

How Princeton City Schools Uses Teacher-Based Teams to Power Assessments for Learning

District: Princeton City Schools | **Location:** Cincinnati, Ohio | **Grades:** 6-12

Interview: Libby Styles, Director of Teaching & Learning, Secondary



Key Takeaways



Teacher-Based Teams drive assessment design. Teachers collaborate to create and refine common assessments aligned to standards and state testing expectations.



Assessment data informs instruction. Teachers use item analysis and subgroup data to identify learning gaps and guide instructional decisions.



Students gain experience with state test formats. Technology-enhanced questions and testing tools help students build familiarity with the Ohio state assessment environment.



Consistency supports collaboration. Using a single platform across grades 6-12 allows teachers to share assessments, analyze trends, and refine instruction over time.

At Princeton City Schools in Ohio, assessment is not just about measuring learning: it is a tool for improving instruction.

Across grades 6–12, teacher-based teams collaborate to design common assessments, analyze student data, and adjust instruction based on what students need most. Using Edcite as their assessment platform, Princeton has built a system where teachers can create state-aligned assessments, share them across teams, and use the resulting data to guide instructional decisions.

Today, Edcite supports a consistent assessment framework across the district's middle and high schools, helping teachers collaborate more effectively and giving students valuable practice with question types they will encounter on the Ohio state assessment.

Supporting Stronger Common Assessments

Before adopting Edcite, Princeton City Schools was already committed to using common assessments within teacher teams. However, previous tools made it difficult to design the assessments teachers needed and share them effectively across teams.

Princeton needed an assessment platform that could support:

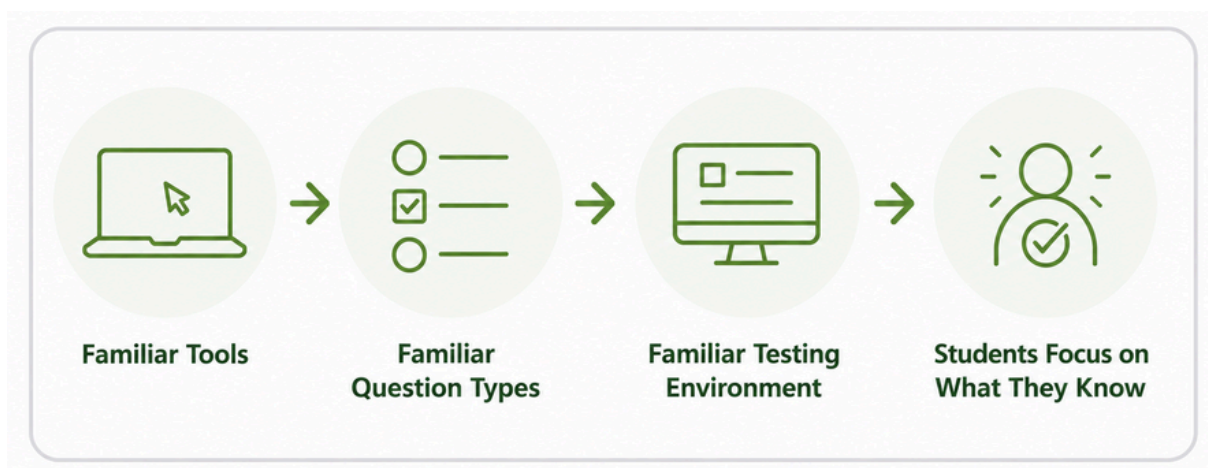
A wide variety of question types

Robust reporting and item analysis

Assessments that mirror the Ohio state testing environment

Easy sharing and collaboration across teacher teams

For Princeton's instructional leaders, aligning classroom assessments with the expectations of Ohio's state test was particularly important.



Regular exposure to technology-enhanced questions and the digital testing environment used on Ohio's state assessment helps reduce test-day surprises, allowing students to focus on demonstrating what they know.

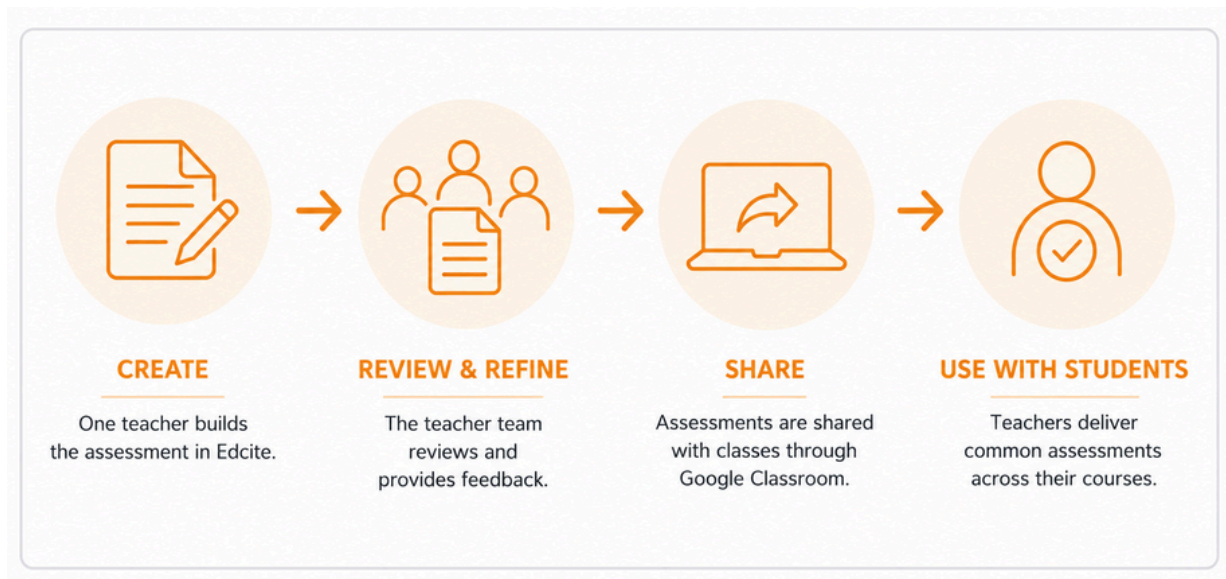
Less focus on navigating the test.

More focus on demonstrating learning.

A Teacher-Driven Implementation

At Princeton, Edcite is used across secondary grades (6–12) and is primarily driven by Teacher-Based Teams (TBTs). Rather than being pushed out by central administration, assessments are created and managed directly by teacher teams.

Each content team collaborates to design and refine common assessments for its courses, giving teachers direct ownership of the assessment process.



This teacher-driven approach allows teams to create, review, share, and administer common assessments while supporting collaboration and continuous improvement.

“

Teachers know how to create questions, pull from the library, and share assessments with their teams. The system runs very smoothly.”



Libby Styles

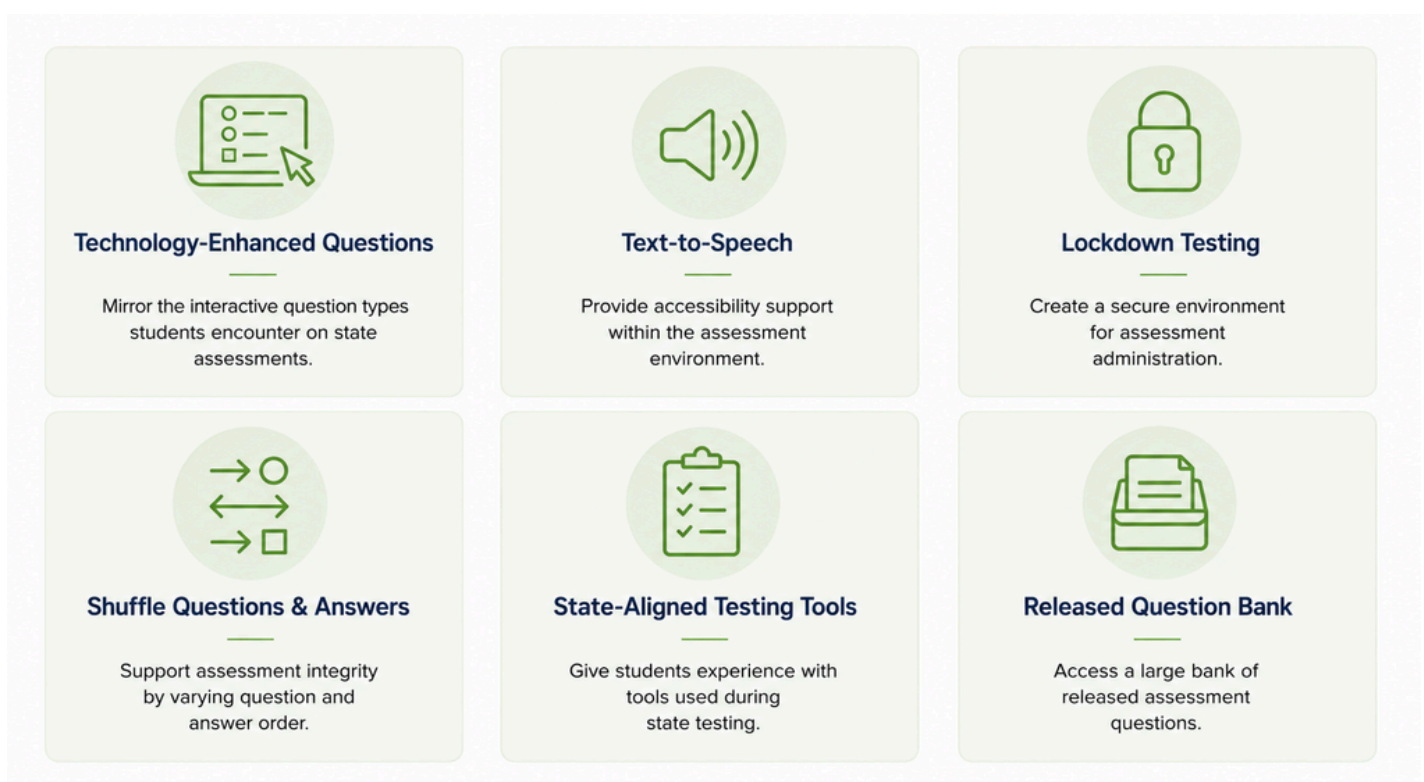
Director of Teaching & Learning, Secondary
Princeton City Schools

Designing Assessments That Support Learning

Teacher teams at Princeton use Edcite to design a range of assessments, from common formative assessments and unit quizzes to vocabulary checks and test preparation aligned to state standards.

Because teachers know the assessment questions ahead of instruction, they can use **backward design: planning instruction around the skills and knowledge students will ultimately need to demonstrate.**

Edcite provides teachers with tools designed to support assessment quality, accessibility, and familiarity with state testing tools and question types:



Edcite's assessment tools allow teachers to build items that reflect the Ohio state testing experience. Regular exposure to technology-enhanced question types, accessibility tools, and the digital testing environment helps students become more comfortable with the conditions they will encounter during state testing.

Designed for instruction. Built for real testing conditions.

Using Data to Inform Instruction

Assessment data plays a central role in Princeton’s instructional process. After students complete common assessments, teacher teams review the results to identify patterns in student understanding and determine where additional support may be needed.

Using Edcite’s reporting tools, teachers can analyze performance at multiple levels:



Teachers also examine subgroup data, including special education, English learner, and gifted student groups, to monitor progress across student populations and identify areas where additional support may be needed.



Grade-Level Visibility Strengthens Collaboration. Princeton assigns a teacher lead at each grade level with access to grade-level reporting, allowing teams to compare performance across classrooms and have more transparent conversations about instructional strategies.

Clearer data. Collaborative conversations. More informed instruction.

Creating Consistency for Teachers and Students

One of the biggest benefits Princeton has seen is consistency. Because Edcite is used across all secondary buildings, teachers and students become familiar with the same platform, assessment tools, and testing environment.

One Platform. Consistent Experiences.

FOR STUDENTS



Familiar Testing Experience

Repeated exposure to:

- Technology-enhanced question types
- State-test navigation and interface
- Calculators and accessibility tools

FOR TEACHERS



Easier Assessment Collaboration

A consistent platform makes it easier to:

- Build assessments
- Revise assessments
- Share across teacher teams

OVER TIME



Longitudinal Insight

Several years of assessment data allow teachers to:

- Examine year-to-year trends
- Evaluate instructional changes
- Monitor changes in student performance

For students, consistent use of Edcite provides repeated exposure to technology-enhanced question types, state-test navigation, calculators, and accessibility features. For teachers, a shared platform supports assessment creation and collaboration, while multiple years of assessment data provide visibility into year-to-year trends and the impact of instructional changes.

Consistency today. Insight over time.

Impact for Teachers and Students

The consistent use of Edcite across Princeton City Schools has helped strengthen both instruction and collaboration. For teachers and students, the result is an assessment system that supports both day-to-day instruction and continuous improvement.

FOR TEACHERS	FOR STUDENTS
Create & Collaborate A shared system for creating, revising, and sharing assessments across teacher teams.	Build Testing Familiarity Regular practice with question types and tools used on state assessments.
Use Data to Inform Instruction Item-level data helps teachers identify student needs and make instructional decisions.	Focus on Demonstrating Learning A familiar digital testing environment reduces the need to learn new tools on test day.
Save Time & Build on Existing Work A growing bank of assessment questions gives teachers resources they can reuse and refine.	Identify Opportunities for Growth Common assessments help reveal areas where students may need additional support.

By combining teacher collaboration with strong assessment tools, Princeton has built a system where assessments do more than measure learning: they actively help improve it.

Looking Ahead

Princeton continues to expand how teachers use Edcite to support instruction and assessment.

As new features become available, including AI-assisted grading and assessment authoring tools, the district is exploring additional ways to streamline assessment creation and provide faster feedback for students and teachers.

With a strong foundation built on **teacher collaboration** and **data-driven instruction**, Princeton City Schools is well positioned to continue using assessments as **a powerful tool for learning**.

“The ability for teachers to collaborate and create those common assessments is definitely a highlight. Having that consistency and that alignment to allow for that collaboration is going to be critical.”

LIBBY STYLES

Director of Teaching & Learning, Secondary
Princeton City Schools



Ready to Strengthen Your District's Assessment Strategy?

See how Edcite helps teacher teams create and share common assessments, prepare students for state testing, and use actionable data to inform instruction.

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