

One strength-based platform for every special population. Renzulli Learning identifies each student's strengths, develops their talent, and documents their growth, grounded in four decades of Schoolwide Enrichment Model research from the University of Connecticut. Powered by Renzulli Learning.

Strengths First, Not Deficits First

Schools most often serve special populations through a deficit-based lens: remediation focused on what a student cannot do. Renzulli Learning is built on the opposite premise. A strength-based, talent-focused approach begins with what a student can do, their strengths, interests, and talents, and uses that as the engine for engagement and growth. Because the Schoolwide Enrichment Model was designed for all students, one platform serves the full range of a district's special populations.

How Renzulli Learning Helps

Step	What Happens
Identify strengths	The Renzulli Profiler surfaces each student's interests, learning styles, and expression styles in 20+ languages, revealing talents a deficit-focused evaluation would miss.
Match enrichment	40,000+ curated activities connect students to their interests, so engagement comes from strength, not remediation.
Develop talent	Project-Based Learning and the Enrichment Triad move students from exploring an interest to creating original work.
Build durable skills	Strengths become the vehicle for developing academic skills, self-regulation, and executive function, all measured over time.
Document growth	The Total Talent Portfolio records growth and best work, and travels with the student across grades and schools.

Populations Served, and the Research Behind Them

Population	Research Support
Gifted & Advanced Learners	Four decades of peer-reviewed SEM research (Reis & Peters, 2021). Baum, Renzulli & Hebert (1995): 82% of underachievers reversed underachievement.
English Learners & Emergent Bilingual	Lucas Education Research and Stanford: English learners in project-based classrooms scored up to 28 points higher on language proficiency than peers.
Twice-Exceptional (2e)	Reis & Renzulli (2020), Parenting for strengths; Baum, Schader & Hebert (2014), a strengths-based, talent-focused approach for 2e learners.
Students With Disabilities	SEM implemented with students who have learning disabilities (Renzulli & Reis). The SEM-R reading study, in a school with many special-needs students, found significant gains.
Economically Disadvantaged & Diverse	Reis & Peters (2021): SEM raised engagement and achievement for diverse and low-income students. Booij et al. (2016), 25-year follow-up: higher grades.

The same approach extends to every other special population, including at-risk, dyslexia, Section 504, and highly mobile students (homelessness, foster care, military-connected, or migrant), with the Total Talent Portfolio providing continuity across transitions.

One Platform, One Price, Every Population

Districts often purchase separate tools for gifted programming, English learners, intervention, and enrichment, each with its own license, training, and data system to manage. Renzulli Learning replaces that fragmentation with a single strength-based platform that serves every student and every special population at one per-student price.

Advantage	What It Means
One license, every population	Gifted, English learners, students with disabilities, and all learners are served by the same platform. No per-population add-on modules or separate contracts.
Less to manage	One training pathway, one data system, and one vendor relationship, reducing the overhead of coordinating multiple population-specific programs.
Engagement is cost-avoidance	Research links strength-based enrichment to higher engagement and reduced underachievement. Students who stay on track reduce the cost of escalating intervention.
Free professional development	Onboarding and a free PD course with UConn contact hours are included, so adoption does not carry a separate cost.

Grounded in Four Decades of Research

Renzulli Learning's approach to special populations is the applied form of a long research record from the University of Connecticut. Key sources: Reis & Peters (2021), a four-decade SEM synthesis including diverse and special populations; Reis & Renzulli (2020) on twice-exceptional learners; Baum, Schader & Hebert (2014); the SEM-R Reading Study (Reis et al., 2005) in urban and special-needs schools; and Lucas Education Research with Stanford on project-based learning and English learners. See renzullilearning.com/en/research.

Getting Started

1. Activate the Profiler for your students → **2.** Students complete assessments and interest-based enrichment → **3.** Personalized projects develop each student's talent → **4.** Growth and best work populate the Total Talent Portfolio → **5.** Review the educator view for planning and reporting.

Ready to serve every special population with one platform?

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