethical considerations and standards Walden University recommended for research. IRB approval was obtained prior to any recruitment of subjects or data collection for this research study. The IRB approval number for the study is 12-12-23-0661292. All privacy policies and informed consent forms were emailed, and teachers responded by email with the "I consent" to participate in the study. Reminders were given to the participants if at by any chance they decide to withdraw, they could at any time during the study. All interview documents were coded, removing any identifying information of the participants from all data sources and secured materials in locked storage and password-protected for electronic data. The participant's data would be kept for at least five years and destroyed afterward. No participants who took part in the study had any direct or indirect working relationship with the researcher. These protocols enhanced confidentiality within the research study.

All data would be carefully analyzed, which could identify possible discrepancies as the researcher follows through with the procedures, interview protocol, and data

analysis. The research had to be organized, and research on how to interpret data had to be gathered to prevent discrepancies,. The research procedures would be outlined, and a checklist would be created to eliminate discrepancies. Aboumatar et al. (2021) conducted a study on healthcare; their research gave insight into reducing errors, which could benefit other research. Aboumatorr et al. (2021) stated that errors in research or discrepancies could be reduced with a checklist. Other procedures were recommended, but discrepancies would be eliminated with a checklist.

Summary

This chapter included the research design, the role of the researcher, the methodology, ethical issues considered, and issues concerning trustworthiness for a study concerning teacher perception of using Achieve 3000 with fidelity and reading instruction and what training and support could help teachers improve implementation. This chapter also includes how teacher participants were selected, procedures for providing informed consent, the recording of interviews, and a list of interview questions relating to each research question. Teacher participants were selected through a flyer interview that was passed from administrator to teachers in the local setting sent by email. The data was collected through a semistructured interview with the participants. Chapter 4 and Chapter 5 include an analysis of the data, themes that arise from the interview, and a discussion of the findings, respectively.

Chapter 4: Results

This basic qualitative study aimed to explore teacher perceptions about the instructional fidelity of implementation of Achieve 3000 in the local high school in American Samoa. The study could provide information about instructional fidelity while using Achieve 3000. Teacher perspectives could show the process while implementing, how well fidelity was met carrying out reading instructions with the five-step protocol outlined by the Achieve 3000 reading program and share about training and support they would need throughout the school to implement the reading program with fidelity. All this information could be used to gain a deeper understanding of what was going on in the classroom and the implementation process concerning fidelity and instructions using the five-step protocol of Achieve 3000. The following research questions guided the study exploration and development of interview protocols that outlined the layout of the data analysis:

RQ1: How do teachers perceive the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

RQ2: What training and support do teachers recommend for improving the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

In this chapter, the study's outcome is presented. A description of the setting is part of this chapter. The findings are also described along with the data analysis, theme, and construct identification as related to the research questions. Kahlke (2014) stated that qualitative research studies focused on how people interpret experiences, construct their

worlds, and what meaning they attribute to their experiences. By focusing on how teachers interpret their experiences with the use of Achieve 3000, analyzing the data could provide evidence to bring forth a possible change to the implementation process in the classroom regarding fidelity and the five-step protocol for the reading program. Lastly, a discussion of the steps taken to ensure trustworthiness and provide data-rich illustration with data to support the conclusions.

Setting

The study took place in a U.S. territory in the South Pacific in a local public high school. Due to some personnel changes, the study was limited to 10 participants. All 10 interviews were conducted on-site with the school, and the teacher's consent to record the interview was given. Even though a conference room was provided, the 10 participants chose their classroom during their preparation period to conduct their interviews. This was done to provide comfort and privacy to share their experience using Achieve 3000.

Data Collection

A semistructured interview was conducted with each participant to collect data for this research study. Participants were invited through contacts with the school, and consent was obtained through email. Since there was no response to earlier emails from the school administrator, an on-site meeting was conducted to ask the teachers in person about their willingness to participate in the study. This was done after getting approval from the administrator to visit the site and ask the teachers personally about their consent. Some teachers were aware of the email invitation, but they responded that they were too busy to respond at the moment and later forgot. While the others were surprised and

weren't aware of the email invitation. After speaking to the teachers, email contacts were frequent afterward concerning their consent, time of availability, questions beforehand about the interview protocol, and interview location. Due to the availability of the teachers, the interviews were done within 3 months. Their teaching experience ranges from 1 to more than 20 years in the Department of Education.

A room was provided, but it was the participant's choice where the semistructured interview would be conducted. While conducting the semistructured interview, the participants were asked if they consented to record the interview, which would later be used to compare the transcription to its accuracy. A recorder was used to record the interview. The recording was then transferred to a laptop, the file of which was password protected. Each interview was coded to differentiate between different participants.

The semistructured protocol, with probing follow-up questions, was used as needed to ensure the participant's responses matched the research questions. Using open-ended questions (see Appendix F) for the interview, the participants could elaborate more on their responses and share their experience with using Achieve 3000 with fidelity. During the interview, notes were taken to note some commonalities in teacher perspectives and experience with using Achieve 3000. These notes were then compared to the interview transcript to create common themes that will be discussed later on in the findings.

The average time of the interview was about 25 minutes. The interview was then transcribed using Microsoft Words dictation and rechecked while reviewing the transcription on Word with the actual recording. By doing this, certain words were

corrected, and phrases that needed to be added that were not caught by the dictation icon on Microsoft Word. Several hours were put in to ensure the interview recording and transcription were accurate. There was a total of 60 pages of interview transcript data. After the transcription was done, the transcription was sent to the participants for review. This was done to triangulate with member checking that the data were valid, accurate, and what the participant intended to share about using Achieve 3000 with fidelity. No participants provided any comments or feedback.

Data Analysis

The data analysis was a multistep approach to move inductively from smaller coded units to larger statements containing categories and themes. The first step was to go over the transcription line by line and compare it to the notes during the interview. The next step was to group the responses from the interview based on the question. Table 3 outlines which interview question relates to which research question. By grouping the responses together, it was easier to see similarities in the participants' responses.

The next step was to put the participants' responses into structural coding, where common topics were established from the questions provided in the semistructured interview protocol. These topics were then put into a question-based code that classifies the answers to that question. Structural coding was utilized during the data analysis. Each response was thoroughly examined, and key terms and phrases were highlighted for every response. The goal was to find significant themes within each question. The next step was grouping questions 1-6 to determine major themes and to answer research question 1. The same process was used to group questions 7-10, but to determine the

major themes and answer research question 2. The coding process used was to identify

patterns in the data that related directly to the concepts in the conceptual framework and

fidelity of implementation.

The codes that emerged from the data were positive attitudes towards the use of

Achieve 3000, its effectiveness to English Language Learners, and the teacher's ability to

implement with fidelity using the five-step protocols and training and support. There

were also some negative attitudes towards training for new teachers in the department,

the process to continue to teach using the five-step protocol, and teacher and student

motivation to use the program as the school year continues. After grouping the codes,

common themes were revealed to allow for comparison between participants to look for

common phrases within the groupings to show patterns of like perception. By using this

grouping, coding, and analysis technique, reoccurring themes were pinpointed with

clarity and increased the validity of the findings.

Using the structural coding process, the grouping of questions based on topics in

the coding process and analysis of the data discrepancies was limited. Following the

already-made checklist with the interview protocol and securing data for confidentiality

also provided another way to reduce discrepancies in the study. Figure 4 is a graphic

organizer to display the structural coding of topics in the interview protocol.

Figure 4

Structural Coding Topics for Analyzing Data
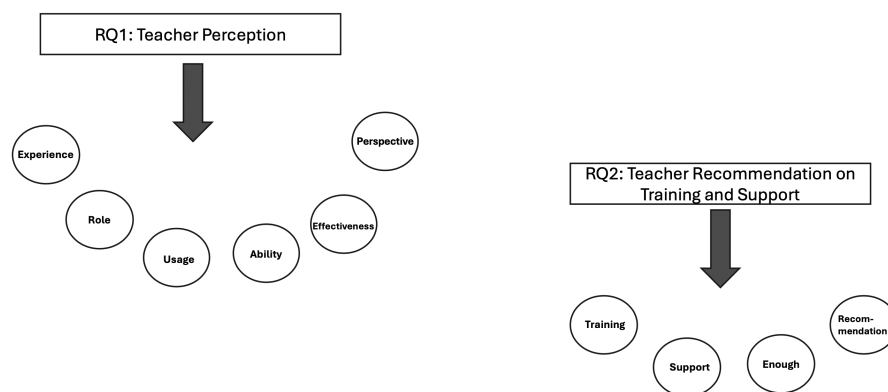
Results

RQ1: How do teachers perceive the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

The purpose of this qualitative research study was to explore teacher perceptions about the instructional fidelity of implementation of Achieve 3000 in the local high school in American Samoa. To explore teacher perception, instructional fidelity with implementation could be beneficial for the effectiveness of the reading program use. With fidelity of implementation, there were five concepts that encompasses fidelity. The reading program's structure in the study was comprised of teachers' adherence with the five-step protocol and participants response to using the program. To answer research question 1 six questions were asked from the interview protocol. Four themes emerged from RQ 1.

Theme 1. Teachers believe they have the ability to implement with fidelity.

The reading program teachers were implementing in class was Achieve 3000, which provides articles for students to read, comprehend, and answer questions at their own reading Lexile. This reading program was an intervention and resource for teachers to use once a week in the online classroom setting. All 10 participants believed that they have the ability to implement Achieve 3000 with fidelity with the help of training and support from the Department of Education District of Curriculum and Instruction (DCI) Office. Training was provided to some teachers face to face while others virtually in their monthly meetings with individuals from off island who were part of the organization who works with Achieve 3000 program.

Teacher 04 (T04) stated:

> Well, I guess for me WITH proper training, I do believe that I have the ability to implement with fidelity because you know as a teacher and then my passion is for the success of the students; with fidelity and I believe like it's very helpful for the students. Because if I implement it with fidelity, I can be able to see the growth and the more chances of success for the kids ah.

T03 stated:

> Yes, I believe because I believe that I can reach out to those kids by starting from me, starting from myself. Like I said before in the first week, I was like you know I have no kind of skills like even though I'm an English teacher; you're right but I saw myself as I was lack. I had a lack of knowledge, and I was not equipped well, you know, the first three years.

T01 stated:

> I believe depending on the teacher. For me myself, I would say "Yeah, I absolutely believe that I have the ability to implement with fidelity." That's a belief that I believe! Um, honesty because I feel like I've learned enough. Well enough to be able to, to equip students with the ability to analyze the informational articles.

All 10 teachers training experiences ranged from face-to-face to virtual training. With these trainings, they believed that they have the ability to implement with fidelity. Each teacher shared that they use the program at least once a week to twice a week. According to the literature, professional development plus teaching experience could benefit the teacher greatly, especially in terms of fidelity. According to McMaster et al. (2021) intensive professional development was needed but the amount of professional development still needed to be investigated further to ensure that the program was implemented with fidelity. With training and consistency in follow-up training comes the experience to implement with fidelity. Looking at the conceptual framework, teachers' ability falls under the assumption of Knowles theory of andragogy on the experience of learning. With the initial training for all teachers, including the new teachers, they could implement it with fidelity. However, since some did not get that initial training, certain assistance is needed to ensure implementation fidelity while utilizing Achieve 3000.

Theme 2. The program procedures were done at the beginning of the quarter (at least 4 weeks), but later articles were assigned every week to be done by students.

When comparing how they implement the program in Achieve 3000 in the classroom, all 10 teachers shared that currently, they assign articles to students, and students are to go through the five steps individually because students were familiar with the five steps of the program. All 10 teachers shared that they taught the five steps at the beginning of the school year, approximately 4 weeks into the school year. Now, if they have struggling students or transfer students coming in, they go through the five steps by analyzing the article and help them through the five steps of the program protocol. T01 stated:

> Um, in the beginning, I used to go with, go over the article. So, for the first semester I went over like let's say 4 weeks' worth of going with them over the steps on how to develop a routine of addressing because there are resources on there that kind of itemize or outline different types of skills that are literacy skills. And so for instance, if it's compare and contrast. So, what I've noticed is there are common skills that they have and answered ask kids questions for comprehension and I realized that those common skills are just kind of repetitive. So, it only took me about the first four weeks for them to get them into the routine of understanding these different skills and then I just now assign them, and they know how to address, analyze, and attack.

T05 stated:

Right now, I haven't really done much with Achieve right now. But for this

quarter, I only did like an assessment for how the students are doing here. And

then for this last semester, I am going to really push for Achieve and have to do it

the right way as I used to do it before, yeah.

T07 stated:

Usually, I would do two articles per week. But just last Monday I switch it to

three article per week because they were kind of slacking off. Umm but uh mostly

for my articles I always have them do the five step article even my slow readers

too. They have to make sure they do all five steps so they can get used to the

process of entering the pre and post the multiple choice and then go from there.

Yeah the whole class and then I would ask who needs me to explain it again and

then they raise their hands. With the one that raised their hand so the one's lae

(Samoan local language for "the") OK they're OK they can go ahead and

continue. But I have to repeat myself in order for them to get what I'm saying so

they get use to what we're going to do.

The teachers have the ability to implement but different teachers approach it

differently. But one thing was certain that they go over the steps in the beginning of the

school year but later they just assign the articles. Some would go over with the students

who need more assistance compared to others. Adherence link to fidelity of

implementation plays an important role in this theme. Gonzalez et al. (2020) explains

how adherence shows how following the curriculum could lead to student success. Masar

et al. (2019) created a Tier Fidelity Inventory (TFI) that could be used as a checklist

which in this case about how teacher's follow the program five-step protocol need to be followed throughout the school year instead of just the first few months of the school year. The conceptual framework also provides that adult learning of experience and motivation to learning the concepts when implementing with fidelity.

Theme 3. Teachers knows the importance of teaching with fidelity and understand the implications that if done correctly, it could be effective.

Fidelity was an important concept that needs to be instill in every practice as an educator. In order to be a teacher, one must have compassion and commitment to educate all students no matter what background they might have. All ten teachers agree that it was important to implement Achieve 3000 with fidelity in order to ensure the program was effective and student performance increases. T06 stated:

The word fidelity it depends on you as a teacher and your commitment to the to the profession. The question is how compassionate are you to teaching, how passionate are you to teaching and how trustworthy you are to teaching. Those are the 3-3 words that if that encompasses professionalism with that speaks volumes. If you have passion, if you have commitment or if you're committed to teaching trustworthiness you have you have the essence of helping your students to reach their maximum academic abilities. If you lack one of those components, then you that you will only do probably a quarter of what is expected of you as a teacher. Again, students come into your classroom and all different academic wavelengths and with the way our classrooms now in the public school and how it's students are assigned...we are done with labeling, we are done with proficient, mainstream

or remedial. No students are, there are all dumped into you and then you come to realize it's a melting pot in your classroom when it comes to academics. So, the question then comes to you like you're asking "fidelity" are you only going to serve the population that is doing or proficient and what about the others. My answer to that is I am obligated by law to uphold what I was hired to do and that is to teach all students and bear in mind that when those students come into your classroom; some, some are well nourished and others are not. So, therefore whatever abilities they come in, you assist and if it's not within your means that's why we have the program Achieve 3000. It's free and that's why I said it's in your means. So, you don't have to spend money on it you improvise with Achieve 3000, be compassionate with torture students and give it your best. Yes!

T02 perspective on fidelity is important to use. T02 stated:

Yes, it's very important because I mean teachers can just throw articles to the students you know anytime. But if I do have, you know, the fidelity to be able to use it then mean I have to love Achieve 3000 first. In order for me to assign the articles because I feel like one thing that kids would love, I mean one of my classes when I tell them "Ok! We are going to do Achieve 3000." They go "Oh yes!" It's a way for them to get away from the work we're going to do. But they actually need to understand that this is for them to be college career ready, they need to be able to use this program.

T08 stated:

> I think using fidelity on Achieve 3000 creates a safe space for students to work in. The data on student performance created through Lexile grading helps students to push themselves. This also makes it convenient and easier for students to receive possible markings that are fairly graded due to the answers they provide for each article assignment.

With these interview result, it shows that they know it's important and understand it needs to be done when using Achieve 3000 while following the program protocol for the five steps. There were resources available for teachers to use while engaging students in the lesson using things as graphic organizer or games to motivate and teach skills that could improve their literacy or reading level.

Teaching with fidelity, all ten teachers mention that Achieve 3000 could be effective to improve student literacy and increase their Lexile. All ten teachers shared that Achieve 3000 was effective when done correctly or in other words instructional fidelity. T05 shared that she has been using Achieve 3000 before until she transferred to the site school. Before, she witnessed the importance of instructional fidelity when it comes to using Achieve 3000 five step protocol. T05 stated:

> I do believe I have the ability to do it and then as I said I did an assessment last quarter but I saw the result. Because I just assign the articles to the students based on the other articles that that I teach in the classroom. Not the ones that the actual ones from Achieve but I see the relevancy of the articles that I picked up from Achieve to the article that the literature that we studied in the classroom. But then to me, when I saw the results only two, three kids excelled. But then I thought no,

I have to go back to the right way of teaching Achieve into the curriculum and so I will go from there. That was just like a pre assessment to me, to see how the school kids are doing without me guiding as I used to do it the proper way to do Achieve. So, now I know yeah it falls on my fault the scores the students earned last quarter falls on me because I didn't do it the right way supposed to be done or taught.

T10 stated:

I understand that using fidelity with Achieve 3000 can improve student literacy. What I mean is that I need to go over the articles with the students by analyzing the article with the resources available for teacher use. By analyzing the article with the students, the students can understand the vocabulary and ideas behind the article. After going over the article, I assign the article to the students and students will have it at their own Lexile level to answer the questions. By doing this, it could help increase their Lexile to be on level with their grade level in high school.

T06 stated:

Very highly effective and I would highly recommend it. I've been working with Achieve 3000 since, oh wow, probably more than 10 years. So, I was there when it first was first implemented at S****** then went over to F******* aced this program. We got people there that were so committed they know their program inside and out. So, and are serving our population as English language learners, I 110% I support Achieve 3000 and every year they always have a new feature

coming up so as and highlighting the kids when they score the top daily score or

the weekly score or score in American Samoa, wow! And you see the growth of

the program, you see how kids are have enthusiasm to learn more, to want more,

to want more knowledge. So, yes!

All teachers believe the program was effective for students to increase their literacy level

(Lexile level) and be college and career ready. Every program was effective if done with

fidelity. Hayman and Wilson (2020) investigated Achieve 3000 and how it's used as a

computer-based program for reading. Hayman and Wilson (2020) study shared their

findings that computer-based programs such as Achieve 3000 could indeed be used to

improve student literacy skills. This shows that reading programs such as Achieve 3000

could be effective for student success. As for the conceptual framework, Knowles theory

of andragogy informs the study with adult learning to experience and their readiness to

learn.

**Theme 4. Teacher and student need to be equally motivated to achieve the end goal
of fidelity and effectiveness.**

Motivation was a factor that could help push the teachers and students to

complete certain levels to using Achieve 3000 with fidelity. Seven teachers mention that

if students were not motivated then teachers will have a hard time to get students to

complete the articles assigned which makes the program ineffective. T07 stated:

I would say the effectiveness of this Achieve 3000 depends on the students we

have. For example, it's a waste of time to try all different strategies but the

students not holding up their end of the deal. So, we still have to commit to ways

so they can be able to stay interested in Achieve 3000 because even if we issue articles, we still have the problem we experiencing now...we still have students who don't do it. But then we have to look at another approach to make sure they get completed.

T09 stated:

So far, the results vary. Not all the students utilize Achieve or complete any article assignments.

T04 stated:

Well, I would assign two articles per week as it was um an s.o.s um from the higher ups. But in how do you say it...I actually assign articles, the five step articles and I would work with the students like in all those five steps. Because I realized if I don't work with them, they will just finish it in under 2 minutes which is not really good, ah. But if I work with them it's better that so that they would work in the level that they're at and that's one of the good things about Achieve ah. Just one article but they um, it comes in different level based on the literacy level of the students.

T05 stated:

But then she was very supportive and providing incentives for the students. Yeah, like we reach certain points and certain scores; we the kids had party, pizza party. Yeah! So, I think that those are incentives that motivates the kids to do the program. But then it also would motivate me as a teacher to do more and more for

the kids. But as far as admin, the support from the admin was and encouraging other teachers to do likewise.

With the last interview response, it clearly shows that it could be effective if the students were guided and motivated by the teacher to go over the article and answer the questions on their own. Providing incentives for the students could also motivate the student at the same time the teachers. Both teacher and student need to work together to ensure that student was successful while the teacher was teaching with fidelity. This could fall under dosage (Gonzales et al., 2020) where training and support from the program coordinators and administrators at the school, work together with the teacher. The conceptual framework of Knowles theory of andragogy was on the motivation to learn. When both were motivated, both student and teacher were successful.

All four themes were link to research question 1 by how teachers teach to instructional fidelity while utilizing Achieve 3000. Teacher understands that fidelity of implementation could improve student achievement by have the ability to implement, understand how fidelity could affect the use of the program and student success, and lastly, motivation between teacher and student could affect student performance with their Lexile level. The most important factor to consider from these themes was teachers' fidelity of implementation throughout the school year instead of just in the beginning of the school year like the first two months. Instead of just assigning the articles after two months of teaching, it should be the whole school year. Discrepancy in data was eliminated using structural coding, grouping, and analysis with checklist while conducting the interview protocol.

RQ2: What training and support do teachers recommend for improving the instructional fidelity of Achieve 3000 implementation in a local high school in American Samoa?

The purpose of the study was to explore teacher perception on instructional fidelity while using Achieve 3000 in the classroom. The second research question focused on dosage in fidelity of implementation (FOI). Gonzalez et al. (2020) outlined five constructs of FOI which dosage examines the training and support that was needed to ensure fidelity of implementation was met. To answer research question 2, 4 questions were asked. Three themes emerged from RQ 2.

Training was important to ensure that teachers were familiar with the program and how its implemented. With proper training, fidelity was ensured that the program being implemented to be effective for the purpose it was implemented in the first place. With training, support was needed to ensure that if teachers have questions about a certain part of the program, there was technical support and individuals who were familiar with the program to help during time of need. If teachers were not supported with questions they have, then the program will not be implemented properly and making the program ineffective. Teacher recommendation was also important to voice their concerns and idea's that could better help with implementation and progress of the program for the intended target which were struggling readers which Achieve 3000 was meant for.

Theme 5. Training should be in person instead of virtual.

With training, seven received training in person while three teachers attended virtual training during the year. With the seven teachers, they received face to face

training which helped them navigate through the program while the other three learned from colleagues and attended virtual training when they could.

T06 stated:

> Yes! Yes, because fidelity again is a thing that comes with you as a as a profession. I we all receive training with how to use Achieve 3000 and be honest and how you use it and use it right. You know, use it correctly; follow the protocol that on how to use Achieve 3000 correctly. Because if you do it the way they it was meant to be and your students will be successful. Um and I hate to say this like I said, I was at F******* and I was also the Administrator for English department and the teacher there they implemented the program to the "T" and the SAT scores of those students more than 10 and it was all because of Achieve 3000. Now here at S****** I believe that Achieve 3000 it's at its developing stage; we're getting there. Um and I guess that's why I am going to I'm going back to the classroom, and we want to we emphasize our teachers "Listen, although we have the curriculum, but we have a program here that is very effective and aligns to the ASDOE curriculum that will assist us in teaching our students and you utilize it to the maximum." But we need to implement it correctly because it is still an assistant program. Yes!

T07 stated:

> Yes! We did in 2021, we did a summer workshop for two months and it's for Achieve 3000 where we switch roles. After we teach as teachers, then we get to logins and students and try to get familiar with the Achieve 3000.

T04 stated:

> So during my first year teaching Achieved 3000 wasn't really integrated into my lesson planning because of no prior training, right. But as the years go by, I've learned from my colleagues and how to like do Achieve and implement it into the lesson planning trying to align it to. But I did have some struggles in the beginning especially familiarizing myself and how to assign articles to the kids. But once I got the hang of it, I did see some, what I like about it is I can see the growth and it increase and a decrease level of the kids using Achieve. As mentioned before, I did not receive any training. But just yesterday they um, open up the training. But then every time they open up training, there's always something with this school. Like there's always something that's happening for example speech festival.

From the interview responses, the longer the teacher was in the education system, the more they were familiar and able to navigate with the use of the program. For Achieve 3000, teachers who were in the school system for at least 10 years, received face to face training but those who have recently been hired for at least a year have attended virtual training provided by the DCI for English teachers. With the virtual training, other teachers have assisted the new teachers or transfer in teachers with navigating the program and help them familiarize with the five-step protocol with assigning articles for the students.

Theme 6. Training in the beginning of the year to go over the basics of using Achieve 3000 especially for new teachers.

For new teachers, this could be beneficial when going over the basics with the teachers such as logging in, adding students into their classes, assigning the articles, etc. With training comes support, especially for those who need it. Even though some teachers have been using Achieve 3000 for couple of years now, they still need support when new features for the program comes out which these virtual training were beneficial. With the virtual training, teachers get to ask questions about certain features of the program that need more clarification. T02 stated:

> Yes so, I do receive some support but not sometimes I feel like my questions are not really answered. Um, but I mean that's maybe that's something that I whoever is, you know, in charge of Achieve 3000 that's something that they could work on. To be able to come out to the schools and actually train teachers because we have new teachers every like now, we now we have 2 new teachers but they do not know how to use Achieve 3000, so maybe that's something yeah.

T04 stated:

> Well, I guess the only support that I received was from my colleagues. Because when I first started, I really did not know how to run this but every time what we do our meetings and PDs; that's where I get some of the info's and stuff about utilizing Achieve.

T08 stated, "Other than help from my English Department teachers, not really."

From these responses, clearly shows that each teacher helps each other until virtual

training is available or assistance from DCI.

Theme 7. Training for new teachers who were new to the profession, those

transferring in, and other content area.

Teacher recommendation aligns with the responses of these teachers. Out of the

ten teachers, seven teachers recommended to provide training for new teachers. T03

stated:

OK for the new teachers because we have teachers and teachers coming in and

they resign. Because that's the problem that we have last time, sister um I'm not

going to say her name but she's ah. Um, we were like tryna our leaders or see

what it is, um from the office calling and sending emails "Oh, I'm waiting for this

and this class!" But you know every time like I have to go upstairs, and remind

them "Please, we need, we need for you to log in!" You know that kind of thing.

New teacher like um, we need to have a certain a plan or something like that for

new teachers coming in because they need to be trained. When they send the link

and I forward to everyone "Please be there!" Some of them are not even tryna be

there...it's okay, sorry! Um, that's what I'm want to I just want to say um, that we

need maybe some kind of um, a plan for those teachers who come in and go out

and especially new teachers. We still like and that's the thing I keep reminding

"Ok!" and then they have no kind of knowledge, they also need obviously need

training. So, for us teachers that faafetai (Samoan local language), I'm thankful

that I know where to go, let's say I go and assign, this and this. I can even use this

for my one of the writings, writing activity or speech, or I don't know maybe have students do art. But for new teachers for example, their trying to be ah. We want everyone to have that to benefit everyone you know especially we do it for our kids. But I believe in Achieve 3000. I love Achieve 3000. Because I see...tele ou tamaiti ua change lakou score (Samoan local language).

T02 stated:

So, I feel like this should be a training for all teachers and not just for English teachers because it does have articles that can cater to Social Studies and other subjects. So, I feel like we should, we should be trained all teachers of "bleep" high school should be trained on this. In order for us to implement this with fidelity that when our students go to, I mean after I say for example I think go to another subject and they teach them, you know, they would be able to understand and not just go there and they're like "What is Achieve 3000?" You know because everyone should be on the same page with addressing Achieve 3000.

T05 stated:

Well, um I don't see much difference in the in the system the program right now. But I recommend training the new teachers yeah especially the new teachers who have no idea what this program is yeah and even some old teachers too that who are doing it but doing it in wrong way. So, I recommend that training must be provided no idea what this program is yeah and even some old teachers too that who are doing it but doing it the wrong way. So, I would recommend that training

must be provided for the kids I mean for the teachers so that they guided correctly and how to use the program right.

Teachers with at least one year in teaching have somewhat received training from their colleagues while waiting for virtual training or assistance from DCI English specialist if needed. T05 brings up a great point which targets both old and new teachers including those transfer in from other schools.

Consistency in training and support would shows progress with the teacher's implementation as well as the students' performance. Larios and Zetlin (2023) quoted Bates and Morgan (2018) study on the seven elements that should be involved when conducting a professional development. These seven elements could be used as checklist to ensure that the professional development meets the need of the program being implemented. Being that training was provided for the more experienced teachers and the newer teachers have to wait for virtual training to help with some of their questions about using Achieve 3000. Most of the time, these new teachers were provided information about the use of Achieve 3000 from other colleagues who were experienced in using the program which might not even given them a complete understanding of using the program completely with fidelity. Larios and Zetlin (2023) conducted a study that explored the challenges that teachers faced while attending professional development organized by universities and district lead. McMaster et al. (2021) conducted a study that look at systemic review of professional development. This systemic review was beneficial to ensure that professional development met the objective of the training. In this case, professional development could be consistent when a checklist and systemic

review to see what would need improvement on and what further training and support

teachers need to consistently implement with fidelity the implemented program such as

Achieve 3000. The conceptual framework Knowles theory of andragogy links to the

participants responses as thei8r experience indicates how well training and support

helped them to implement Achieve 3000 with fidelity or not. These training and support

benefited the more experienced teacher but as for the new teachers, a separate

professional development could provide the initial steps needed to familiarize and

practice the implementation of the five-step protocol for Achieve 3000.

The themes aligned with the research question 2 by which participants shared how

training and support they could have to ensure that they implement Achieve 3000 with

fidelity. Research question 2 focused on training and support teachers recommended

which in this case the themes that was revealed indicated the type of training and support

of teachers at different levels of experience from the beginner level (2 years or less) to

advance (4 years and more). There was no discrepancy in data as the interview protocol

and procedures outline in the IRB were met.

<div align="center">**Evidence of Trustworthiness**</div>

Credibility

Credibility is the ability of one to trust what was being shared in which McGrew,

Reynolds, and Glass (2024) explored the importance of credibility amongst what was

being shared. McGrew, Reynolds, and Glass (2024) pointed out that expertise and

trustworthiness as components of credibility. Using notes in a notepad when conducting

the interview, this enabled to record thoughts and follow up questions to ask when going

through the interview in person. Credibility was further increased by comparing data from interviews and getting participant input to confirm the accuracy of the transcriptions.

Transferability

Transferability is described as how information were shared from participant could be transferred to another study. McGrew, Reynolds, and Glass (2024) ties credibility to trustworthiness which transferability could be tied together. The study's methodology, participants, and recording tools were all described in detail, making it possible to compare it to other studies conducted in the same field. It's helpful for other researchers to compare the study to others when it was well grounded in previous and present research studies and theories.

Dependability

Alonzo and Teng (2023) explains how trustworthiness of the data was equivalent credibility, transferability, dependability and confirmability when assessing data used in qualitative research. Dependability is the plan of how data would be collected and analyzed. To ensure dependability of the results it enhanced using interview recording and triangulation between the interview recording to the transcription including the notes taken during the meeting. There were some notes observed during the interview and usage of Achieve 3000 as part of the interview. All data that was gathered, including observation notes and interviews, as well as the procedures used to assess the data, were kept on a file.

Confirmability

Alonzo and Teng (2023) tied together trustworthiness to confirmability for data analysis. In the study, all issues that might have resulted from researcher bias directly were assessed. In order to build rapport and provide context for participants, it was crucial to share the happenings seen through teacher experience. Giving thorough explanations of the techniques and procedures helps other researchers to believe the results.

Summary

The present study assessed teachers' perspective on instructional fidelity and what recommendation would they suggest pertaining to training and support to ensure fidelity was met while utilizing Achieve 3000. The problem that was studied was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might had been issues with the instructional fidelity of program implementation. The study utilized a semistructured interview which was then triangulated with member checking by sending the transcription to the participants to overlook to ensure that what they shared during the interview was what they intended to share. Through the semistructure interview, two research questions were investigated and provided an adequate understanding of exploring teachers' perspectives and experiences with the use of Achieve 3000 in secondary English classrooms using the conceptual framework grounded by Knowles's (1984) theory of andragogy. Theory of andragogy focuses on two aspects where (1) learners were self-directed and autonomous; and (2) the role of the

teacher as a facilitator of learning rather than the process (Knowles, 1984, p.1).

Understanding the role of the teacher, the process and their opinion could show how

instructional fidelity was met while using Achieve 3000. With the interview responses,

the themes were divided into general ideas outlined by Figure 5 based on the research

questions that guided this study.

Figure 5. Themes identified after the responses were divided into structural coding

topics.
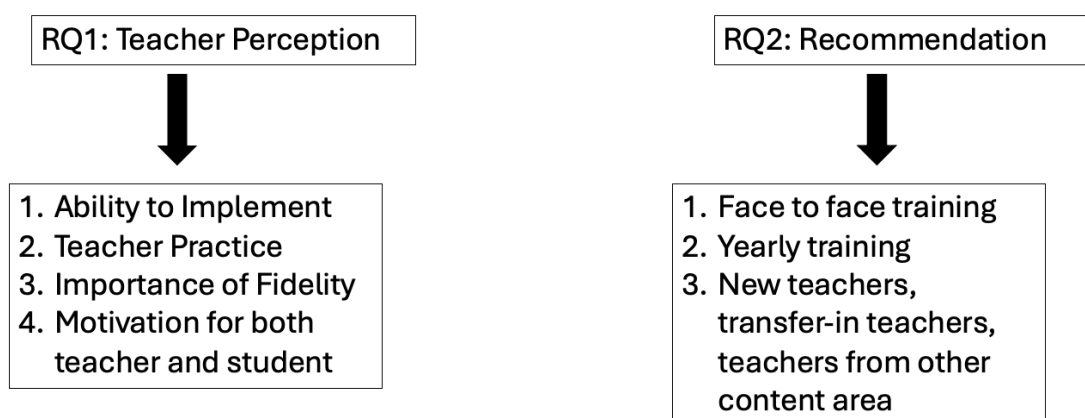
During the interview process and addressing research question one, the results

revealed that teachers had the ability to implement Achieve 3000 with fidelity. They

believe that when using Achieve 3000 they could follow the program protocol with the

five steps outline by the organization. The participants start out the school year

implementing the five steps and then later they just assign the articles to the students

when they were familiarized with the program itself. By assigning the article, each

student would have it at their Lexile level, and they complete the article assign. By

assigning the articles, not all students complete the articles and other strategies were instilled to ensure that they complete the articles but it's not clear if the result of the assignment was significant enough to see an increase in student Lexile individually or the school as a whole. Data was provided on students who increased their Lexile which shows that it was improving but the question was "Is it enough?" One of the teacher's did mention that showing a 1% to 2% increase was an improvement. It was improvement indeed, but more could be achieved if all teachers continue to implement with fidelity using the five-step protocol especially on the analysis of the article together with the students throughout the school year instead of just the beginning of the year.

As for research question two, the results showed that training on using Achieve 3000 in person in the beginning of the year could be beneficial for new, old and transfer in teachers. For teachers coming in the middle of the school year needs the most training as they were just given instructions to use the program and get students on Achieve 3000. Supports were given by other teachers to ensure that the teachers were familiar with the program and know how to navigate through the program as well. These training were useful as they could help the new teachers but could also help the old teachers and transfer in teachers who need a refresher course in using the program. Teacher knows that Achieve 3000 was effective for English Language Learners and by getting extra training could help refocus and learn new strategies that could be implemented in the classroom.

The local district's vision and mission was to empower students with 21st century literacy and cultural values to achieve success and resilience while providing highly effective educators to assist with the help of community partnership (American Samoa

Dept. of Education Website, 2024). With this being stated, teachers need professional follow-up training for all their teachers in the English department and other teachers making this intervention program across the curriculum. The interview revealed that training provided during virtual meetings were useful, but follow-up training needs to be done yearly in the beginning of the school while supporting the teachers throughout the year. For teacher's coming in the middle of the school year, training should be provided face-to-face to help with navigating through the program and implementing the five-step protocol with fidelity.

In the next chapter, Chapter 5, discussion of findings would be provided, respectively.

Chapter 5: Discussion, Conclusions, and Recommendations

This qualitative study aimed to explore teachers' perceptions about the instructional fidelity of implementing Achieve 3000 in the local high school in American Samoa. The problem studied was that despite using Achieve 3000 as a reading intervention for students in the local high school in American Samoa, reading scores had remained the same as expected, suggesting that there might have been issues with the instructional fidelity of program implementation. Interviews were conducted, and data were coded into themes. From those interviews, teacher perception was shared about their experience using the reading program and what training and support could help them improve on implementing with fidelity. The study intended to provide teachers and administrators an insight into possible factors that could affect a teacher's ability to implement instructional fidelity while using Achieve 3000 in the classroom. The study's outcome might increase teacher preparedness for teaching reading in their classrooms, significantly increasing student reading levels.

The findings for the study used Knowles's theory of andragogy (1984) with teacher experience. Comparing it to Dane and Schneider's (1998) conceptual framework on fidelity indicated four themes to teacher perception of their experience using Achieve 3000, and three themes on training and support while using Achieve 3000 with fidelity. The four themes for teacher experience using Achieve 3000 revealed how teacher experience level could make a difference in how well fidelity was met. Using structural coding, the topics coded for instructional fidelity were experience, role, usage, activity, effectiveness, and perspective. It also revealed that experience level, based on comfort,

could determine whether implementation fidelity was possible. As for the three themes, training and support were provided, but based on the different levels of teachers' experience, it has become a problem, especially for new teachers coming into the Department of Education. Structural coding for training and support were classified under training, support, enough, and recommendations.

Interpretation of the Findings

In the study, teacher perceptions of high school were explored through semistructured interviews designed to elicit their responses on the fidelity of implementation training and support while utilizing Achieve 3000 with fidelity. Knowles's theory of andragogy (1984) was the study's conceptual framework. This theory was founded on two aspects: "First, a conception of learners as self-directed and autonomous and two, a conception of the role of the teacher as a facilitator of learning rather than the present content" (Knowles, 1984, p. 1). The theory of andragogy focuses more on the process and less on the content being taught. Understanding the process and the teachers' opinion on using Achieve 3000 to fidelity with reading instruction could improve understanding of the problem.

The findings revealed that the teachers with more experience, specifically face-to-face training provided by the District of Curriculum and Instructions (DCI) specialist, believe they could instruct the students using fidelity when implementing Achieve 3000. The findings confirmed the conceptual framework Knowles (1984) developed that teachers work within their limits depending on their experience. This experience could range from beginners to advanced, depending on how much training they attended or

gained through the years. The findings also confirmed that with training, there could be self-reliance and independence when implementing with fidelity.

Research Question 1

The first research question addressed how teachers perceive using instructional fidelity with implementing Achieve 3000 in the classroom. Structural coding was used to analyze the data using the already drafted semistructured interview protocol. In structural coding, codes associated with the theme of instructional fidelity were experience, role, usage, ability, effectiveness, and perspective. With experience comes the confidence to implement with fidelity. When asked about their experience, all 10 teachers had different levels of experience, backed by the number of years they taught and the training they attended. Most of those interviewed teachers participated in a face-to-face professional development that taught them the basic use of the program and how to utilize the five-step protocol outline by Achieve 3000. Hayman and Wilson (2020) investigated the computer-based program Achieve 3000, in which the teacher was required to be confident in delivering literacy instructions that students needed to understand the text in the article. Based on the students' Lexile, the students read the same article but differentiate the content according to the specific student's Lexile level (Hayman & Wilson, 2020). At the same time, a few were new, with only one year of experience, and did not get that initial training, making it difficult for them to implement with fidelity. Forne et al. (2022) tested how computerized programs could help struggling readers, which resulted in them concluding that fidelity, while used in implementation, was essential. With the experience using Achieve 3000, all 10 teachers believed they could

implement it with fidelity, which was the first theme that was determined. T04, T08, and T09 have used the program for a year now, but with that first year, training was not initially provided to familiarize themselves with the use of the programs. Due to that, they did not implement it in the classroom until they sought assistance from other teachers who were more experienced in using the program. T03 had difficulty getting the new teachers to log on because she knew those teachers did not have enough training to use and navigate the program. T02 attended the training, but it was her first year implementing it in her lesson. So, teachers' experience ranges at different levels. However, even though they had different levels of confidence in implementing, they believed they could implement the program with fidelity.

Based on those experiences, teachers could facilitate the learning while students go through the activities. All 10 teacher participants were able to implement Achieve 3000 at least once weekly in the classroom by following the five-step protocol outline by modeling and analyzing the article through the five steps. Achieve 3000 provides resources teachers could choose from to implement in their lessons. Teachers could choose how to deliver their literacy instruction lesson from those resources by analyzing the article with the students. All 10 teachers could instruct students on using the five-step protocol outlined by the program in the beginning months of the school year. Cilliers et al. (2020) conducted a study on improving teaching practice. One of the approaches was to encourage practice. By consistently practicing with the students, student performance could improve. T01 taught using the five-step protocol to familiarize the students with how Achieve 3000 was used. After several weeks of literacy instructions, T01 mentioned

that it was redundant, and he/she felt students should be able to navigate the program. So, he/she started to assign the articles during that one class period, in which students had to take a photo of their scores and log-in information to ensure that they completed the article. T07 did teach at the beginning of the school year, but now she assigns the article, walks around to facilitate, and helps students who need extra help with the article. T04 saw the difference between assigning articles for students to do at home and doing it in the classroom. The students' scores were lower at school compared to doing it at home, which could mean many different things. He/she felt that by doing it in the classroom, he/she could walk around and assist the students with the article. The response by T04 revealed that the program was being utilized in the classroom by assigning articles as the school year continued, which shows that fidelity was not fully met when implemented in the classroom. Cilliers et al. (2020) investigation resulted in a change in teacher behavior and increased student performance.

The program's effectiveness for English Language Learners could be increased if teachers implement it with fidelity. The third theme noted that teachers understood fidelity's importance when implemented correctly. Teachers could implement with fidelity, but that implementation should continue throughout the school year instead of just the beginning months. T05 started by assigning articles to the students, which she used as a pre-assessment of her students, but later, she found out that student scores were improving. Hence, she knows that she needs to go back and teach the program the proper way it should be done using the five-step protocol outlined by the program. Quality of instruction was essential when implementing Achieve 3000 with fidelity. Gonzales et al.

(2020) described the quality of instructions with fidelity of implementation as educators/teachers examine the school's and its students' overall needs by providing quality instruction using a checklist to ensure fidelity when teaching literacy instruction with Achieve 3000. Vanek (2022) provided support through the quality of instruction as teachers and students faced the same challenges: navigating a digital world. T10 believes that Achieve 3000 was effective by analyzing the article with the students and getting them to answer the activity questions on their account. T06 believes that Achieve 3000 could be highly effective and should be recommended to other schools. This program has been implemented for at least ten years, and the school site was in the developing stage of using Achieve 3000 with fidelity. Due to changes in staffing, teachers must be retrained on using and implementing the reading program with fidelity.

Teacher and student motivation were both factors that could benefit the implementation of the reading program. The teacher's perspective varies from teacher to teacher. However, one thing that was certain from the responses was that both teacher and student must be motivated to implement the program with fidelity. Gonzales et al. (2020), one of the FOI constructs focused on teacher response to the program itself. By collecting teacher's perceptions, Smith and Robinson (2020) define the challenges and motivation necessary to apply the expectation to practice. T07 shared that students needs to meet the teacher halfway instead of the teacher alone. The statement by the teacher could be true when both teacher and student need to be motivated to use the program. T05 shared that in his/her previous school, the student was given incentives when they did well on the program. These incentives for both the student and teacher could motivate

them to implement the program with fidelity. Zulhafizh (2020) investigated teachers'
orientation capabilities and the result showed that the success of the learning falls on the
teacher by teaching with fidelity. Teacher confidence and motivation could be factors to
help assist teachers in teaching with fidelity.

Research Question 2

The second question addressed in the study was what training and support
teachers would recommend improving instructional fidelity when implementing Achieve
3000 in the classroom. Using structural coding, the code associated with RQ2 were
training, support, enough, and recommendations. With these four codes three themes
were revealed.

With training, professional development were conducted when new programs
have been introduced into an organization. Initial training was given to teachers in 2020.
T07 mentioned that he/she participated in a training session in the summer of 2020,
during which the specialist from DCI conducted training for teachers. In return, they
demonstrated their knowledge by modeling how the program works to other teachers and
in return they became students themselves. Carpendale et al. (2021) research group
focused on what teachers perceived during professional development but concluded that
continuous professional development was necessary. This initial training that T07
mentioned was useful for him/her in implementing Achieve 3000, but due to a change in
staffing, some teachers did not get the initial training face to face like T07 and other
teachers in the staff at the local site. As for the other teachers, virtual training provided by
DCI for the schools provided some guidance to using the program without this initial

training. These trainings benefited the veteran teachers but the newcomers less. T05,08, and 09 were among those new teachers and they shared that training to learn about the basics would be helpful. Yes, they seek help from their colleagues, but more face-to-face training could be beneficial. Chaparro et al. (2020) studied how one state imitated a professional development that consistently provided ongoing training and coaching on-site for teachers. The results of Chaparro et al. (2020) showed consistency in the behavioral part, leading to increased student reading level performance.

As for support, all ten teachers stated that support was given through the administrator, the specialist from DCI, the developers from the program, and the other teachers. This support system works to help assist teachers when they need it the most. In this support, a checklist for new teachers could be used to help with basic training as this could start with the basic training for the new teachers if the initial training was unavailable due to the school year's hectic schedules. McMaster et al. (2021) provided a systemic review of professional development, but this could be changed into a checklist to ensure certain aspects of the program were provided to new teachers to familiarize themselves with the basic use of Achieve 3000, from logging in to the program, finding articles for the students with the five-step protocol, to assigning the articles for the students, to finding resources for their lesson. T06 mentioned that this was an excellent tool for teachers who were new to the profession as the lesson plan was one of the resources available for teachers, which aligns with the American Samoa Department of Education Standards for reading in English, Science, History, Math, and other content area that requires reading in their course load.

The recommendation for training and support focused on the new teachers, with some comments on face-to-face training, where teachers were selected to attend training off-island with other teachers from other schools implementing Achieve 3000. These teachers could come back to train the current teachers to help provide more information and knowledge about how Achieve 3000 could be improved when implemented, especially with fidelity. Training and support throughout the year were enough for others, while others were not. This was one recommendation mentioned by T04, T08, and T09, who felt that sometimes they were lost in training or could not attend because of other obligations in the school needed their attention. Teacher reflection and feedback would make an outstanding balance for improvement when shared with the administrator, other teachers, and the specialist from DCI. Bates and Morgan (2018) quoted by Larios and Zetlin (2023) pointed out seven elements for professional development improvement, with teacher reflection and feedback being among those seven elements. Teacher voices were essential, and gaining the teacher's perspective showed great insight into what factors affect implementation with fidelity and training and support needed for the teachers, especially the newcomers, after a change in staffing.

Limitations of the Study

The study was framed and set at a high school education level. The grade levels for the study ranged from ninth grade to twelve grade teachers. Since there were a few high schools, this was a limitation as it could not be transferred to other high schools where elementary that used Achieve 3000 could be a possible participant area. The data provided in Figure 3 shows that some of the elementary did well in using the program.

Due to the number of participants, it was made clear that this was on a volunteer basis. The saturation of participants was a limitation, and more teacher participants were needed. Teacher availability was also a limitation as responsibilities and obligations to other affected availability.

Recommendations

This study explored teachers' perceptions of instructional fidelity while using Achieve 3000 in the classroom. Dynia et al. (2022) studied implementation fidelity with caregivers but using implementation fidelity as an aspect of the study, it focused on structural and process fidelity. Dynia et al. (2020) described structural fidelity as part of attending training and using lessons or activities versus process fidelity as the nature of the delivery. Using both concepts, the study could be used to investigate how teachers implement. Process fidelity could fall under adherence, where Gonzalez et al. (2020) describe fidelity of implementation (FOI) with its construct. The recommendation focused on adherence to the program protocol, including structural fidelity when teachers attend training and support was provided to continue practicing the five-step protocol. Adherence to the program protocol was essential to student success. Gonzalez et al. (2020) pointed this out by examining the involvement of a teacher and the relevancy of the reading curriculum to a teacher's practice. Gonzalez et al. (2020) categorize implementation fidelity into two categories, as Dynia et al. (2020) did, as well as structural and process fidelity. By comparing these two studies, one common thing was the process by which teachers follow the program protocol outlined by the developers. The study results show that adherence to the program protocol, the five-step procedure,

was followed at the beginning of the school year. For now, teachers assigned articles with the five steps that students had to complete. Some students saw progress in their Lexile level while others did not. One teacher mentioned that by reviewing the reading article with the students together using the resources available and then having the students answer the questions, they could score 75% or higher. Quality of instruction was another factor by which fidelity could be met. Wexler et al. (2020) investigated ways to improve literacy instruction, and one of the components was the quality of instruction. Wexler et al. (2020) stated that students lacked the essential skills to comprehend the text, and the quality of instruction could improve literacy skills.

The second recommendation focuses on teacher training and support. Chaparro et al. (2020) investigated a school that provided ongoing training and coaching on-site for teachers through professional development. The result of that study suggested that to optimize improvement in teacher and student outcomes, a rigorous system of professional development and coaching was necessary (Chaparro et al., 2020). Continuously providing training and on-site coaching would help teachers improve the use of Achieve 3000 with fidelity. Carpendale et al. (2021) concluded that teachers only partially grasp the full use of the program at one professional development. Consistency in professional development revealed that follow-up professional development was needed, which this current study result does have. However, it's challenging to grasp the training for new incoming teachers who did not get the initial training as others did, if no background knowledge was acquired. Larios and Zetlin (2023) elaborate on Darling-Hammond et al. (2017) seven components of effective professional development that could improve

teaching practice. With these seven components, Larios and Zetlin (2023) conclude that teachers have the autonomy to plan and provide flexibility to collaborate with colleagues. When teachers collaborate, it could provide on-site coaching for teachers who need it the most, including other teachers.

The study's result confirms that teachers' perceptions were influenced by their experience with the program, the training, and support needed, especially for new teachers. Professional development should be tailored to new teachers and consistent throughout the year. Teachers believe they're equipped with the skills to implement reading instruction, but more training was necessary for the teachers with at least one year in using the reading program to ensure fidelity was met.

Recommendations for further study include expanding to other schools and elementary schools. Including other schools would ensure the continuity of the findings and identify some differences in each school. The study could also investigate a different content area that uses Achieve 3000 instead of the English Department. Instead of teacher perception, student perception study could be another area to investigate to hear how students feel when utilizing the program and how it could benefit them or not. A study with a mixed-method approach could be utilized to correlate student performance data with teacher perceptions of utilizing Achieve 3000 with fidelity in the classroom. This mixed-method approach could investigate a measurement tool to quantify the amount of fidelity of implementation used. This tool could also measure the amount of training should a teacher has to be confident enough, and if there was a relationship in training to the use of the reading program or any program, they might implement.

Implications

The study contributes to filling the identified gap by providing information how fidelity could affect the effectiveness of implementation on student academic performance (de Leeuw et al., 2020)-from the research and the result of the study indicated that it could be a factor in the effectiveness of implementation. Since the study occurred in a high school setting, the potential for positive social change implications may include public education sectors across the territory. Identifying teacher perception in fidelity, training, and support could improve teacher practice and professional development. With professional development, the District of Curriculum and Instruction could plan a more developed and organized professional development that could assist the teacher with implementation especially with fidelity.

Larios and Zetlin (2023) investigate challenges teachers might have to improve teacher practice using Darling-Hammon's (2017) seven components to improve professional development. These seven components include planning, teacher reflection, feedback, and on-site coaching. These seven components could be used as a checklist for professional development and the development of a more organized and tailored program that is more to the program's current needs. The checklist had potential social change for the district and the schoolteachers. In return, the teachers could use the resources available to analyze the article and continue implementing it with fidelity throughout the school year.

The study provides knowledge that influences teacher perception through experience, training, and support. AlMuraie et al. (2021) define *perception* as one's

mental process to construct ideas, opinions, or concepts based on personal experience. DCI Specialists and school Administrators advocating the continuation of the program and improving student performance in reading Lexile to be college and career-ready could use this information to ensure classroom implementation success by emphasizing the importance of fidelity with implementation and training and support needs consistent throughout the school year. Teaching with fidelity, the goal outlined by any program, could have a positive outcome on the program implementation and reach the objective of improving student academic performance in literacy.

Conclusion

As the literature review mentioned, fidelity was essential for all program implementation ensuring student performance improvement. Understanding teachers' perceptions of fidelity would benefit the teachers, administrators, and DCI English specialist in planning to improve professional development and implementation practice for teachers. The study provided insight into teacher perception through experience, training, and support. The study also provided information on ways to improve teachers' professional development, especially the new incoming teachers to the department and the use of the program itself.

Teachers believe they could implement the program with fidelity if training was provided with the basic information to navigate quickly and help assist students while using the program in the classroom. Teachers believe in the program and its effectiveness for students. Teachers and students need to be motivated to implement and use with fidelity. The study provides teacher perception that benefits both administrator and DCI

English Specialists with planning for future professional development and creating a plan

to help teachers through the process, especially newcomers.

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Appendix A: Recruitment Flyer

VOLUNTEER

NEEDED FOR RESEARCH STUDY ON IMPLEMENTATION FIDELITY ON A3K PROGRAM

THIS STUDY IS FOR WALDEN UNIVERSITY STUDENT DOCTORAL STUDY

- Seeking English teachers and teachers who implement A3K in the classroom for a 1hr in-person interview in a 2 week timeframe
- $20 Giftcard at GIAS

In order to QUALIFY, you
- MUST utilize A3K for one year in the classroom
Location
- School Conference Room
Interview will be recorded upon approval by participants

Potential Benefit
- Participating in this study may be used to help improve implementation of programs used in school

PARTICIPANT INTERVIEW WILL BE KEPT CONFIDENTIAL

For more information, please contact Penelope Mareko at

Appendix B: Recruitment Email to Principal

Good day,

      I, Penelope Mareko, is working on a research study to help understand how implementation fidelity can help improve student performance in reading with the use of Achieve 3000. The purpose of this study is to gather teacher perspectives through semistructured interviews that will inquire how fidelity is implemented using Achieve 3000 goals, objectives and procedures outlined by the program. This study can help provide insight on how implementation fidelity can help current programs used in American Samoa and maybe future programs to be used in improving student performance in English and Mathematics. I understand other factors can also play in the success of implementation and student performance, but the focus of this study is implementation fidelity. Several different reading programs have been put in place to help improve student achievement, but I would like to focus on the implementation process especially fidelity.

      I am asking for teacher volunteers to help with this research study to further give insight on their perspective to what extent is implementation fidelity carried out in the classroom. I am attaching a recruitment flyer that will explain what the research study is about, the qualifications of the participants, and the location of where the interview will take place. I understand that all teachers are busy so I will try to conduct the interview during school hours during the teachers prep period to alleviate any time conflicts for family responsibilities. These interviews will be confidential, and the participants consent to join or not. They will be compensated for their time to participate in this research study interview. There will be some classroom observation to cross reference what was stayed in the interview. This is strictly observational and can be used to verify data provided during the interview.

      I kindly ask if you could share this to all English teachers and other teachers who use Achieve 3000 in their classroom and have been teaching for at least one year. Please contact me through email or by phone if you have any questions and/or have teachers who are willing to volunteer for this research study.

      Thank you for your time!

Appendix C: Targeted Participants

Participants must be:

- an English teacher or a content area

- taught for at least one year

- utilize Achieve 3000 reading program in the classroom

- at least 10 teachers in total

Appendix D: Semi-structured Interview Protocol

Thank you for your interest in this research study. You will be answering 10

questions, if you decide not to answer a question or decide to withdraw from this study

there is no penalty. Again, there is no risk to you professionally or personally. Again,

thank you for your time and effort in this research study.

Interview Question 1: Describe your teaching experience using Achieve 3000.

Interview Question 2: What role do you see yourself in implementing Achieve 3000?

Interview Question 3: How often do you use Achieve 3000, and to what extent do you follow the programs procedures?

Interview Question 4: Do you believe you can implement Achieve 3000 in your classroom with fidelity? Why or why not?

Interview Question 5: What is your perspective on using fidelity with Achieve 3000?

Interview Question 6: Overall, how effective do you think Achieve 3000 is for English Language Learners?

Interview Question 7: Did you receive training that prepared you to implement Achieve 3000 with fidelity?

Interview Question 8: Did you receive support while utilizing Achieve 3000 in the classroom?

Interview Question 9: Was there enough training and support throughout the year while utilizing Achieve 3000? Explain if yes or no.

Interview Question 10: What training and support would you recommend to further assist teachers, like yourself, to better assist with implementing Achieve 3000 with fidelity?