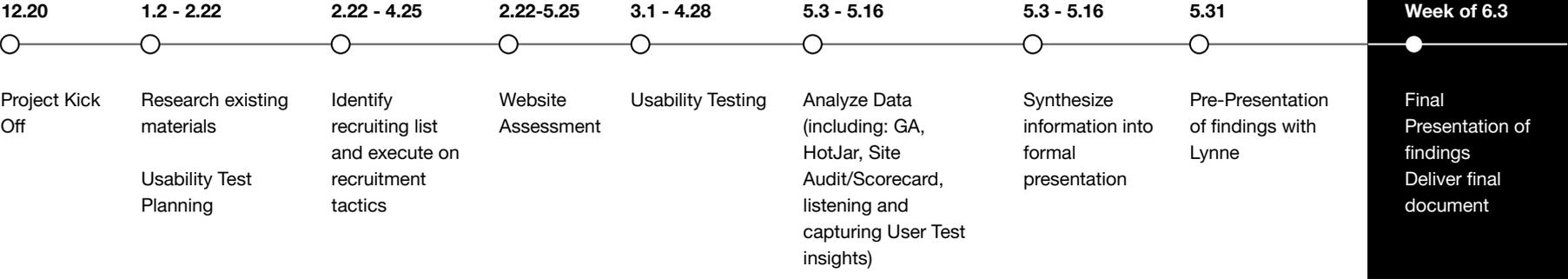

June 3, 2019

CurriculumAssociates.com Presence & Experience

Agenda

- 1. The Challenge:** Reiterating our goal for this project
- 2. Our Approach:** Methodology and strategy for accomplishing our goals
- 3. Insights:** Synthesis of all activities performed to highlight areas of success and opportunity
- 4. Summary & Next Steps:** Approach to opportunities
- 5. Appendix:** Analytics

Project Timeline



The Challenge

Our goal

In an effort to better understand a user's journey and experience on the Curriculum Associates website, Curriculum Associates has partnered with Tank Design to conduct a website audit and usability test. It's throughout this project that Tank will garner learnings and insights to provide both short-term and long-term recommendations for website updates.

Our Approach

We used various methods to uncover opportunities



**Experience
Evaluation**

**Usability
Testing**

**Data
Analysis**

Usability Testing

We created realistic scenarios for **6** key personas, some split by scenarios, outlining a natural flow and key tasks that their persona would have related to the Curriculum Associates website. We then recruited to match the key personas and fielded the appropriate scenario and test for them in order to uncover opportunities to enhance usability of the website.

Usability Testing Participant Demographics

Role	Counts
Assistant Superintendents	3
Math Curriculum Directors	7
Assessment Director	1
Principals	12
Math Coaches	12
Teachers	12
TOTAL	47

Note: All educators in the sample teach Reading, Math, or both.

*Participants could select more than one option, which is why percentages don't equal 100%

Grades Taught/ Supervised	Percent*
K-2	53%
3-5	51%
6-8	47%
9-12 (in addition to younger)	30%

Tools Used	Percent*
i-Ready Users	34%
Ready Users	21%
None of the above	62%

Region	Percent
Northeast	38%
Southeast	21%
Midwest	21%
West	17%
Southwest	2%

Familiarity with i-Ready/Ready (inc. site)	Percent
Low	49%
Medium	34%
High	17%

Persona	High Level Scenario Summary	Key Characteristics of Website Users per Persona
Assistant Superintendent	Meeting with a curriculum director to discuss programs options for a district-wide purchase.	<ul style="list-style-type: none"> - Will likely have heard of CA through peers or a tradeshow - Motivated by perceived value - Politically savvy
Math Curriculum Director	Looking for information to evaluate a new tool to potentially help your district.	<ul style="list-style-type: none"> - Need proof and trust - Must show teacher impact
Assessment Director	In the market for a new assessment program and want to learn more.	<ul style="list-style-type: none"> - Needs proof from research for validation - Must convince them we're worth investment
Principal S1	Principal of a new school reviewing new core math curriculum.	<ul style="list-style-type: none"> - Must understand who the company is and what we value
Principal S2	Principal looking for a complement or supplement to help differentiate instruction	<ul style="list-style-type: none"> - Building level decision makers - Will want to see lesson samples
Instructional Math Coach S1	Tasked with finding a core math curriculum to differentiate instruction.	<ul style="list-style-type: none"> - Could be interested in online or print programs
Instructional Math Coach S2	Tasked with finding a program to supplement/complement core curriculum.	<ul style="list-style-type: none"> - Important for the mto find information they need about the product, will want sample content - Can be at the district or building level
Teacher S1	District will implement i-Ready. Learn more about the program.	<ul style="list-style-type: none"> - Researching and learning more about what the program is and how they can benefit and utilize it
Teacher S2	Looking for resources to complement/supplement core curriculum	<ul style="list-style-type: none"> - Interested in implementation details and examples - Wants to know how it will impact them

Data Analysis

We analyzed different data sets to determine how users are currently reaching and interacting with the website. By using multiple sources, we gain a more holistic understanding of site usage and the opportunities presented.

Google Analytics

- User Metrics
- Navigation Interaction
- Landing/Exit Pages

HotJar

- Heatmaps
- Recordings

Insights

Trends and themes

Areas of Success:

01. User Perspective
02. Mission & Messaging
03. Support and Access

Areas of Opportunity:

04. Visual Brand System
05. Content Strategy
06. Product Strategy
07. Navigation & User Flow
08. Performance & Accessibility

User Perspective

Success stories and testimonials are prioritized on the website, showcasing results of the product in the field with real users.

Promotes transparency and increases trust

Success stories are prioritized in the navigation, with a landing page dedicated to showcasing educator experiences with the products.

In addition, compelling testimonials are distributed throughout the website to support and substantiate some of the more high level product mission pages.

Success Stories

Hear directly from teachers, coaches, and administrators as they describe how they came to decide on and implement *Ready* and *i-Ready* in communities across the country. Every district is unique, and so is its story. We thank these educators for sharing so generously and are honored to partner in their success.



Stratford Public: New Standards, New Curriculum

How one Connecticut district upended its math curriculum to "shift" with the times using *Ready Mathematics*

[READ THE STORY](#)



Bronson Elementary: "It's about knowing the truth."

How one Florida school is following the data—and their instincts—to bring home an "A"

[READ THE STORY](#)

"If students aren't taught to look for and solve problems using multiple pathways, we're going to raise another generation who may think they understand mathematics, but really only understand procedures."

—Harold Greist, Coordinator of Math and STEM Education, Stratford Public Schools



Redmond School District: Math Instruction for the New Era

How an Oregon school district adopted blended learning and hasn't looked back since implementing *Ready Mathematics* and *i-Ready*

[READ THE STORY](#)

"There's no fail when you start at [i-Ready] and following the trail it's revealing. It's knowing the truth that helps you better decision move schools forward."

—Melinda Chemin, R
Bronson Elementary

Our Philosophy

As a company founded by educators, we've always been driven by one simple truth: programs must rise to the challenge of offering equitable access to high-quality instruction. We believe that one of the first steps is starting with data that provides visibility into the learning; data that reaches beyond what teachers may observe; and data that is not just rich, but razor sharp in its insight and that is delivered in user-friendly formats so that all educators can benefit from it at a glance.

We believe that to utilize data to its best advantage, it must directly correlate to targeted instruction teachers can trust, so that individuals, small groups, and whole classes of learners get exactly the materials they need, and teachers don't lose valuable time seeking them out.

"i-Ready allows us to stop teaching to the middle and drill down to the individual needs of each child and that is so helpful to the teacher."

—Cheryl Beauchamp, Principal, Bronson Elementary

Robust content and results are bulletproof

Structuring the stories by defining the challenge clearly, explaining how the product help solve that challenge, and then following up with post-implementation results, is arguably the most compelling content any product website could showcase.

When products are especially flexible and hard to differentiate abstractly, success stories become ways to educate users about how the product can be used, in addition to proving it works.

The next step for success stories would be making the experience consistent (all on-page content vs. pdf format).

Why the district chose i-Ready

In 2014, Oak Grove was adjusting to new learning standards, a new state assessment system, and revised state funding formulas. Superintendent José L. Marzot told the adoption team: "Whatever tool we choose, it must give teachers continuous and ongoing feedback regarding the impact of their instruction."

They chose i-Ready, citing its ability to pinpoint students' placement across domains and then build out an appropriate learning progression, its coverage of K-8, and its overall ease of use.

We asked OGSD students: "What is i-Ready?"

What happened after implementation

The goal during OGSD's multiyear implementation has been getting solid data and helping teachers to use that data to inform leaders knew that teachers would need to see i-Ready work inside their own classrooms, with their own students, to believe so they gave teachers space to explore and integrate i-Ready at their own pace, and soon, crops of "early adopters" surfaced that came through was that teachers began training themselves and one another. They were taking ownership."

Percentage of Students with Passing SBAC Score

Grade	Percentage of Students with Passing SBAC Score
Grade 3	38%
Grade 4	43%
Grade 5	46%
Grade 6	47%
Grade 7	60%
Grade 8	64%

Success Story

New Standards, New Curriculum

How one Connecticut district upended its math curriculum to 'shift' with the times

"What if I asked you to add 997 to 997?"
Would you reach for a pencil?
Would you 'carry a 1'?

Harold Greist, Coordinator of Math and STEM Education for Stratford Public Schools, uses this problem to spark discussion when talking with parents about the district's math curriculum.

He shares that he personally chooses to add 3 to get each number to a round 1000, then subtracts the extra 6. Answer: 1,994.

His chosen strategy allows him to solve easily and quickly in his head. He opts against carrying the 1, or regrouping, as it's now known.

Greist, a trained mechanical engineer and former secondary math teacher, points out that the seeking of varied and increasingly efficient calculation strategies has long been the domain of engineers and mathematicians.

For the rest of us, departing from the impulse to use the procedure we were taught—say, stacking the numbers and adding each place value, careful to carry the 1s—can feel like a neat trick.

"But it's not a trick," says Greist. "It shows that you understand how numbers work and how you can break them apart and put them back together to do what you want them to do."

Greist believes that, for most, such an understanding must be learned: "Most people don't tend to see alternative methods unless they know to look for them. So if we fall to overtly teach with this in mind, most students won't get it."

He continues, "And if they don't get it, we're going to raise another generation of Americans who may think they understand mathematics, but really only understand the procedures."

Location:
Stratford, Connecticut

Metro Location:
Urban

K-8 Students:
4,000

K-8 Schools:
9 Elementary, 2 Middle

Title I:
47%

Contents

- Mr. Greist does his homework 2
- Top three requirements for the new curriculum 3
- Modernizing teaching methods in math 4
- Cue the math coaches 6
- Stratford sees results 7
- EdReports.org weighs in 8

Mission & Messaging

Brand values and mission messaging comes across as robust and confident, offering users a peek into passion that drives the company.

Mission comes through

The Mission page does a great job of elaborating on the experience and dedication of the CA team to the goals and values of the company. By highlighting the ratio of service employees, there's an important and differentiated message that lets users know that you're there with them and empathize with their challenges.

In general the content across the website feels relatable and personal, authored by someone who understands education is speaking about the value of the offering, not just marketing a product for educators.

“The mission of the website is clearly articulated” - Dan, Assistant Superintendent

The screenshot shows the '50 Years... One Mission' page on the Curriculum Associates website. The page features a navigation bar with 'Home / Working with Us', a 'Our Values' section, and a 'Our Team' section. The main content includes a paragraph about the company's mission since 1969, a section titled 'An Extraordinary Dedication to Service' with a sub-header 'We Are Invested in Your Success', and a large image of two people smiling. Below this are two smaller images: 'Meet Our Dedicated Team' and 'Guided by Values'. A prominent blue banner at the bottom displays 'Ratio of Service Employees 40%' with a sub-note: 'The percentage of Curriculum Associates employees working in roles that directly support our customers'. At the bottom, there are three testimonial boxes with quotes from an educator, a director of special education, and a director of school performance.

Home / Working with Us

50 Years... One Mission

Our Values

Our Team

Since 1969, Curriculum Associates has been on a mission to make classrooms better places for teachers and students through our award-winning products and customer-acclaimed service. We believe the role of an education company is to help students and teachers succeed, and this dedication has defined our values and driven our growth. We're out to prove that an ethical, long-term focused company is the one that will drive the best results.

Educators who partner with Curriculum Associates experience this difference. Staying true to our founding mission and rooted in our values has allowed us to expand our reach and impact, and today we serve more than 8 million students and educators across all 50 states as well as internationally.

An Extraordinary Dedication to Service

Providing educators with world-class training and support is at every step of our journey together - it's our top priority. Our commitment to service is evident in our employee makeup, with more than 40 percent of team members working in dedicated service roles to support educators who use our products. Our sales, account management, and professional development teams work together seamlessly, building strong customer relationships that support educators' success. Our award-winning service and technical support drive tremendous loyalty and contribute to a retention rate well above 90 percent.

We Are Invested in Your Success

Educators describe the service and support they receive from the Curriculum Associates team.



Meet Our Dedicated Team

Our passionate team members are on a mission to improve teaching and learning!

[LEARN MORE](#)

Guided by Values

We hold ourselves to high standards, ensuring every decision we make supports the classrooms and individuals we serve.

[LEARN MORE](#)

Ratio of Service Employees

The percentage of Curriculum Associates employees working in roles that directly support our customers

40%

"Curriculum Associates is an amazing company and the service is with a high level of competence. So I can say this with confidence: Their customer service is unlike any company that I've ever been associated with!"
—Educator, Simpson County, CA

"The Curriculum Associates support professionals are the most direct, helpful, responsive, and helpful I have ever worked with... Our principals and teachers are raving about the support they receive!"
—Director of Special Education and Professional Development, CA

"Curriculum Associates is the most responsive company I have ever been in a company where they really go above and beyond to make suggestions and then we see definitive steps toward trying to make them happen."
—Director of School Performance and Instruction, CA

Content is appropriate and varied

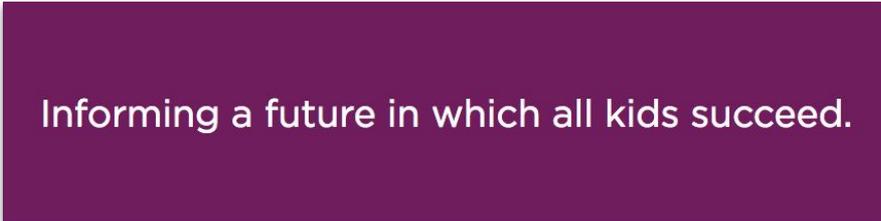
The website content is appropriate, legible, and credible. With a slant towards a positive tone, Curriculum Associates does a good job of combining aspiration messaging with tactical language where appropriate depending on the page.

The language Curriculum Associates uses feels more attainable and realistic compared to some competitors, whose lofty headlines can feel too out of reach.



**Making Classrooms
Better Places**
for Teachers and Students

Curriculum Associates



Informing a future in which all kids succeed.

NWEA



EVERY CHILD IS CAPABLE OF GREATNESS

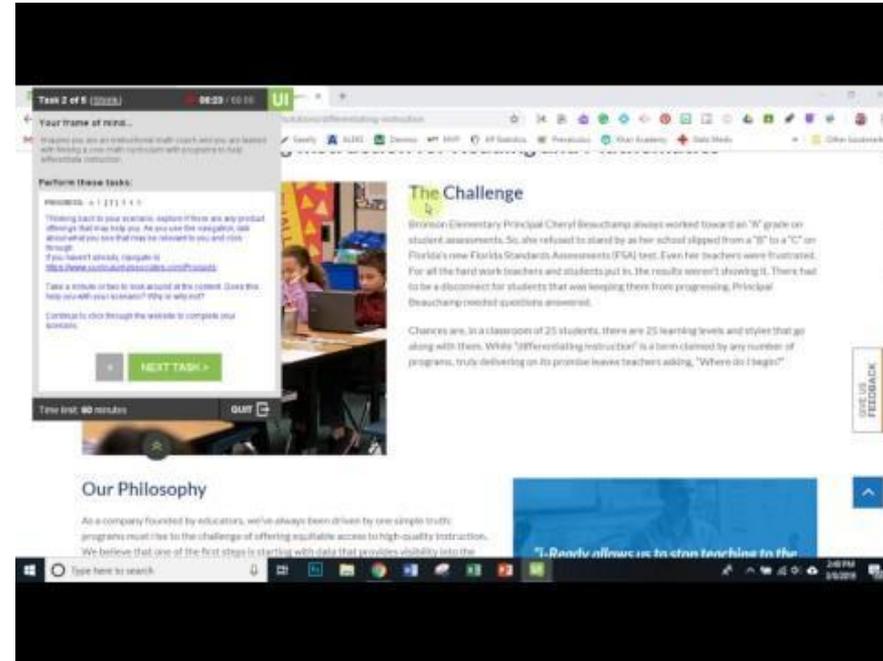
Great Minds

Messaging resonates with users

“My first impression is I like ‘Rigor They Can Reach’... I think most districts are working on making sure that our tasks and discussions are all taught at the appropriate rigot levels as demanded by the standards. **That’s a good first impression of the website.**” - Brian, Curriculum Director

“I like the phrase Rigor They Can Reach... **that seems attainable.**” - Heidi, Curriculum Director

“In a class of 25 students there are 25 learning levels... **dude, that is so true.**” - Renee, Instructional Math Coach



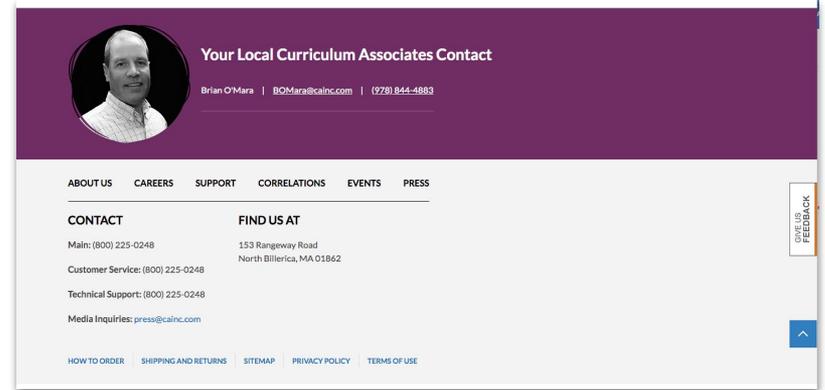
Support & Access

With multiple entry points and a consistent footer element, Curriculum Associates makes it clear that the team is accessible for anything a user might need while navigating the website experience.

Support links bookmark the digital experience



Support holds a prominent location in the top utility navigation, supporting a clear message that help is accessible and and important offering from the brand.



The footer highlights a local contact per your state input as well as quick links to support and clear methods of contact via phone numbers, emails, and address information.

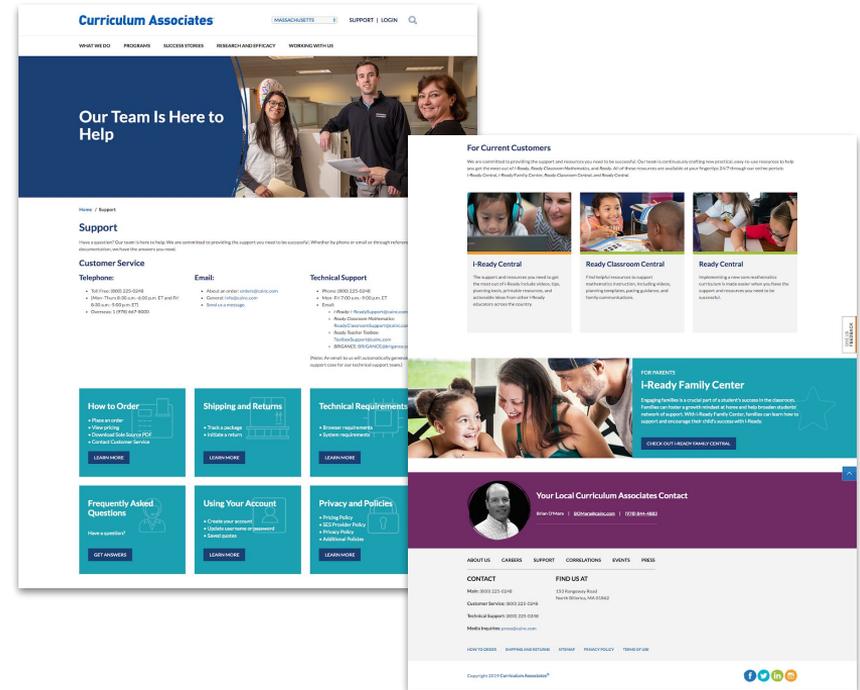
Multiple methods of support

The Support page has an authentic tone that makes it clear that the Curriculum Associates team is accessible and eager to support any and all who need it.

Key contact information is prioritized clearly at the top of the page and “How To” quick links are outlined in the middle of the page with sub-bullets elaborating on the type of content that is within each page.

Current customers have their own section to route them to specialized support for the program that they need help with.

Overall, there is ample support content and access points for users in need.



Visual Brand System

Every element of the Curriculum Associates digital design system should align to the brand's style guide and follow best practices for usability and consistency.

The design foundation is there...

The photography sourced for the website is authentic and relatable and feels consistent throughout.

The colors of the website are upbeat and and lively, feeling distinct and unique from competitors who generalize stick to a safer color palette.



... but iconography is inconsistent and confusing

Iconography style is not always used in a clear and consistent way.

To set user expectation, iconography of similar styles should be either always interactive or never interactive. Icons should be similar styles utilizing the same line weight to bring consistency together.

Icons should only be used to enhance the illustration of concepts, and not as decoration alongside header copy.



Functional - search icon



Decorative with a header, thin line style



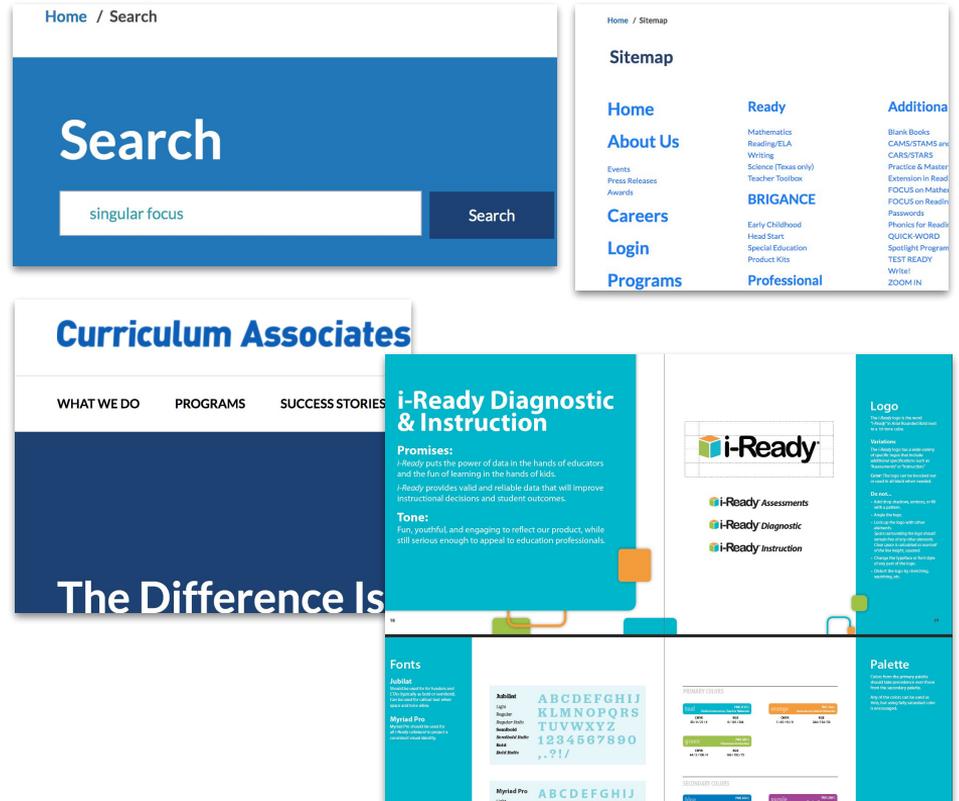
Decorative with a header - blue style

Colors must have meaning in order not to add clutter

Throughout the website experience, there are several blues that don't appear in the style guide. The main blue across the website does not match the blue as defined in the style guide. Additionally, the logo itself is a different, brighter blue that isn't in the style guide.

Viewing all brand approved colors on screen at once, while consistent, leads to a cluttered experience where color lacks meaning.

The supporting colors on the website (purple, orange, green) seem appropriate but do not follow the house of brands color distinctions (for example, i-Ready should be teal but shows up as orange throughout the website).



Web typeface is inconsistent with brand guidelines

The brand typeface according to the style guide is **Jubilat**, a take on a classic slab serif. It does not appear on the website, nor does a similar display webfont. **Lato** is widely used on the website now and is a sans-serif, which must be the web replacement for the secondary brand typeface Myriad Pro.

While this may be intentional and part of the brand system for web, it's not currently defined, and inconsistent. The lack of a slab-serif hurts the brand consistency from print to digital.

Jubilant is available as a webfont via Typekit by Adobe.

The graphic displays two font sets side-by-side. The top set is for 'Jubilat' and the bottom set is for 'Myriad Pro'. Each set includes a list of font styles on the left and a corresponding grid of characters on the right. The Jubilat grid shows uppercase and lowercase letters, numbers 1-9, and punctuation. The Myriad Pro grid shows uppercase and lowercase letters, numbers 1-9, and punctuation. The Jubilat font is a slab serif, while Myriad Pro is a sans-serif.

Font	Light	Regular	Regular Italic	Semibold	Semibold Italic	Bold	Bold Italic
Jubilat	A B C D E F G H I J	K L M N O P Q R S	T U V W X Y Z	1 2 3 4 5 6 7 8 9 0	, . ? ! /		
Myriad Pro	A B C D E F G H I J	K L M N O P Q R S	T U V W X Y Z	1 2 3 4 5 6 7 8 9 0	, . ? ! /		

Fonts

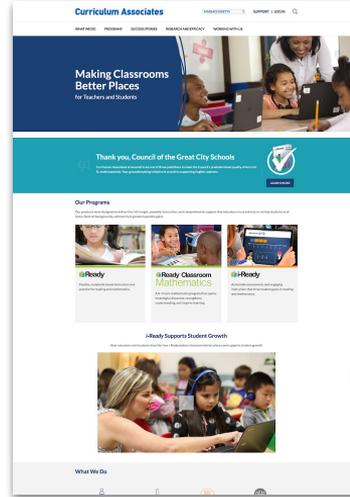
Jubilat
Should be used for for headers and CTAs (typically as bold or semibold). Can be used for callout text when space and tone allow.

Myriad Pro
Myriad Pro should be used for all Curriculum Associates corporate communication to project a consistent visual identity.

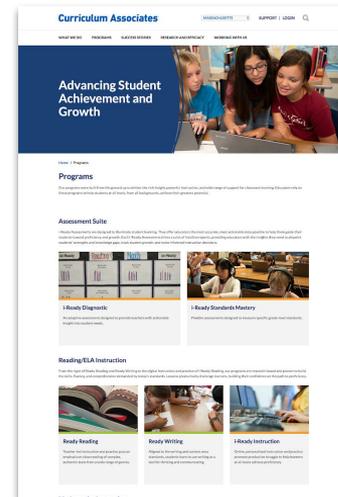
Current system for page templates confuses hierarchy

Creating visual differentiation between page types can help create clear hierarchy between pages that are more high level and pages that support deeper, technical content.

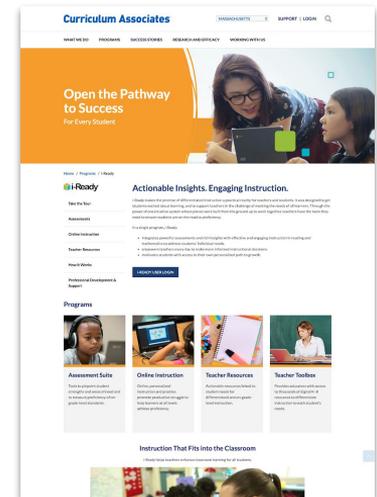
Besides having the function of orienting the user to the page type, differentiating pages by having various headers and typographic hierarchy can aid in making the experience feel more dynamic.



Homepage



Programs

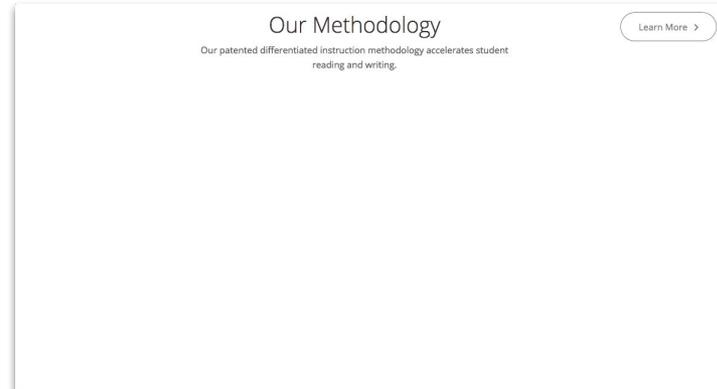
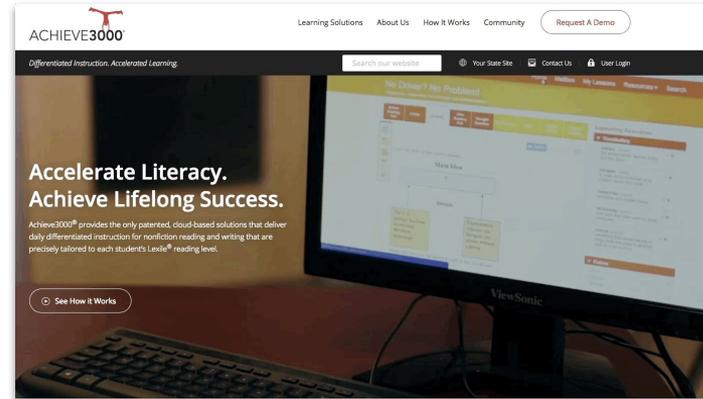


i-Ready

Enhancing interactivity can relieve flat design

Some competitors are utilizing movement to make their experience feel fluid and dynamic.

Incorporating subtle animation into natural areas of the website such as navigation or illustration will aid in alleviating some of the flatness of the current web experience.



Key Takeaways

Takeaway	Estimated User Value	Estimated Effort
Create a cohesive digital design system that includes rules around typeface, color, and other visual styles	High	High
Formalize an icon system that establishes a cohesive look and feel and experience across all brand touchpoints, including, but not limited to, the website	Medium	Medium
Refactor page templates to create a hierarchy that establishes clear delineation between high level pages and deeper content pages	Medium	High

Content Strategy

While the content is tonally appropriate, legible, and credible, there is sometimes too much of it, leading to competing messages that distract from the goal of the page.

Long sentences can cause user fatigue

Throughout the website, there are very long sentences (over 30 syllables). Too many long sentences in a row can be fatiguing for the user and potentially cause abandon.

Shortening sentences and creating more precise points in each sentence can make content easier to read and process.

On the website, the function of most body copy should be to inspire leads. Robust product education can be reserved for white papers, eBooks or videos — tertiary assets linked to from the body copy.

“First impression, **there’s a lot of words**. As someone with attention deficit going through all of the mission and value.. Maybe that’s not a big thing. I don’t know.”

- Jeanne, Principal S1

Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program’s instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Mathematics:

Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice.

Builds on students’ prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade.

Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students.

Prepares students for the challenges of the state assessment with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application.

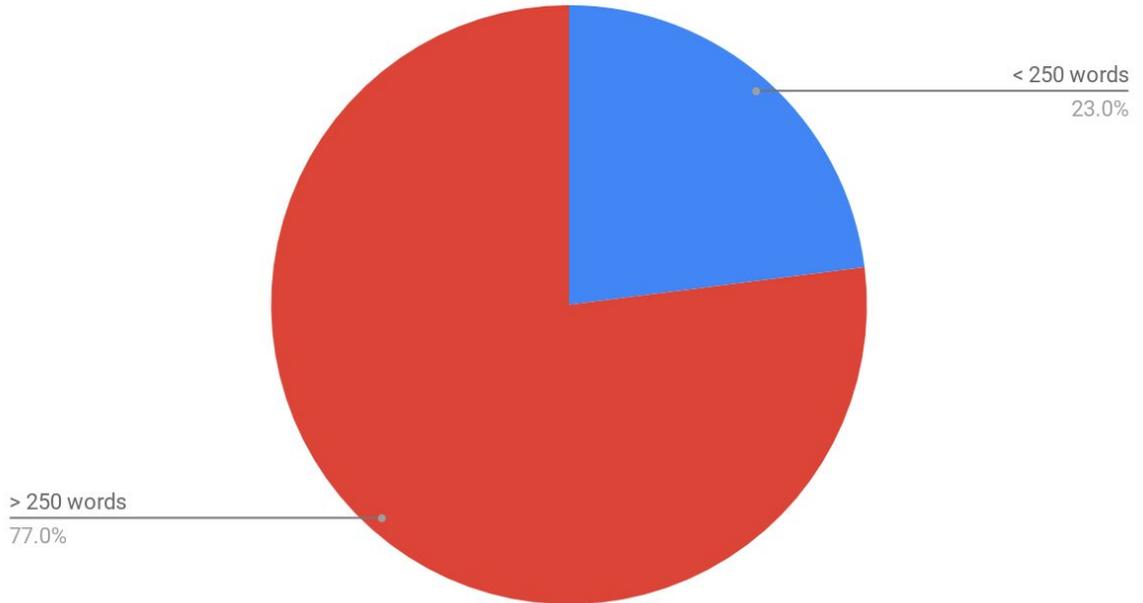
Low content pages should be evaluated for value

Pages with less than 300 words are considered “thin” by Google’s ranking algorithms. With fewer than 250 words it may be challenging to get meaningful keywords incorporated into the copy, therefore not positively influencing search rankings.

Pages with low content also may not be doing enough work to help communicate your point to users.

Example pages: Support, Login, Solutions, Products/i-Ready, Products/i-Ready/Teacher-Resources, Products/Ready, Products/Ready/Writing, Products/Brigance

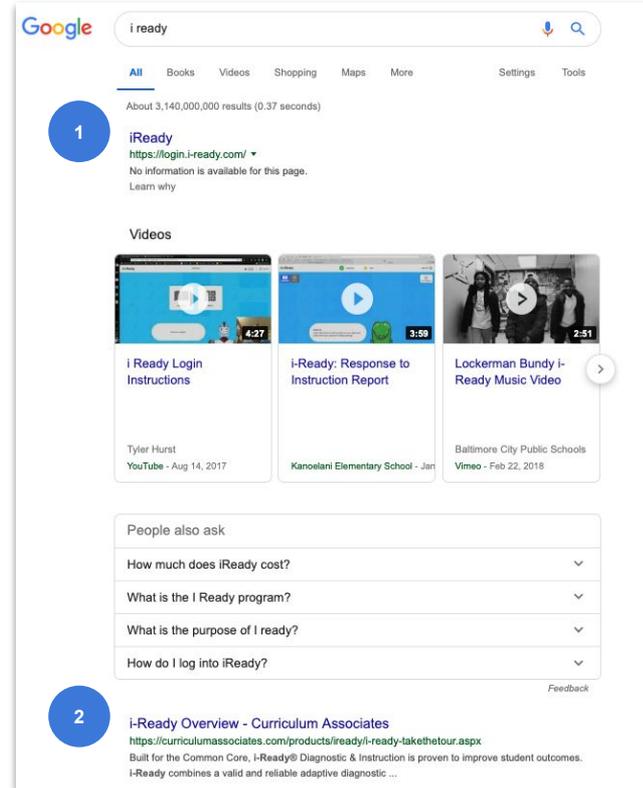
Word count



Content competes in rankings

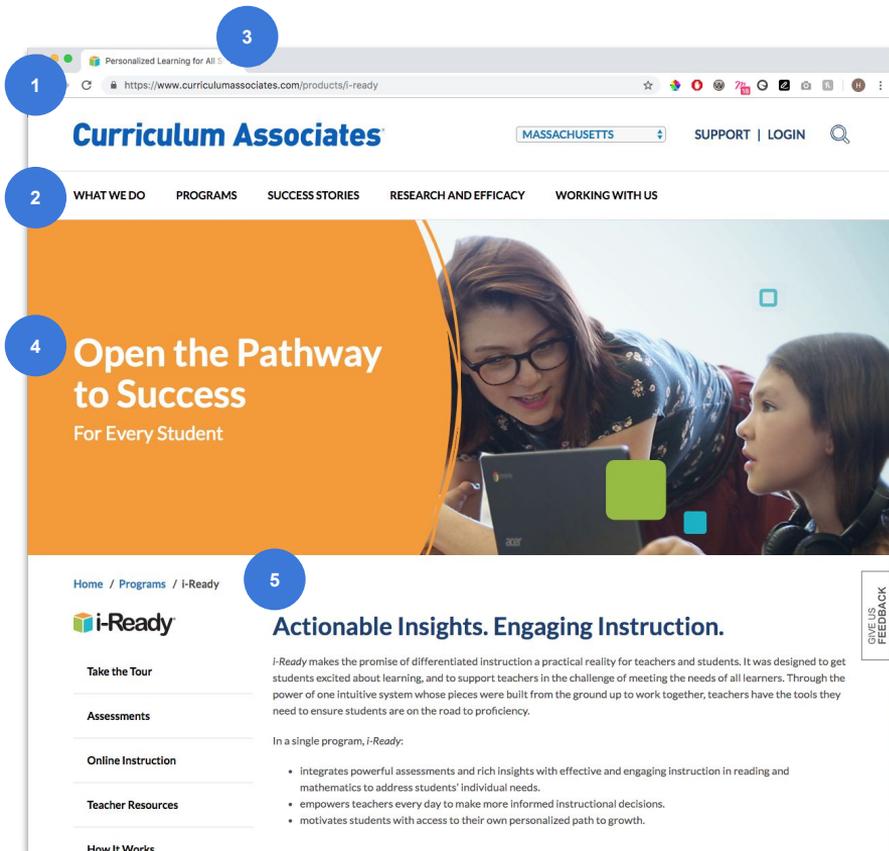
Keyword placement and targeted content is important when dictating which pages rank for the highest value keywords.

- 1 A search for “i-Ready” currently returns the login page as the first result instead of the desired product page.
- 2 Other results include videos and “people also ask” auto generated questions. These results are primarily not owned by Curriculum Associates. This presents a content opportunity to gain ownership of brand terms.



Current tagging isn't working for you

- 1 **URL:** <https://www.curriculumassociates.com/products/i-ready>
- 2 **Navigation:** i-Ready
- 3 **Title tag (Google Link):** Personalized Learning for All Students | Curriculum Associates
→ Lacks primary keyword “i-Ready”
- 4 **H1:** Open the Pathway to Success For Every Student
→ Real estate is not fully utilized
→ Duplicated
→ Doesn't closely resemble on-page content
- 5 **Header:** Actionable Insights. Engaging Instruction
→ Lacks primary keyword “i-Ready”
→ Doesn't resemble Title tag
→ Duplicated



Where people are spending their time

Site users visit and spend most of their time on **Program** level pages. We can distill that data down to **3 primary sections** of the program directory.

- i-Ready
- Ready
- Brigance

Directory/Page	Pageviews	Avg. Time on Page
/iready/	1,953,476	0:01:06
/i-ready*	905,330	0:00:58
/i-ready/	113,804	0:01:13
/ready/	106,876	0:01:11
/ready*	39,419	0:00:27
/brigance*	30,630	0:01:18
/brigance/	20,340	0:01:47

* actual page, not counted in the directory

Source: Google Analytics Jan 2018 - Dec 2018

Call to action optimization

Labels like “Next” or “More” don’t give users a sense of what users can expect.

- Be as descriptive as possible with button text
- Beneficial for search engines because the words used in the clickable text build relevance for the page being linked to
- A more descriptive call to action is also better for screen readers



Flexible, standards-based instruction and practice for reading and mathematics.



[LEARN MORE ▶](#)



FIND OUT HOW

Curriculum Associates Is Different

We listen to educators, act on their input, and provide best-in-class support.

[LEARN MORE](#)



i-Ready Efficacy: Research on i-Ready's Impact

Research support for *i-Ready* and ESSA

[LEARN MORE](#)



Ready Efficacy: Research on Ready's Impact

Research support for *Ready* supplemental programs and ESSA

[LEARN MORE](#)

Expectations around content personalized by region

Given the prominence of the state selection interrupt, many users had the expectation that content would be completely customized to their location.

“You’ve already asked me what state I’m from... **I don’t care very much about Georgia and Mississippi** and things like that. Bring up some of the California-centric information. That would be useful” - Matt, Assessment Director

“I’m seeing California... Oregon... Connecticut... it’s hard for people like me to connect to other schools in other states.”
(Success Stories) - Brian, Curriculum Director

“**I want to see stories from North Carolina, especially because I clicked on North Carolina...** I don’t find any of this information very helpful because I’m not really interested in reading how the program is effective in Oregon” - Philip, Assistant Superintendent

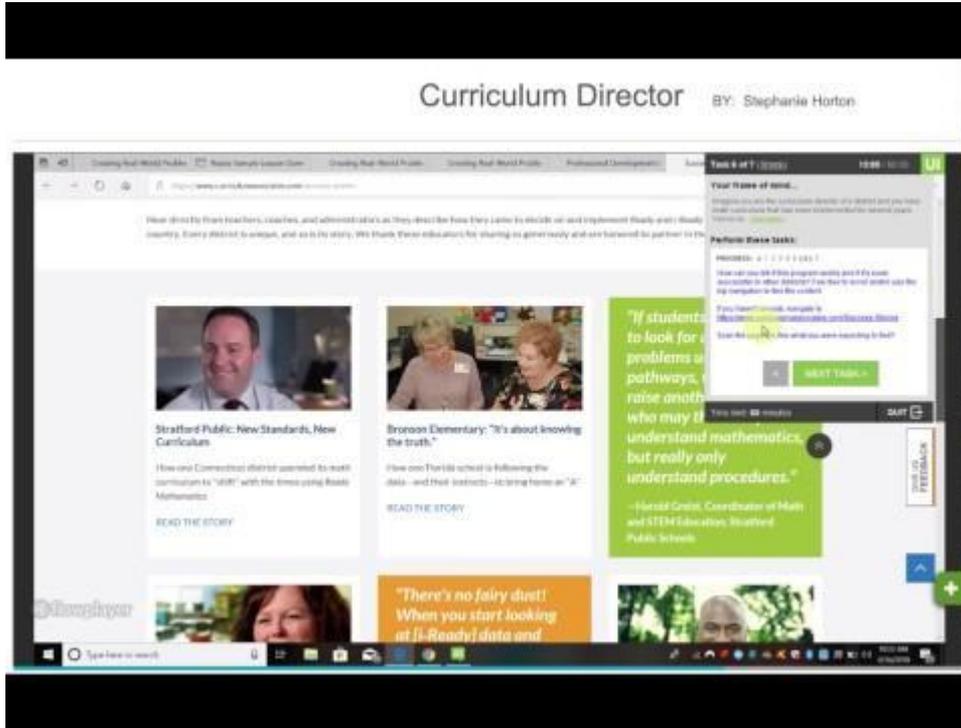
“When I see Joel here, our Sales guy, he’s a great guy I know well... when I see local I think Wisconsin but **all the examples here are not Wisconsin based.**” - Brian, Curriculum Director

“Great stories, but where are the ones aligned with my curriculum?” -Norma, Math Coach S1

“Not sure who Oak Grove school district is... are they big, small, charter, district... I might want to see some information there about their process” - Matt, Assessment Director

“Success stories are all from another state. **I’d like to know from people around me...** I would assume the representative would have that information.” - Jeanne, Principal S1

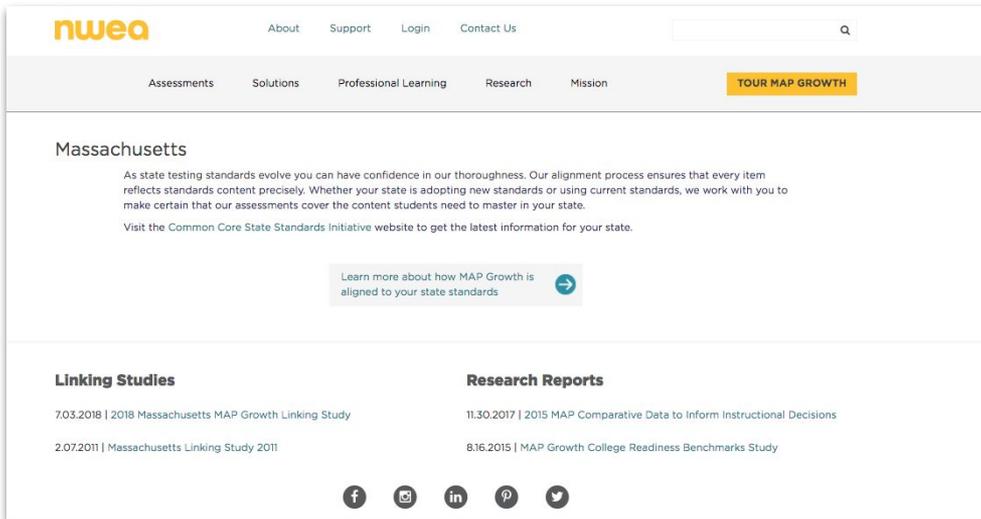
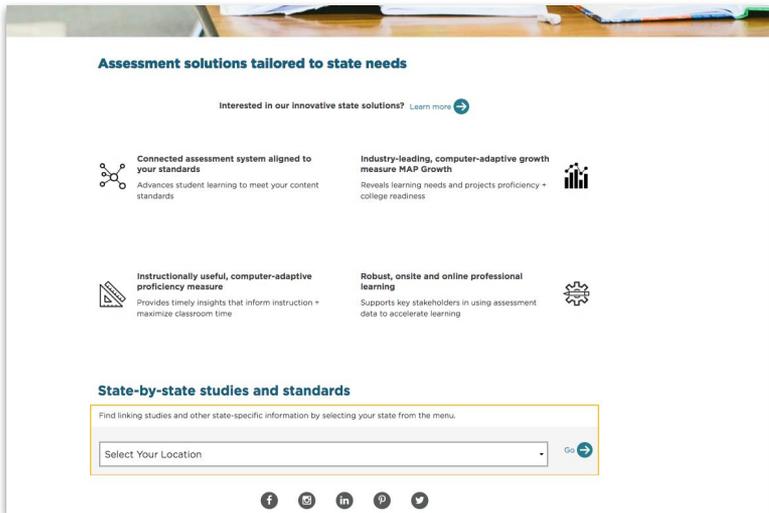
Positioning region specific content



Some ideas for how to set the right expectation and follow through in the experience could be:

- Increased transparency around what exactly inputting your state effects on the website experience
- Enhanced filtering mechanisms around content such as Success Stories to allow control and customization to view schools and districts 'like mine'

How competitors handle solutions tailored to state needs



NWEA has a state specific page within their Solutions navigation section. Upon entering your state, you see custom content that recognizes your state standards and allows you to click through to get the latest information for your state as well as offers a product that is positioned to clearly “align to your state standards”.

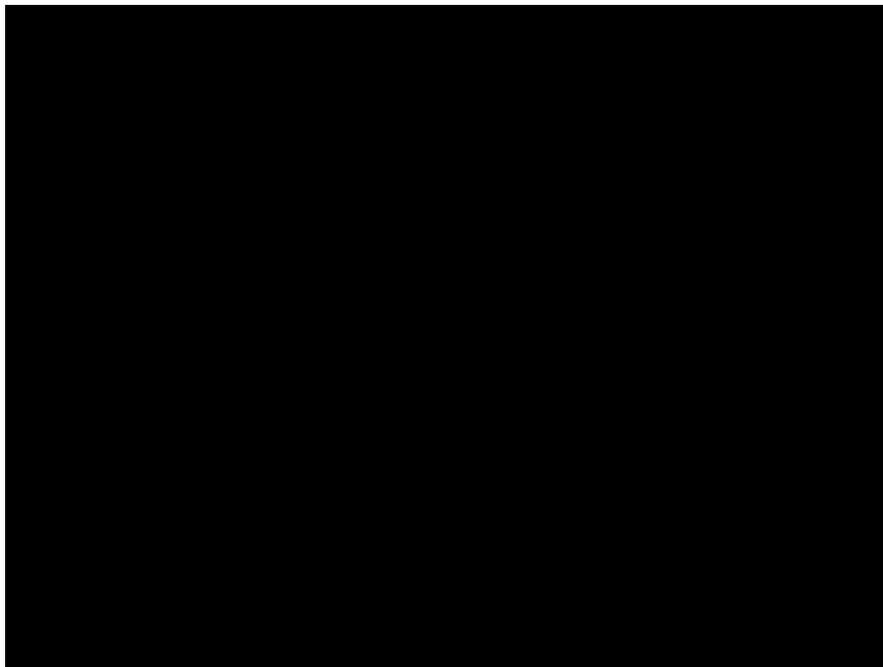
Create more connections within success stories

“Any company is going to put out their best... there’s normally a positive ending... I would look to [Success stories] for a place to go to connect if schools were given for information and first hand resources.” - Christina, Curriculum Director

“I wanted contact information so I can make the call and follow up with an email... I’d like to be able to contact [a success story subject] and ask them questions directly” - Dan, Assistant Superintendent

“[I want to] talk to people that use program, not just read success stories on website. Actual teachers and districts who use it. What other people are saying about it would be the biggest thing for me”. -Allison, Math Coach S2

“A lot of it is reaching out to neighbors, Making phone calls and see if they've done any of that work. I like the professional development piece is tiered here.” - Chad, Principal S1



Key Takeaways

Takeaway	Estimated User Value	Estimated Effort
Perform detailed content audit to determine current state of website content in order to strategize for future state	High	High
Develop content strategy guide for website content writing in order to inform best practices and voice guides for content authors	Medium	Medium
Reevaluate content tagging strategy in order to enhance SEO, performance, and experience	Medium	Low
Analyze all calls to action and create clearer forward paths for users	Medium	Low
Identify state specific content and rethink experience to direct users to this content and set the right expectation around it	High	Medium

Product Strategy

Content detailing product offerings and program implementation exists on the website but it can be hard for users to understand or find.

Product relationships aren't always clear

“The other thing I find confusing is the name of i-Ready and Ready to see... which one am I really looking at? Helping me understand which one is the online version vs. the paper pencil... just to get a sense of that.” - Matt, Assessment Director

“Are the Supplemental Mathematics products tied to the Ready and Ready Classroom Mathematics? Or is it something that can supplement our current math program curriculum?” - Christina, Curriculum Director

“I don't know what Blended Mathematics Curriculum means... that's a bit of a confusing term.” - Matt, Assessment Director

“I've scrolled now to a full page, not sure about the difference between Ready and iReady at this point. Not sure if this is the iReady page because it's not called out that much. Not sure from this blurb what it does. Really buzzwordy, great for a Google search but I'm looking for hard information.” - Jessica, Math Coach S2

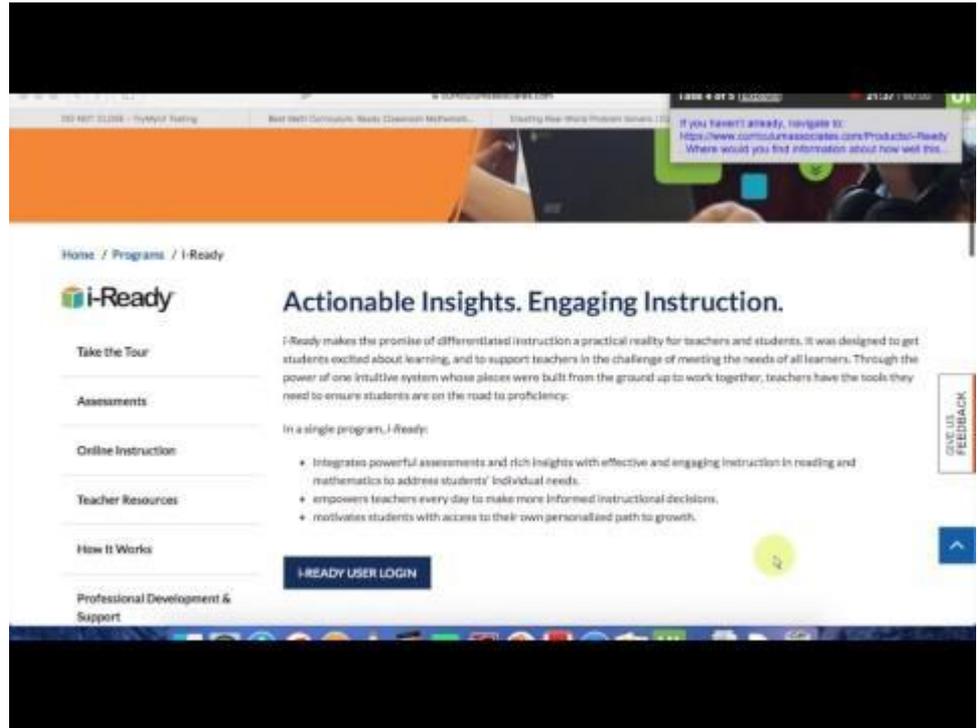
[watches Ready video] I don't need to see this, I want to see the actual iReady program. I think iReady is a computer program, that's the part I want to see about it, and you can't see that. - Rebecca, Math Coach S2

“Looks like [teacher toolbox] has lessons outside the digital component, whiteboard activities which are outside of the digital component. Assessment, which I'm assuming is the digital component.” - Rebecca, Math Coach S2

Lack of confidence in expectations around products

“Although “i” implies it’s digital, doesn’t really say if this is a computer program.”

- Jessica, Math Coach S2



Elaboration on implementation details

“**How do you do this? It is a portal? Download? Laptop?** Probably need technology specialist or someone in the company to model how it's done.” Jennifer D, Teacher S2

"Not sure if this gives you **how hard or easy to implement**... sometimes the fancier something looks, it doesn't really get into the core of it. I'm more cautious when judging something based on how it looks and the bells and whistles." Brian, Curriculum Director

“How much does it cost? Is it online or in person? **How do you get it?**” - Michelle, Principal S1

“What kind of **help or service will we receive** after we begin working?” - Chad, Principal S1

“To make a decision for my district we need to know how much it cost for the program, **do they allow online vs. print**, both, or one is cheaper. Is there any **diagnostic** involved? We have to be able to have great customer service.” Jeff, Curriculum Director

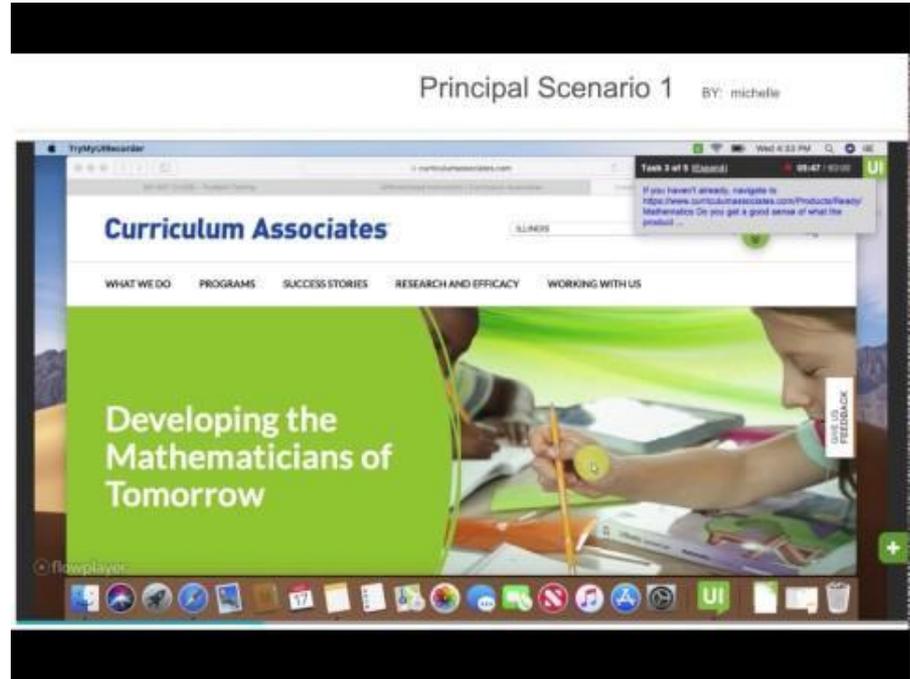
Understanding who the product is for

“I still **don't know** who this is for” - Michelle, Principal S1

“Assessment tools. Why is that not available for **6 to 8**? I'm not looking for books, looking for **online** availability.” - Bob, Principal S1

“We are **K through 5**. Do we need to pay addition for K through 6?” - Erin, Principal S2

“(Reviewing Ready math student sampler) Looks like 4th grade level, **not what I'm looking for**... I'm looking for **6-12** and again I'm not seeing anything.” - Scott, Principal S2



Product proof that goes beyond testimonials...

“I want to see sample copies, both in print and online copies... want to have access to any third party or independent evaluations that have been completed and I want the opportunity to do some sort of **piloting** in the district” - Paul, Curriculum Director

“I always like to see a **list of schools** that have implemented... if you were to pick a state you’d see which districts you’re already working with, that would be one of the big things on our list” - Brian, Curriculum Director

“States want to see **MCAS** [scores]... [a] visible increase in state testing based on this.” - Jennifer D, Teacher S2

“I’d want to **look at their data**. Read what results they found.” - Marlee, Teacher S2

“More convincing to me would be **big graphs indicating growth** of students who used the product over time. If there’s history in commitment then what’s the data proving commitment actually resulted in improvement.” - Kathy, Principal S1



... with confidence that it meets current standards

“How [does] curriculum align with **my state’s standards**? How are they rated by programs that evaluate curriculum?” - Emily, Math Coach S1

“I see the NY Common Core Learning Standards.. We know they have adopted the next generation learning standards and there’s a lot of information on Aim High New York on the new standards... all curriculum should focus on the new standards... **we’re past the awareness stage we need to be interacting with the standards**” - Christina, Curriculum Director

“**2010 copyright**... might not be to updated standards” -Elyse, Math Coach S2

“One thing I look for as a curriculum director is that I look to see if resources have the ability to **support existing programs without conflicting**. They should be a support, not a competition.” - Paul, Curriculum Director

“I’m wondering about the scope and sequence. I’m wondering **how much autonomy that we have to make adjustments.**” - Sarah, Principal S2

Consider gating less material

“For just an example of a lesson **that's a bit much**. I'm not wanting to readily make that available.” Jeanne, Principal S1

“It's making me log in to get the sample. **I just want to see what it looks like.**” Beverly, Principal S2

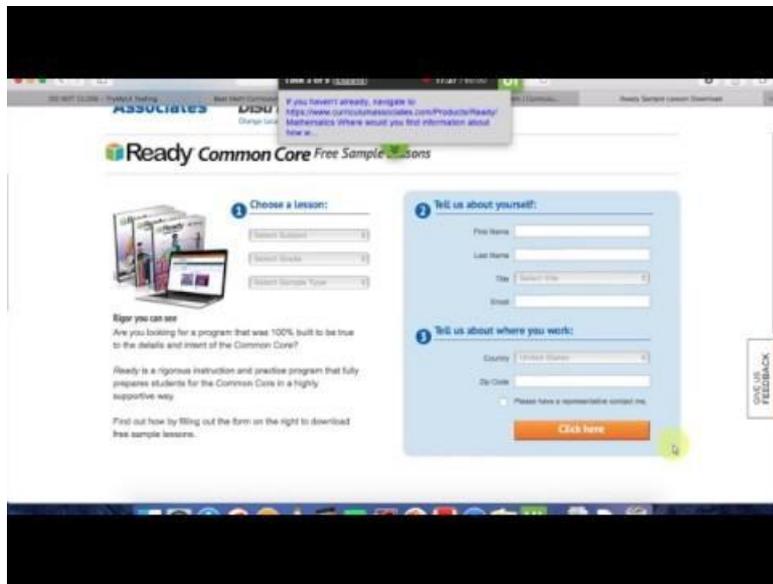
“It's asking me for information about myself, which I might **not yet be ready** to share because I assume once I share that information I will be contacted by a representative whether I check ‘please have a representative contact me’ or not.” - Paul, Curriculum Director

“I want to view sample lessons to see what instructions are like... **I don't want to give you all of my information.** I just want to look at it. That's **frustrating.**” - Renee, Math Coach S1

“I need need to give up an **awful lot of information** to get a sample. [I wonder] what CA will do with info. Better to have a link.” - Emily, Math Coach S1

“When I try to look at samples I have to put in all this information about myself, which i don't want to do right now.. **I just want to look at the sample.**” - Heidi, Curriculum Director

“Definitely interested to learn more about this program. I'm **turned off** by needing to put in so much information to see the sample” - Marlee, Teacher



Competitors showing their products digitally



Most competitors gate their lessons and product demos as Curriculum Associates does, but Dreambox just requires one TOC's checkbox to go through to an interactive demo.

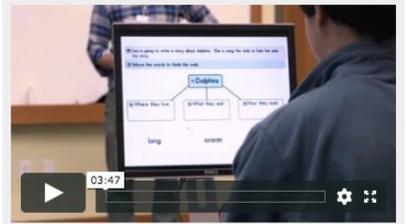
Reports designed for insight
MAP Growth reports transform data into actionable insights

Teachers use them to differentiate instruction and pinpoint individual student needs. Higher-level reports give administrators the context to drive improvement across entire schools and systems.



MAP Growth
Technology-Enhanced Items

See how MAP Growth engages students and measures enough depth of knowledge to determine a student's true understanding.



NWEA shows the product interface in videos with calls to action to “Contact Us” and does not have a gating mechanism for more detailed product demos.

Key Takeaways

Takeaway	Estimated User Value	Estimated Effort
Reevaluate product hierarchy with considerations around product naming and branding in order to further clarify product relationships (<i>in progress</i>)	High	High
During website redesign process, consider user-focused pathways for organizing content such as by current state standards or grade levels	High	High
Explore product demo implementation on website, creating a cohesive strategy around product materials and potentially gating less material by implementing a limited, interactive or more video material around product UI	High	High

Navigation & User Flow

Reducing interruptions and visual noise can help users find what they're looking for faster, with less distractions along the way.

Feedback pop up is intrusive

“A little survey pops up.. I don’t love that.” - Matt, Assessment Director

“I tend to get annoyed when pop ups **come up so quickly**... especially if I'm going to go look for information. I understand the company wants to gather it but it’s annoying.” - Christina, Curriculum Director

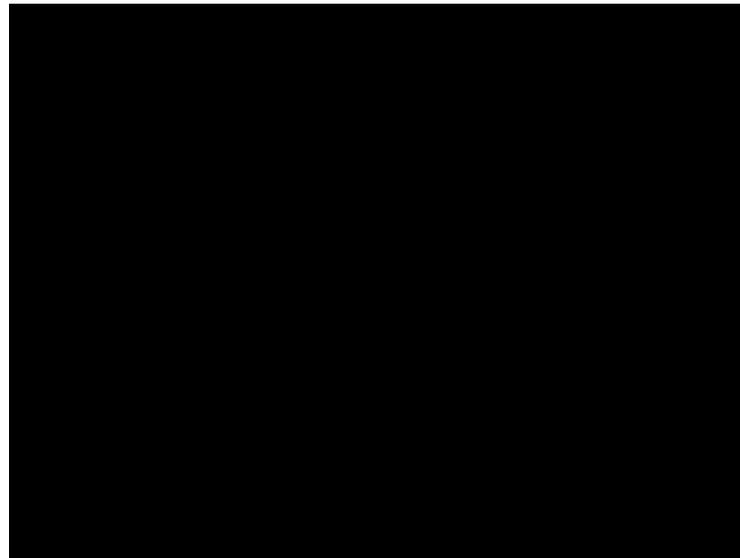
“Popped up **too early** to even evaluate the site.” - Emily, Math Coach S1

“I don’t know yet, it’s **too soon to tell**. A little bit annoying.” -Julie, Math Coach S1

“I wasn’t sure whether to choose a state and now I have this popup.” - Norma, Math Coach S1

“I’m **confused**, that’s my first impression!” - Renee, Math Coach S1

“[I’d] prefer to jump into the website instead of completing the pop up survey. It’s asking me did you accomplish your objectives of visiting the site, I haven't even delved into that yet.” Ben, Principal S2



Reconsidering a feedback strategy

72% of consumers said surveys interfere with the experience of a website.

Source: OpinionLab to Forbes

If Curriculum Associates wants to gather feedback from it's users on the digital experience, consider the following:

- How is the information gathered being used today?
- Is a pop up the right method of gathering the insights?
- Are all of the questions valuable to Curriculum Associates?
- Can users answer all of them?
- Is the implementation noticeable but unintrusive?

Teacher toolbox is hard to find but it's valuable

“Left hand side? **I can't find it.**” -Elyse, Math Coach S1

[Typed “teacher’s toolbox” in site search] - Peter, Teacher S2

“I can't find the teacher's toolbox, it's **really confusing.**” - Marlee, Teacher S2

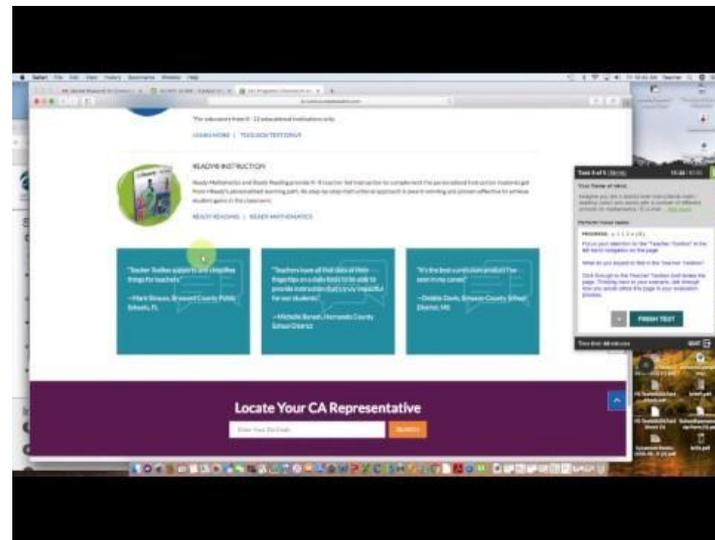
“**Can't find it.** Not on the left nav... but it's below.” - Jessica C, Teacher S2

“Teacher Toolbox includes all standards-based K-8 lessons... I like that, but I would like a very clear callout there that it's my standards as well, so, common core.” - Jessica, Math Coach S2

“When it says lessons, I kind of wanted to be able to click on it and possibly have a lesson example or a whiteboard activity... I almost kind of wanted of **what that toolbox would look like.**” - Heidi, Curriculum Director

“When I first knew about the teacher toolbox I didn't think it'd be so much. Thought it's textbook kinda form. When i was able to pull out lessons, videos, basically everything at once.. Oh my gosh it was **a life saver.**” - Beverley, Principal

“Teacher toolbox is great. There's so much with i-ready. We are just now having teachers using toolbox.The toolbox is important from day one.” - Erin, Principal



Where people are entering and exiting the website

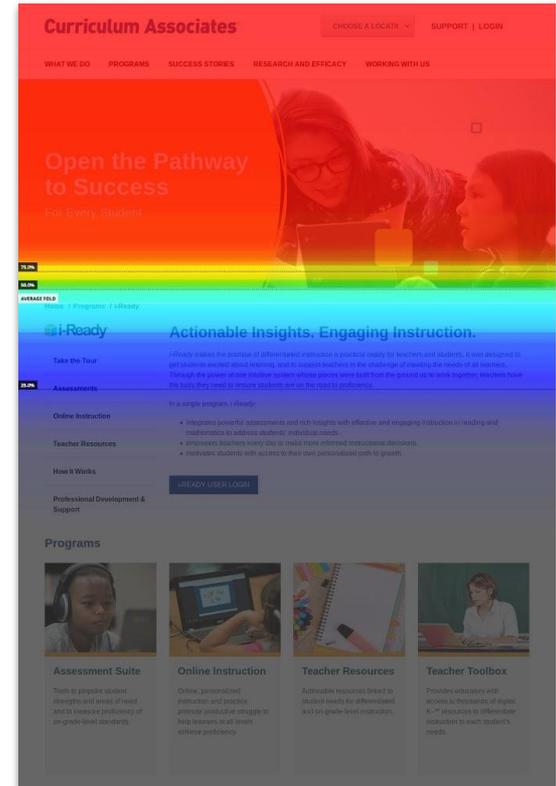
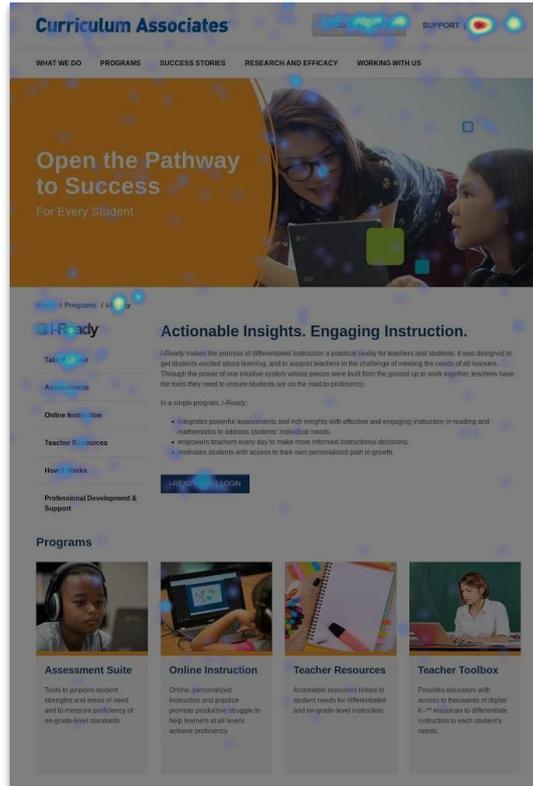
- “/products/iready/ diagnostic-instruction.aspx” sessions are being driven by an unknown channel marked as “other” within analytics.
- The i-Ready product experiences a very high rate of site entrances as well as site exits at a rate of roughly 70%. This is almost double the site average of 36%.
- During the data timeframe, the homepage was being duplicated with a default.aspx version. It now redirects to the homepage.

Page	Entrances	% Exit
/products/iready/diagnostic-instruction.aspx	1,070,887	61.76%
/products/i-ready	699,152	69.54%
/i-ready-flashguide/0001.html	247,974	13.41%
/default.aspx	243,517	39.04%
/i-ready-flashguide/0021.html	155,282	66.47%
/lp/ready-teacher-toolbox-learn-more.aspx	138,294	65.16%
/i-ready-flashguide/0001.html	137,694	16.34%
/i-ready-flashguide/0044.html	74,715	40.21%
/products/detail.aspx	66,542	29.68%
/products/briganceoverview.aspx	50,948	43.32%

i-Ready page: Heatmap results

Based on 5,000 page views, this heatmap demonstrates user interaction on the i-Ready program page.

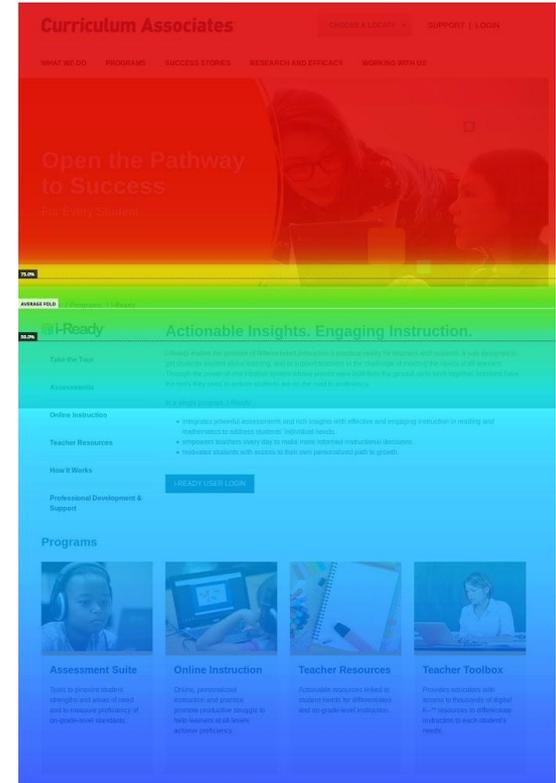
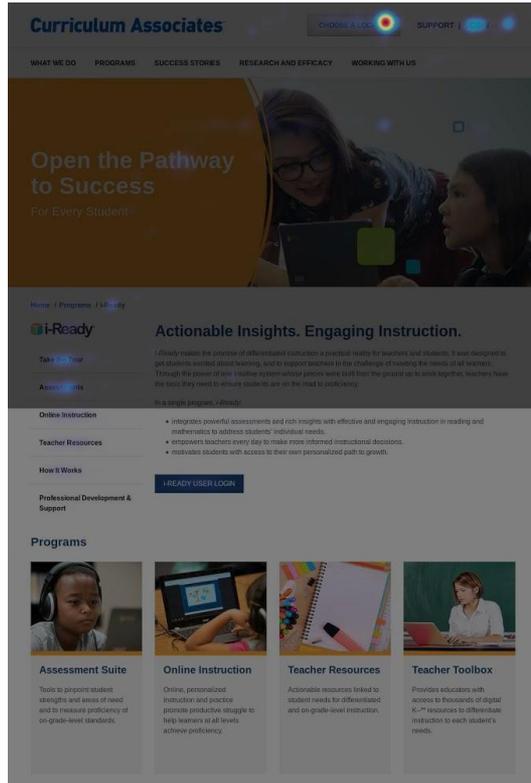
- 9.72% of users click on the “Choose A Location” drop-down
- 9.72% of users click on “Login”
- Only 43% of users scroll and reach the average fold of the i-Ready page



Aggregate of Programs: Heatmap results

Based on 10,000 page views, these heatmaps demonstrate user interaction across all Program pages.

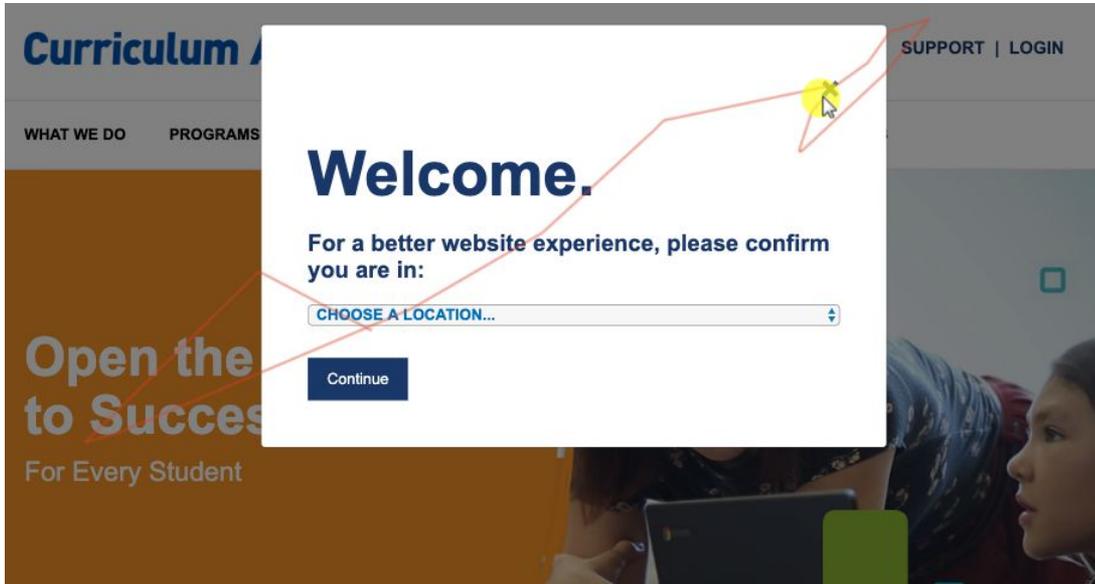
- Less than 1% of users interact with the main navigation when viewing a Program page
- 13% off all users click and interact with the utility navigation
- 58% of users scroll and reach the average fold of the Program pages



User recordings on i-Ready page

Using 100 recordings, we can quickly see a trend for users that land on the i-Ready page.

- Majority of recordings were very short (less than 5 seconds)
- Based on recording observations, no interactions with the “choose a location overlay” were seen
- Creating a custom Google Analytics event for overlay impressions vs. drop down use and closing will help us determine actual usage rates



Source: HotJar, based on 100 recording

Homepage navigation interactions



- These percentages represent the rate at which a user navigates
- Overall navigation interaction data correlates with observations from site heatmaps.
- The vast majority of site users interact with the utility navigation versus the main navigation.
- The 39% representing the Logo and Search glass are being lumped into one metric due to how each functions. We currently don't know what the individual click through rates are for these two items



Source: Google Analytics 2018 YTD

How are people using site search

8.8% of all site sessions include the use of on-site search.

Sessions that included on-site search experienced significantly better user engagement.

- Bounce Rate: **22.85%** (56.77% site average)
- Avg. Sessions Duration: **4:25** (1:23 site average)
- Page View per Session: **5.11** (2.66 site average)

Do these search terms have specific meaning?

Search Term	Total Unique Searches
CM0	58,593
CR0	56,213
995	27,959
CLA0	23,993
PhonicsReading	21,718
BrigEC-Screens3	18,385
cars-stars-collections	10,060
BrigEC-IED3	9,315
STAMS-2010	9,082

Source: Google Analytics 2018 YTD

Key Takeaways

Takeaway	Estimated User Value	Estimated Effort
Consider a different strategy for the Feedback pop up, including delaying the pop up time or not interrupting the user at all	High	Low
Review strategy for new tab opens for links within the website, for example, only open new tabs for pdf attachments	Medium	Medium
Re-architect the website incorporating findings from analysis including high Utility Navigation usage with Search/Log In and findability of Teacher Toolbox	High	High

Performance & Accessibility

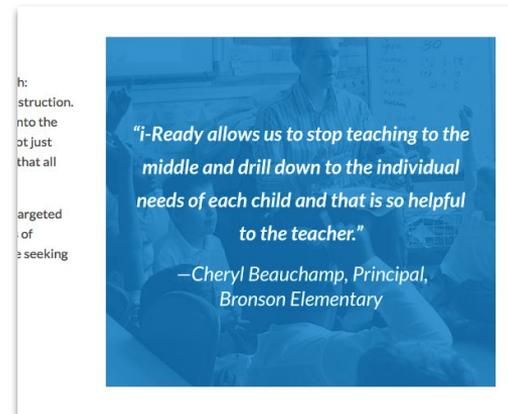
While neither are major concerns, small issues including text in images, site speed and server response time can add up to drag down the overall experience.

Accessibility concerns

As part of the Experience Evaluation, Tank took a look at key areas of accessibility to uncover any areas for quick wins and improvements.

Our cursory dive uncovered some accessibility errors, including:

- Button names are not tagged accessibly (screen reader would read it out loud as 'button' rather than the call to action text')
- Form element do not have labels (again, making sure form controls are announced properly by assistive technology)
- Footer colors are not accessible for color contrast standards
- `<html>` element does not have a `[lang]` attribute (screen reader assumes that the page is in the default language that the user choose when setting up the screen reader. If the page isn't actually in the default language, then the screen reader might not announce the page's text correctly.)



Text within images



Footer color contrast fails at this text size

Speed on desktop is okay, but mobile needs attention

Mobile Score



Based on current page load testing, image optimizations could drastically improve PageSpeed scores in mobile, resulting in a better user experience and improved organic rankings.

Desktop Score



The desktop PageSpeed score is drastically better than mobile, but the same optimization opportunities in mobile will help increase this score as well.

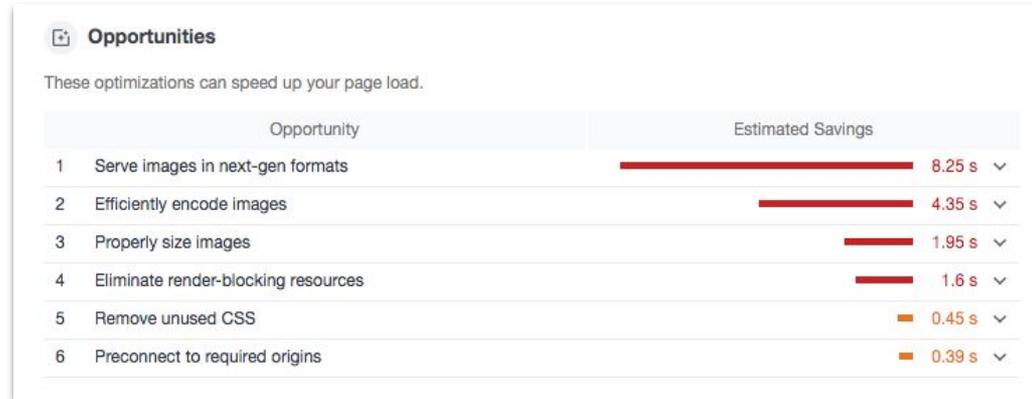
Source: PageSpeed Insights

Image performance and load times

The speed and reactivity of your website can make a large difference in how users feel about your digital experience and, by extension, your brand. We perform this audit to expose areas that can be improved to increase performance and reduce page weight and load times.

Our findings include:

- Optimize image sizes (Converting pngs to jpgs and then optimizing the jpgs)
- Offscreen image loading (a plugin could help)
- Eliminate render-blocking resources (whole thing won't load if it's waiting for something else, also known as a SPOF)
- Minifying javascript (code will execute faster)



Opportunities

These optimizations can speed up your page load.

	Opportunity	Estimated Savings
1	Serve images in next-gen formats	8.25 s
2	Efficiently encode images	4.35 s
3	Properly size images	1.95 s
4	Eliminate render-blocking resources	1.6 s
5	Remove unused CSS	0.45 s
6	Preconnect to required origins	0.39 s

Findings from Google Lighthouse performance audit with estimated time savings

Server response time

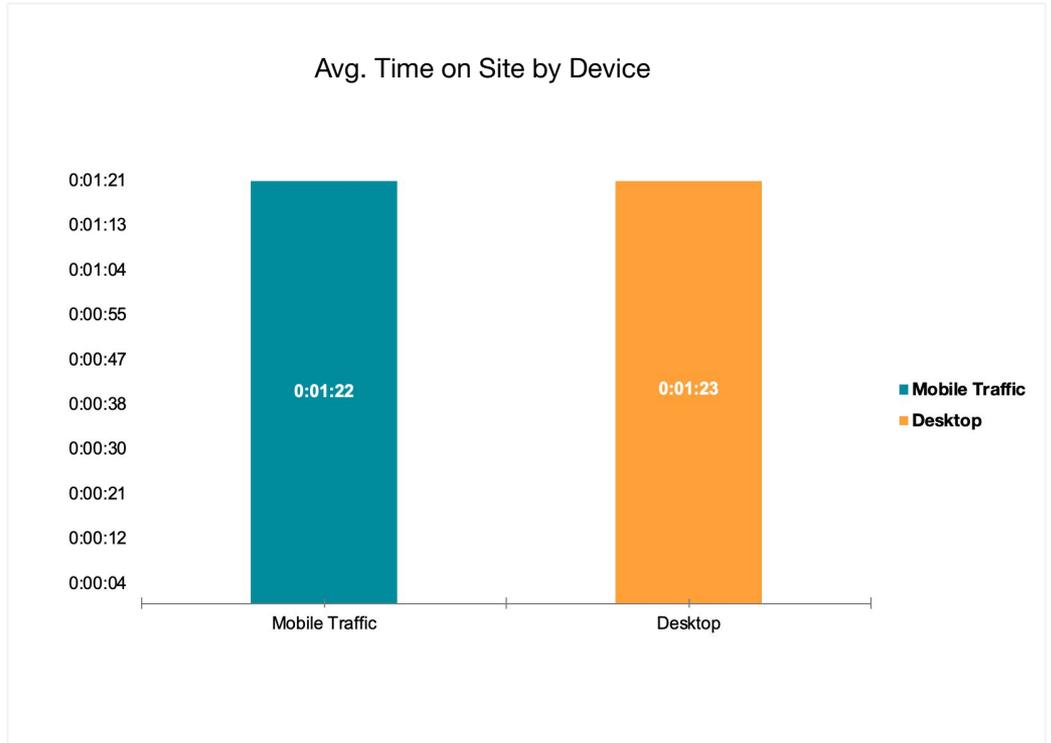
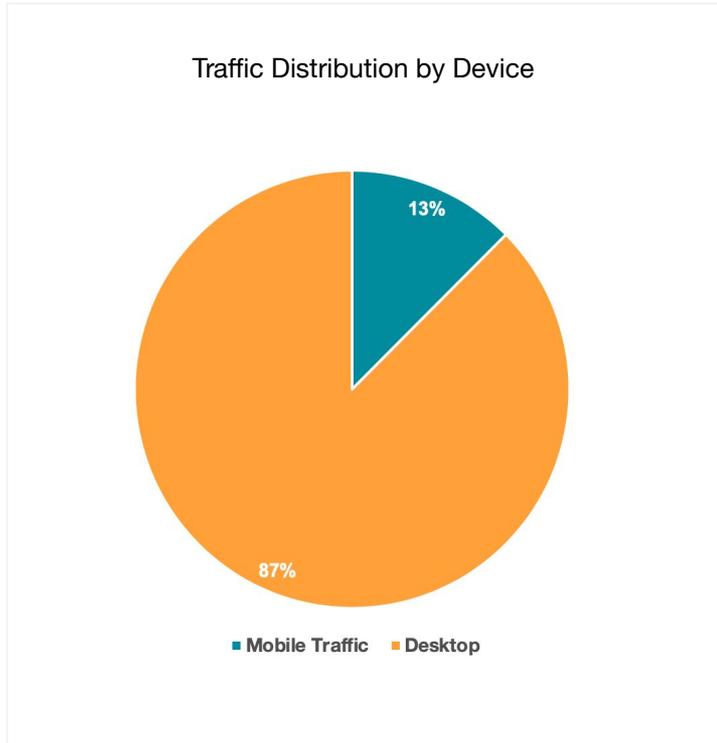
One contributing factor for page load times is the time it takes to communicate to the server where the website is hosted. By reducing the server response time, the page load time will decrease as well.



Page load breakdown shows the majority of the load time is spent waiting for server response

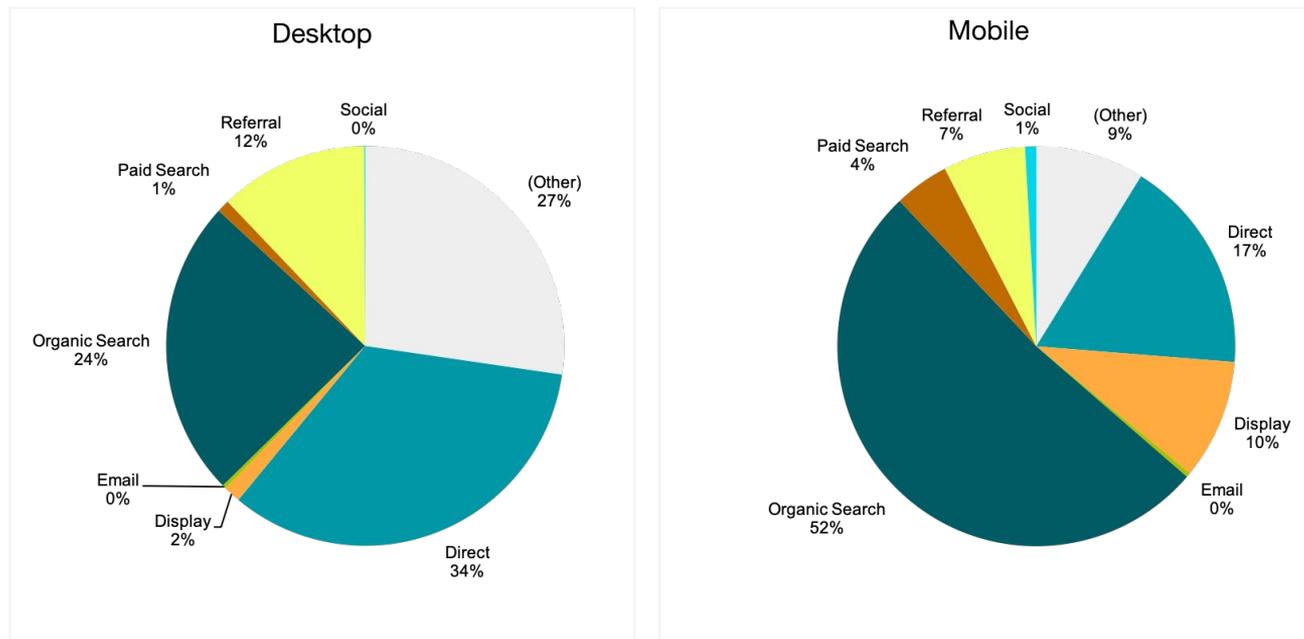
Source: Google Developer Tools

Mobile isn't a large percentage, but it's not nothing



Search is critical for mobile

52% of mobile traffic comes from organic search. This means that it's especially important for mobile users that the keywords used to inform content on the website are well researched and integrated appropriately in order to drive people to the content they're looking for quickly.

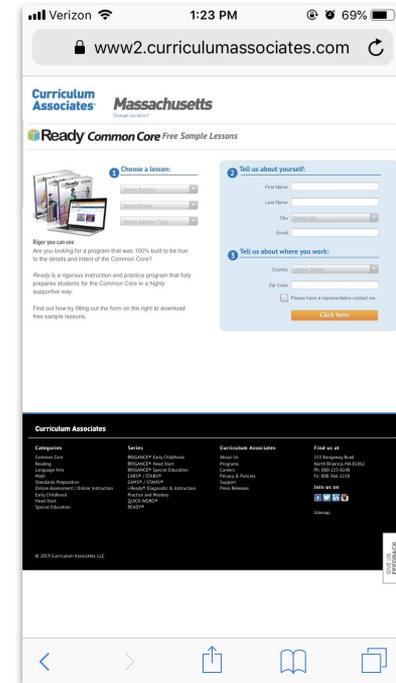
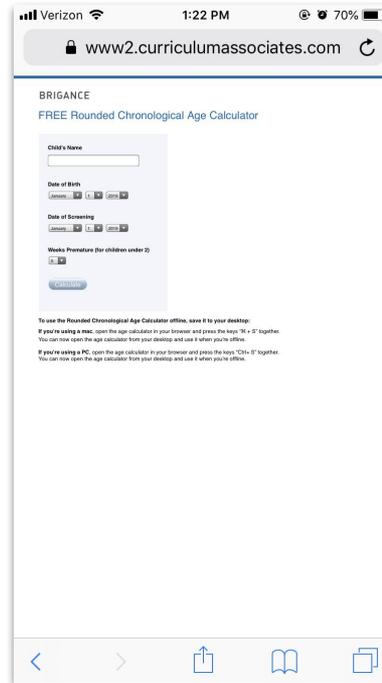


Selection of keywords used as input for mobile: brigance math test, ready mathematics, brigance test, brigance special education online management system, cars reading strategies, stams, florida ready, brigance iii, brigance kindergarten screen, curriculum associates answer key, ready common core reading instruction 8 answer key, i ready app, quick word, curriculum associates, brigance early childhood, curriculum associates logo, ready common core reading instruction 7 answer key, ela ready book answers grade 5, curriculum associates worksheets, brigance age calculator, curriculum associates llc math, staar ready answer key, brigance comprehensive inventory of basic skills, curriculum associates headquarters, brigance math inventory, curriculum associates answer key reading, cars and stars curriculum associates, brigance screening, ready florida lafs grade 3, i ready assessment.

Universally optimizing for mobile

While the majority of the website is optimized for a smaller viewport, there are certainly opportunities for additional mobile optimization to have a more cohesive experience.

There are numerous pages which are not optimized for mobile - this can make for a broken brand experience as a user navigates from a mobile optimized page to a desktop page that is scaled down to fit the screen size.



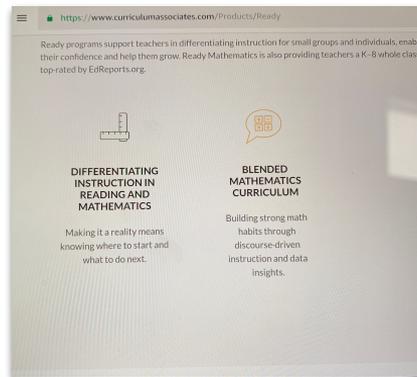
Mobile and tablet scaling and interactions

As we look at the mobile experience we should consider paradigms that work across screen types, including tab experience and hover experiences.

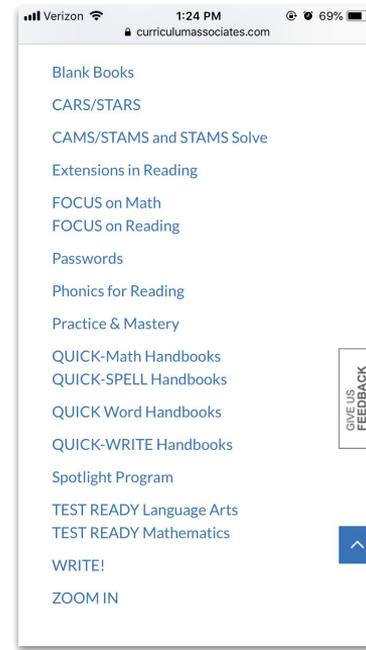
Tab scaling issues cause text to be cut off and difficult to read and hover states should be rethought on touch devices such as tablet or mobile.



Tab text does not scale and gets cut off



On the Kindle Tablet, “Learn more” links are not exposed until clicked, this is likely a result of a hover state not optimized for a touch device



List of links is challenging to scan. The size recommendation for a mobile touch target is 9mm or 34px, with minimum space between elements of 2mm or 8px

Key Takeaways

Takeaway	Estimated User Value	Estimated Effort
Perform a thorough Accessibility audit to uncover comprehensive list of accessibility needs and start to address low hanging fruit (text in images, tagging, labeling)	Medium	Medium
Clean up code and assets for increased performance	Medium	Low
Evaluate server hosting plan to consider upgrading or shifting strategy for increased performance	Medium	Low
When redesigning the web experience, consider a mobile-first approach that takes into account touch-screen interactions and screen size limitations	High	High

Summary & Next Steps

Holistic approach and prioritization

Though the scorecard may appear to highlight discrete opportunities, they are actually quite intertwined — successful next steps rely on a holistic approach.

For example: improving the mobile web experience will most likely require general design work, refreshed content and a deep technology audit. Such interdependencies are found throughout.

Each section of the report has key takeaways and action items to explore, with opportunities for quick wins and longer term projects. As Curriculum Associates considers upcoming priorities, Tank would be happy to help prioritize and tackle them as it makes sense.

Building to a website redesign

Product Naming & Visual Identity - *in progress*

Solidifying the product names and hierarchy along with a brand identity to create a solid foundation to build upon.

Visual and Messaging Guidelines (Digital)

Evolving the current brand guidelines to reflect updated product naming and visual identity, including direction on digital identity and experience principals.

Content Strategy & Information Architecture

Performing a comprehensive content audit and facilitating user research in order to define a strategy around website content including new content creation, archiving content, content migration, and how content will be organized on a new website (information architecture).

Website Redesign

A digital experience to reflect all projects above.

Ongoing Optimization

Continuous monitoring of website performance based on defined goals through monthly reporting, creating actionable insights to evolve the website.

Next steps

- Curriculum Associates to review internally, and socialize to key internal stakeholders
- Coordinate a follow-up meeting in 1-2 weeks to review initial CA feedback

Appendix

Additional Analytics

Approach

Using initial guidance from the Curriculum Associates team, Tank created custom reports within Google Analytics to help shape the story of how users are entering the website, what programs are driving the most interest, and what page sections are generating meaningful interactions.

The following data sets and sources were considered in this analysis:

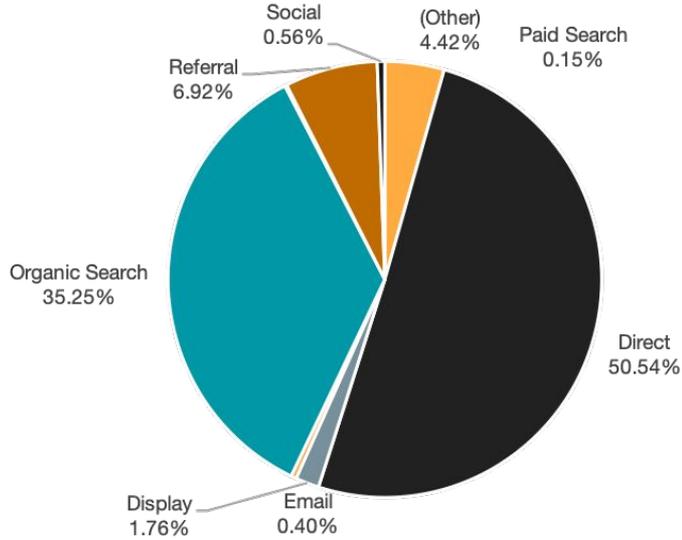
- Acquisition channels
- Entry pages
- Custom segmentation
- State level users

What channels are performing

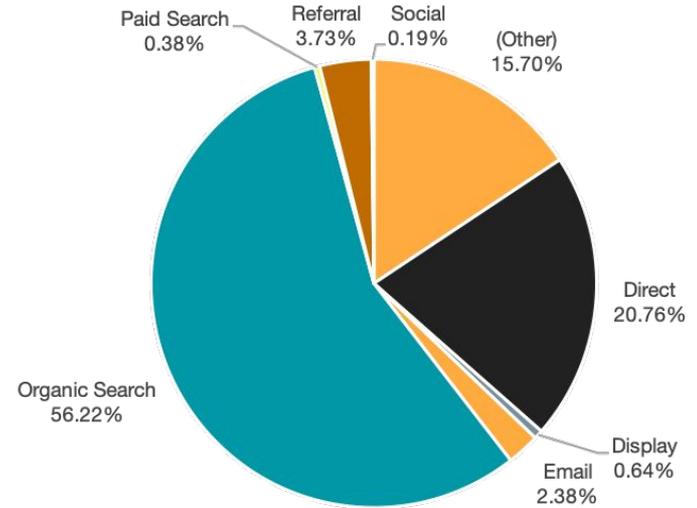
Channel	Sessions	Users	Bounce Rate	Pages / Session	Avg. Session Duration	Form Submissions	Started a Video	Watched 95% of video	Downloaded PDF
	1,233,484	1,000,090	63.37%	2.16	0:01:16	12,790	5,329	929	8,320
Direct	623,368	528,619	74.64%	1.65	0:00:41	1,185	2,607	402	1,487
Organic Search	434,821	341,593	48.53%	2.75	0:02:00	7,151	1,817	339	6,080
Referral	85,342	63,392	59.40%	2.91	0:01:25	271	307	63	379
(Other)	54,495	36,746	49.01%	2.49	0:01:59	3,646	330	70	251
Display	21,691	19,016	88.52%	1.2	0:00:13	7	106	23	40
Social	6,960	6,066	76.68%	2.24	0:00:38	11	8	5	28
Email	4,982	3,042	40.59%	2.9	0:03:56	515	84	9	42
Paid Search	1,825	1,616	73.75%	1.56	0:00:29	4	70	18	13

What channels are performing

Sessions by Channel



Actions by Channel



Actions include form submissions, video starts, video 95% complete, and PDF downloads.

Source: Google Analytics 2019 YTD

Segment drill down

Landing Page	Sessions	Users	Bounce Rate	Pages / Session	Avg. Session Duration	Form Submissions	Started a Video	Watched 95% of video	Downloaded PDF
i-Ready Product Page Visits	767068	654804	76.72%	1.65	47.59	2220	5489	1028	5066
Ready Product Page Visits	172826	135151	35.08%	4.13	220.87	11033	1598	328	5158
BRIGANCE Product Page Visits	67852	49077	30.15%	4.04	255.19	2852	157	37	2529
Google PPC	34459	29428	87.21%	1.23	14.09	15	397	75	102
Prospects (Clicked on Rep Email)	1864	1798	0.00%	5.90	483.47	86	24	6	127

What entry pages are performing

Landing Page	Sessions	Users	Bounce Rate	Pages / Session	Avg. Session Duration	Form Submissions	Started a Video	Watched 95% of video	Downloaded PDF
i-Ready	727,238	630,480	71.42%	1.78	0:00:42	1,163	2,676	455	2,042
Ready	76,327	66,569	46.16%	2.79	0:02:17	2,818	427	39	1,441
Brigance	46,742	37,839	37.32%	3.13	0:03:13	1,728	22	4	1,179
What We Do	4,689	3,848	70.48%	1.85	0:01:34	9	72	34	41
Success Stories	14,300	13,099	87.00%	1.25	0:00:20	7	63	14	36
Research & Efficacy	1,919	1,632	49.92%	1.83	0:02:25	5	26	1	179
Working With Us	2,643	2,282	42.68%	2.12	0:01:54	2	13	7	8

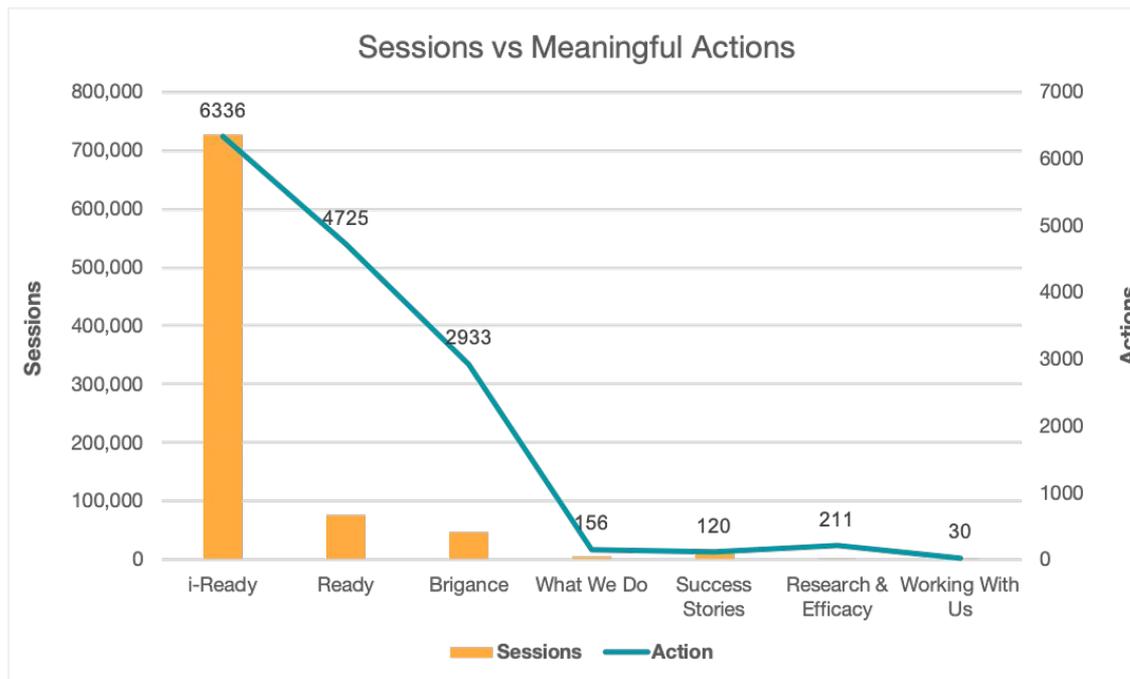
What entry pages are performing

i-Ready is not only the top entry section of the website, but it also drives the most actions as well.

The vast volume of i-Ready drives the large action numbers displayed in analytics, but it's important to note that both Brigance and Ready programs both experience a **6x** rate of sessions to actions compared to i-Ready.

Entry Points w/ High Action Rates

- Research & Efficacy - 11%
- Brigance - 6%
- Ready - 6%



Actions include form submissions, video starts, video 95% complete, and PDF downloads.

Source: Google Analytics 2019 YTD

State level data

State	Sessions	Users	Bounce Rate	Pages / Session	Avg. Session Duration	Form Submissions	Started a Video	Watched 95% of video	Downloaded PDF
Florida	233,670	190,002	64.83%	2.07	0:01:02	1,431	1,225	149	1,055
New York	157,017	121,517	67.16%	1.99	0:01:05	1,249	772	112	713
North Carolina	79,172	61,057	65.76%	2.12	0:01:07	735	333	36	431
Mississippi	65,125	50,098	71.38%	1.82	0:00:51	367	188	15	215
Georgia	60,621	49,254	62.88%	2.21	0:01:14	750	303	53	370
Ohio	44,185	36,425	64.29%	2.09	0:01:08	586	284	46	388
Pennsylvania	40,115	30,501	63.08%	2.07	0:01:22	377	235	41	234
New Jersey	34,716	27,491	62.58%	2.14	0:01:12	374	216	38	230
Louisiana	20,469	15,979	66.23%	2.08	0:01:09	298	113	10	131

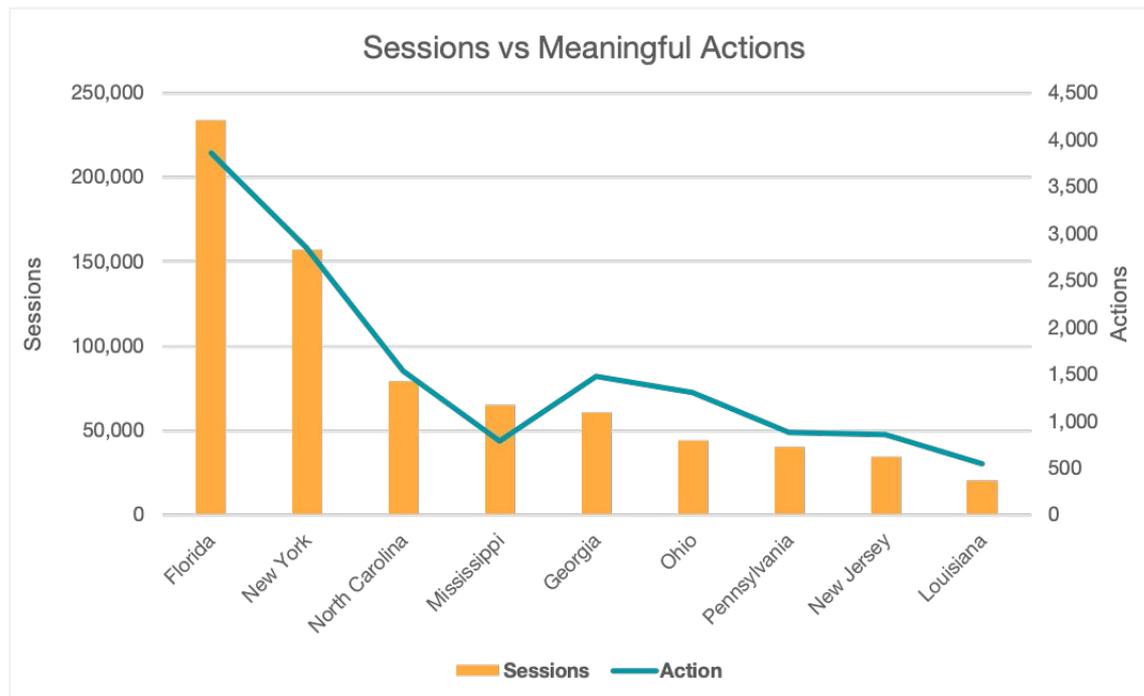
State level data

Ohio has a session to action rate of roughly **3%**, making it most engaged state when analyzing these metrics. That is nearly **double** the engagement rate for these actions compared to Florida.

While increased volume from the state will likely decrease action rates, targeted Ohio users could yield more overall site actions. Targeting Georgia users could also increase.

State's w/ High Action Rates

- Ohio - 2.95%
- Louisiana - 2.7%
- Georgia - 2.43%
- New Jersey - 2.47%



Actions include form submissions, video starts, video 95% complete, and PDF downloads.

Source: Google Analytics 2019 YTD

Key Takeaways

Takeaway	Estimated Effort
Consider creating custom content groupings to overcome URL structure challenges when reporting on specific products and content types	Low
Create a custom reporting dashboard via Google Data Studio to better display desired metrics and dimension drilldowns	Medium
Monitor branded keyword rankings in Google to better understand user intent as it relates to site interaction	Medium

Thank you

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