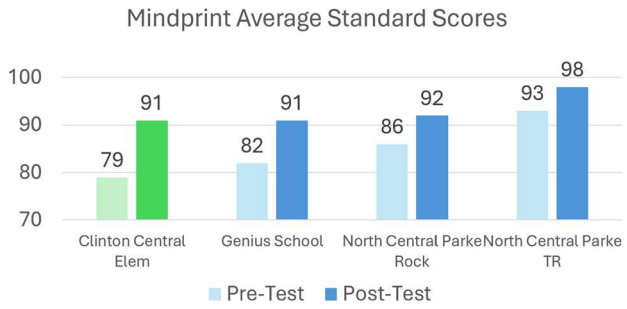
Topline Findings from Two Implementations of Comprehensive Integrated Cognitive Training Funded by the Indiana Digital Intervention Grant

Clinton Central Community School Corporation and North Miami Community Schools each received funding under the Digital Intervention Grant from the Indiana Department of Education to implement Comprehensive Integrated Cognitive Training (CICT®) during the 2025-26 school year. At this time, pre- and post-testing of cognitive skills has been conducted. Final ILEARN results are anticipated to be released in September, 2026 according to information on the IDOE website.

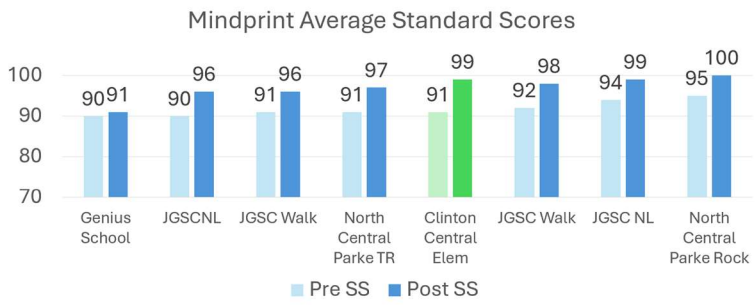
At Clinton Central Schools,165 students in 3rd through 7th Grades engaged in CICT in the Fall of 2025, and usage was consistent with the recommended protocol (3 to 5 times a week for 12 weeks). 66 Jr High/High School students started the program in the Spring and will continue into the 2026-27 school year. On average, the students who completed the program in the Fall experienced meaningful increases in average scores on Mindprint, the independent, nationally normed cognitive assessment taken before and after cognitive training with BrainWare SAFARI. Gains were consistent with results achieved by students in previous school implementations[1], as shown in the following charts (Clinton Central scores represented by the green bars in charts below).[2]

Clinton Central Students	Average Cognitive Growth	Range of Growth Other Schools
3rd Grade	11 Standard Scores	5 to 9 Standard Scores
4th Grade	7 Standard Scores	1 to 6 Standard Scores
5th Grade	12 Standard Scores	3 to 7 Standard Scores
6th Grade	9 Standard Scores	4 to 8 Standard Scores
7th Grade	7 Standard Scores	2 to 8 Standard Scores

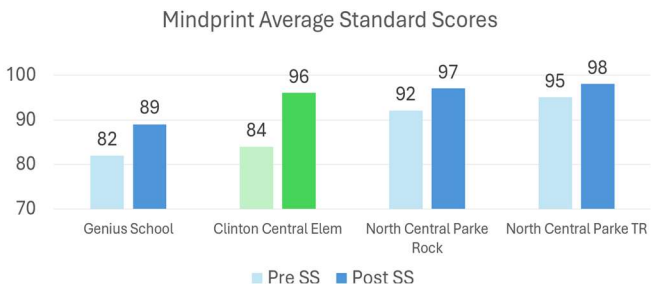
3rd Grade Cognitive Gains



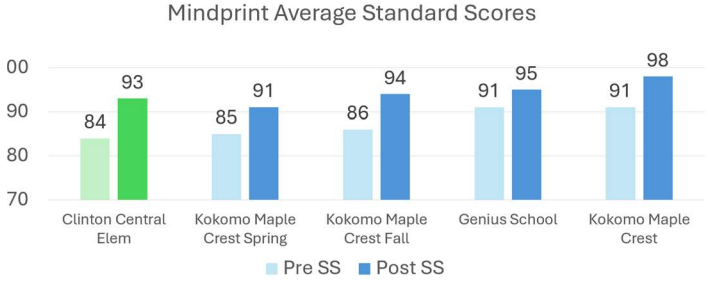
4th Grade Cognitive Gains



5th Grade Cognitive Gains



6th Grade Cognitive Gains



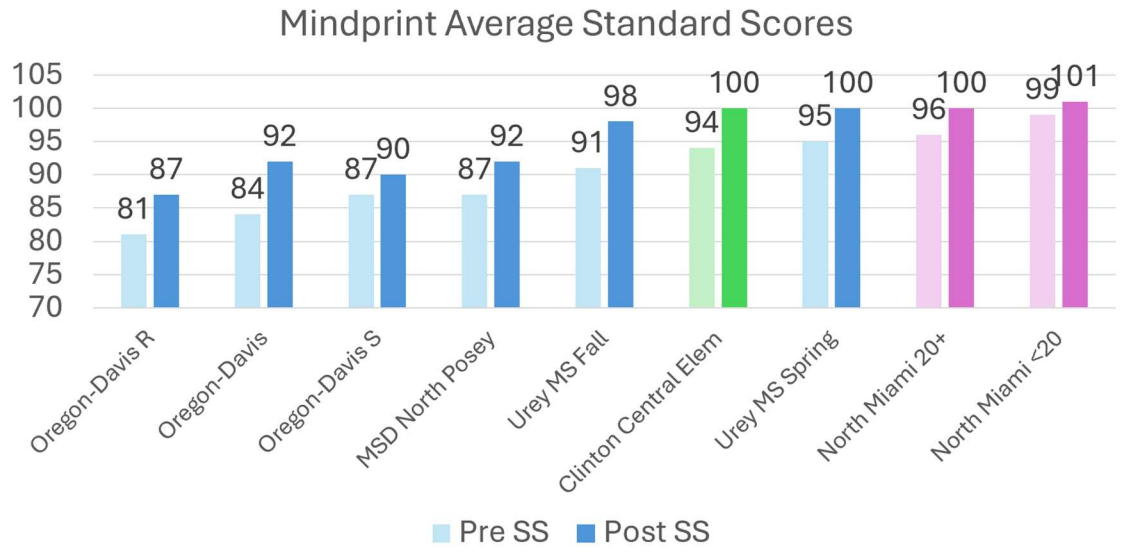
[1] BrainWare SAFARI (CICT) has been implemented in 29 schools, with approximately 3200 students, between 2006 and 2026, in urban, rural and suburban settings.

[2] Average gains of at least 3 to 4 standard score points across multiple cognitive domains represent meaningful movement relative to the expected stability of standardized cognitive measures, especially over a relatively short intervention period. On measures with a standard deviation of 15, a gain of approximately 3 standard score points corresponds to an effect size of 0.2, while a gain of approximately 12 points corresponds to an effect size of 0.8.

While students at Clinton Central took ILEARN in the Spring, results are not yet available. In previous CICT school implementations with similar fidelity and cognitive outcomes have improved their scores on ILEARN. A case in point: 17% increased at least one proficiency level (e.g., Approaching to At) in both ELA and Math. 30% increased at least one proficiency level in ELA or Math, and 20% increased their score (closer to the cut score for the next proficiency level) in one or both subjects.

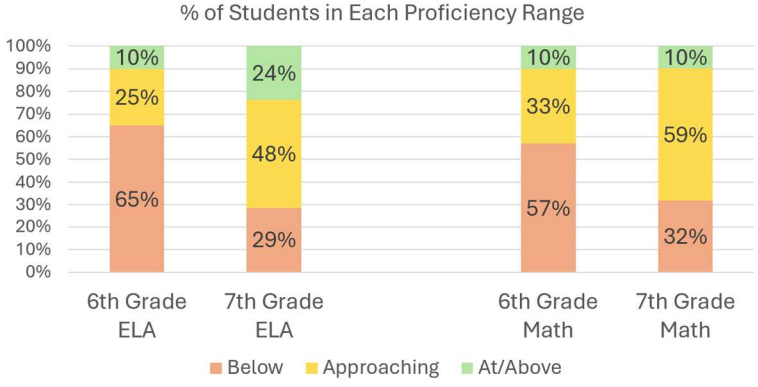
At North Miami Community Schools, 75 7th Grade Students engaged in CICT in the Fall of 2025. 46 8th grade students started the program in the Spring and will continue into the 2026-27 school year. Usage for the 7th Graders was somewhat less than the recommended protocol, with an average of 18 logins compared to the 36 that would be expected with the protocol. Consistent with previous implementations, stronger adherence to the recommended protocol was associated with larger cognitive gains. Students with at least 20 logins experienced meaningful cognitive growth (5 Standard Scores). Those who completed fewer than 20 sessions may have improved on individual skills but had less overall average growth (2 Standard Scores).

7-8th Grade Cognitive Gains



The cognitive domains addressed by CICT—including attention, working memory, flexible thinking, memory, complex reasoning and processing speed—play a foundational role in reading, mathematics, problem-solving, executive functioning, and classroom learning

Urey MS 7th Graders' ILEARN Scores (compared to their 6th grade scores)



In previous school implementations, students demonstrating similar levels of cognitive growth following CICT also demonstrated improved performance on ILEARN as shown in the chart to the left. The students who achieved the ILEARN gains shown at left also had 50% fewer tardies and 59% fewer disciplines the following Fall.

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