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Renzulli Learning integrates with Multi-Tiered Systems of Support (MTSS) to bring a proactive, data-informed, strengths-based framework into daily practice. Identify potential, deliver targeted enrichment and acceleration, and monitor progress for gifted, advanced, and all learners across Tier 1, Tier 2, and Tier 3. Grounded in more than five decades of University of Connecticut research. Powered by Renzulli Learning.

3 Tiers

enriched core, targeted enrichment, advanced acceleration

5

proprietary assessments for data-based decisions

40,000+

curated activities, 13,000+ correlated to standards

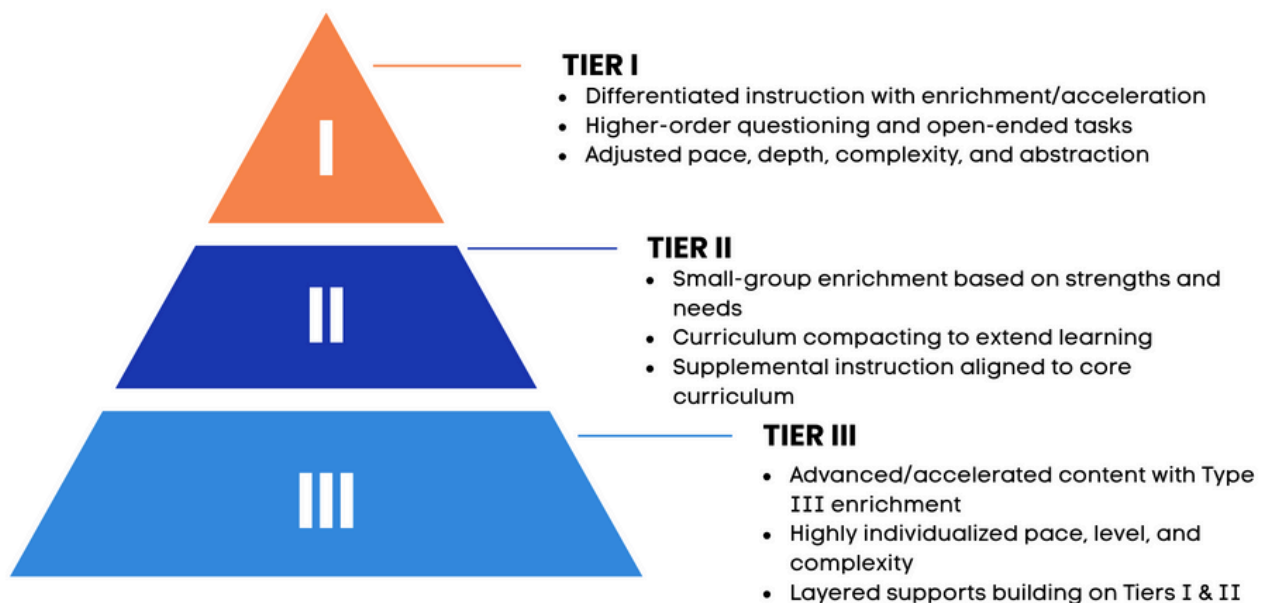
50+

years of UConn research

A Strengths-Based, Data-Driven Platform for Every Tier

MTSS integrates assessment and instruction using a schoolwide, multilevel system to maximize achievement and reduce behavior problems. Renzulli Learning brings a strengths-based approach built on the Schoolwide Enrichment Model. The Profiler and four skill assessments measure the durable skills that Portrait of a Graduate and career readiness frameworks demand, then educators use continuous progress monitoring to make data-based decisions about enrichment, acceleration, and intervention across all three tiers, identifying students with high potential, creativity, and demonstrated talents while spotting those with specific needs.

The Three Tiers at a Glance



Tiered Support Within MTSS

Tier	What It Looks Like, and the Renzulli Learning Tools
Tier 1: Enriched Core	Differentiate core instruction for all students through higher-order questioning, open-ended tasks, and adjustments to pace, depth, complexity, and abstraction, systematic enrichment that extends the regular curriculum. Tools: the Renzulli Profiler for personalization and 40,000+ enrichment activities matched to student profiles.
Tier 2: Targeted Enrichment	Group students by strengths, interests, or needs from assessment data, then deliver supplemental interventions such as curriculum compacting for clustered small groups. Tools: the Executive Function, Leadership, and Creativity assessments for grouping, collaborative enrichment clusters, and Project-Based Learning.
Tier 3: Advanced Acceleration	Offer accelerated options and advanced content, often interest-based Type III enrichment, for students who are advanced and need it. Instruction differs significantly in pace, level, complexity, and abstraction. Tools: Type III creative productivity via PBL, the Personal Success Plan, and curriculum compacting.

Assessments That Power MTSS Decision-Making

MTSS requires data to identify students, monitor progress, and adjust supports. Renzulli Learning provides five proprietary assessments purpose-built for these decisions. The Executive Function Assessment and the Cebeci Test of Creativity have documented validity and reliability evidence.

Assessment	What It Measures
Renzulli Profiler	Identifies interests, learning styles, and expression styles in 20+ languages, the foundation for personalized matching and strengths-based identification.
Executive Function Assessment	Measures planning, organization, attention, flexibility, self-regulation, working memory, and task initiation.
Leadership Assessment	Measures collaboration, communication, and leadership behaviors, surfacing students who may not appear on academic measures.
Cebeci Test of Creativity	Measures divergent thinking, originality, and creative potential (US Patent 12,087,176), nonverbal and language-independent.
Critical Thinking Assessment	A student self-report of how often students use analysis, evaluation, inference, and reasoning, tracked over time for grades 3-12.

Monitor, Adjust, and Document Growth

Progress monitoring within MTSS is ongoing, with frequent collection of formal and informal data. Renzulli Learning uses this data to assess engagement and performance, examine responsiveness to instruction, and evaluate the effectiveness of instruction and intervention (using the Executive Function Assessment and Cebeci Test of Creativity, which have documented validity and reliability evidence). Assessment data, Project-Based Learning milestones, and Personal Success Plan goal cycles feed the Total Talent Portfolio, one living record that documents durable-skill growth and shows responsiveness to intervention, the evidence MTSS teams need to justify tier decisions. All measures are appropriate to each student's grade and skill level.

Gifted Services and 2e Identification Within MTSS

Gifted support and enrichment teachers can deliver direct services within MTSS: assigning enriched and accelerated learning experiences, including more than 13,000 activities correlated to academic standards, based on student choice, plus differentiated lessons, a differentiated search engine by subject and standard, and curriculum compacting. Because the Profiler reveals strengths regardless of deficits, and the four skill assessments add data points, the platform is well-suited to spotting twice-exceptional (2e) students within an MTSS framework, revealing talent that a disability may mask.

Research Supporting MTSS Integration

The Schoolwide Enrichment Model, the foundation of Renzulli Learning, has more than five decades of research documenting its effectiveness across all three tiers. Key studies:

Finding	Source
Tier 1: SEM-based enrichment pedagogy, the same approach delivered through Renzulli Learning, develops talents, creative productivity, and engagement for all students in the general classroom.	Reis, Renzulli & Renzulli (2021), Education Sciences
Tier 1: A cluster-randomized study of 383 students (grades 3-8) found students using Renzulli Learning, an earlier version, for 16 weeks showed significantly higher growth in reading comprehension ($p < .001$), fluency ($p = .016$), and social studies ($p = .013$).	Field (2009), iJET
Tier 1-2: A randomized study of 1,192 students across five schools found enriched SEM instruction as effective as or more effective than traditional instruction, with significant reading gains.	Reis, McCoach et al. (2011), AERJ
Finding	Source
Tier 2: Compacting 40-50% of the curriculum produced no loss in achievement; the time freed went to enrichment and acceleration.	Reis, Westberg et al. (1998), GCQ
Tier 3: 82% of underachieving students reversed their underachievement through interest-based Type III creative productivity.	Baum, Renzulli & Hébert (1995)

Tier 3: A 2011 Wichita State master's thesis with 23 gifted seventh graders found that students who used the Personal Success Plan as recommended showed achievement gains.

[Miller \(2011\), Wichita State University](#)

Schoolwide: a year-long SEM study of 1,698 students in 11 schools found student creative products exceeded the norm, with improved student and teacher attitudes.

[Olenchak & Renzulli \(1989\), GCO](#)

Explore the Apps: Tap Any App to Open It on Our Website



Renzulli Profiler

Surfaces interests, learning styles, and strengths in 20+ languages.

[Open this app >](#)



Total Talent Portfolio

One living record of each student's strengths, growth, and best work.

[Open this app >](#)



Critical Thinking Assessment

A self-report of how students analyze, evaluate, and reason.

[Open this app >](#)



Executive Function Assessment

Measures planning, self-regulation, and goal-directed behavior.

[Open this app >](#)



Leadership Assessment

Captures collaboration, communication, and leadership behaviors.

[Open this app >](#)



Cebeci Test of Creativity

A patented, nonverbal, language-independent creativity measure.

[Open this app >](#)



Project-Based Learning

Real-world Type III projects where students investigate and create.

[Open this app >](#)



Enrichment Database

40,000+ curated, vetted activities matched to each student.

[Open this app >](#)

Student-Driven, and Ready for What Your District Must Report

Renzulli Learning begins with the student, their strengths, interests, and durable-skill growth, not with a standard to cover. That student-driven approach is exactly what today's Portrait of a Graduate and career readiness frameworks ask schools to develop. For districts that need it, the platform also maps to gifted and talented requirements. See how it connects: [Career Readiness & Durable Skills by State](#) and [G&T Alignment by State](#).



Fundable through Title I, II, III, IV-A, and Perkins V. Questions about funding? [View funding options >](#)

Integrate Strengths-Based Enrichment into Your MTSS Framework

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Or call us with any questions: (203) 680-8301