

ARTIFICIAL INTELLIGENCE IN SCHOOL PSYCHOLOGY REPORT WRITING

A structured, ethical, and scalable model
for expanding practitioner capacity

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Psychological Assessment Resources, April 2026

Abstract

School psychology is operating under sustained workforce pressure. The National Association of School Psychologists (NASP) recommends a ratio of one school psychologist for every 500 students, yet the national ratio for the 2024–2025 school year is 1,071:1 (National Association of School Psychologists [NASP], 2024). Under these conditions, practitioners are frequently pulled toward compliance-driven evaluation work at the expense of consultation, prevention, and broader mental and behavioral health services. One of the most important contributors to this imbalance is report writing, which remains both cognitively demanding and time intensive. This white paper synthesizes current research on AI use in school psychology and psychological report writing, PAR market research, competitive landscape findings, and early implementation data from PAR's AI Report Writer (AIRW). Across these sources, a clear pattern emerges: practitioners are interested in AI that is transparent, ethical, secure, and customizable; open-ended or generic tools can create risk; and purpose-built, assessment-aligned systems are better positioned to support professional judgment rather than replace it. AIRW is presented as an emerging implementation model because it combines structured report generation, assessment-aware workflows, clinician control, privacy-forward architecture, and ongoing training and support. The evidence suggests that AI-assisted report writing is no longer hypothetical in school psychology. The question is increasingly not whether AI will be used, but whether it will be implemented in a way that expands capacity while maintaining rigor, trust, and professional responsibility.

Key Takeaway: *The most promising role for AI in school psychology is not autonomous interpretation. It is structured assistance that shortens the path from data to defensible draft while preserving clinician oversight.*

Workforce constraints are reshaping the role of the school psychologist

The staffing challenge in school psychology is not new, but it has become more consequential as student needs have intensified. NASP recommends a ratio of one school psychologist for every 500 students in order to support comprehensive service delivery, and notes that even lower ratios may be warranted in communities with higher needs or more intensive service demands (NASP, 2020; NASP, 2024). Current national data remain far from that benchmark. According to NASP's State Shortages Data Dashboard, the national ratio for the 2024–2025 school year is 1,071 students per school psychologist (NASP, 2024). Research has consistently shown that as ratios increase, school psychologists spend more time in special education evaluations and less time in schoolwide prevention, consultation, and systems-level supports (Eklund et al., 2020; Farmer et al., 2021). In practical terms, this means that staffing shortages do not simply reduce capacity; they narrow the role itself.

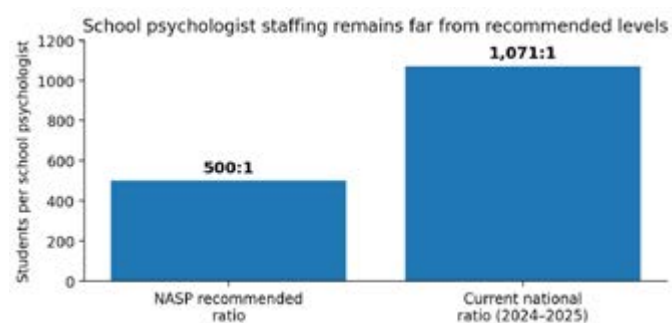


Figure 1. Recommended versus current national school psychologist staffing ratio.

These constraints are visible in practice surveys as well. The NASP membership survey has shown that school psychologists with ratios below roughly 1:1,100 report less engagement in special education evaluations and greater opportunity to participate in broader strategies that promote safe and supportive learning environments (Farmer et al., 2021). The implication is straightforward: if the field is going to move closer to the comprehensive



practice model without waiting for a workforce expansion that may take years, it must also become more efficient in the tasks that currently consume the most time.

Report writing remains one of the clearest structural bottlenecks

Among those tasks, report writing stands out. In PAR market research conducted in 2025 with 73 school-psychology-focused respondents, 40% reported that a typical report takes 6 to 10 hours to complete, 38% reported 3 to 5 hours, and 8% reported more than 10 hours. Across the sample, respondents estimated that they spend about 100 hours per month, or roughly 25 hours per week, writing reports (Messer, Champ Morera, & Gay, 2026). These findings are directionally consistent with the broader literature on administrative overload and with the heavy workload findings used in AI adoption research, where “too many reports to write” is itself a salient stress indicator for school psychologists (Farmer et al., 2025; Pike & Floyd, 2024).

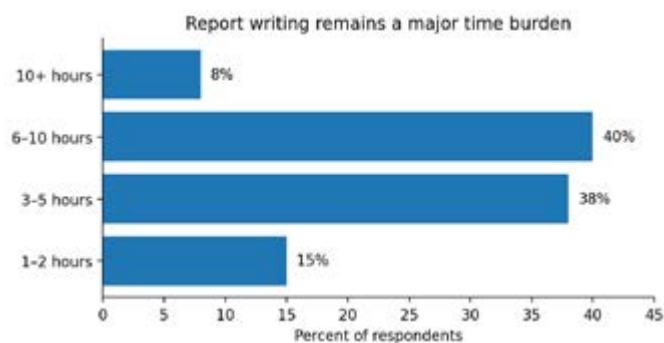


Figure 2. Report-writing time reported in PAR’s 2025 market research.

Because report writing requires interpretation, synthesis, and professional language, it is the kind of task for which many psychologists have historically depended on templates, cut-and-paste text, and personal writing systems. PAR’s research found that 91% of respondents use templates and 68% copy text from publisher reports, showing the profession has long sought to streamline this work. AI-assisted report writing should therefore not be understood as creating a new need. It is better understood as a new technological response to a longstanding workflow problem (Messer, Champ Morera, & Gay, 2026).

The research base supports AI as an assistive, not autonomous, writing tool

Recent research has begun to clarify where AI can and cannot add value in psychological writing. In a study of 249 licensed psychologists, Lockwood, Farmer, Shergill, Benson, and Gilbert (2025) compared AI-generated and human-written psychological reports on overall quality, readability, writing style, organization, summaries, recommendations, preference, and willingness to sign off. Human-written reports were generally rated more favorably, but effect sizes were typically small. Two exceptions stood out: human-written summaries were stronger, whereas AI-generated recommendations showed moderate advantages. This is an important pattern for school psychology because it suggests that AI can be substantively helpful in specific sections of a report even when clinicians still prefer human-authored work overall.

Adoption research in school psychology points in the same direction. Farmer, Lockwood, Floyd, and Sisco (2025) surveyed 199 school psychologists across the United States and found that about one third reported using AI for documentation, communication, and related professional tasks. Participants also highlighted privacy, bias, and the need for clear guidance as central concerns, and the authors concluded that formal training and institutional policies remain limited. In other words, the field is not simply asking whether AI can write. It is asking whether AI can be used in ways that are ethical, transparent, and consistent with professional responsibility.

Why the implementation model matters more than generic AI access

That question brings the competitive landscape into focus. The strongest alternatives in this category tend to cluster into two models. One is the prompt-based productivity suite, which offers broad flexibility for brainstorming, drafting, and prompting but often relies on the end user to define the boundaries of appropriate use. The other is the governance-heavy district platform, which emphasizes state compliance logic, administrative

oversight, and procurement readiness. PAR's competitive analysis suggests that both models have strengths, but neither fully resolves the core tension in school psychology between efficiency and professional control.

The advantage of PAR's AIRW is that it operates as a third model: a structured, assessment-aligned writing system designed specifically for psychological workflows. The competitive analysis found that PAR's most defensible differentiators are its tight coupling to the PARiConnect ecosystem, tokenization of identifying data during model-related processing, closed-system/private-infrastructure positioning, clinician control over tone and detail, and clear human-review expectations. Subtly but importantly, this means AIRW is not asking the practitioner to translate a generic AI tool into an assessment workflow. It starts from the workflow itself.

Subtle Competitive Distinction: *Generic AI can be impressive in isolation. AIRW is designed to be useful under the actual constraints of school-psychology practice: compliance-sensitive workflows, mixed assessment inputs, privacy expectations, and the need for editable, clinician-controlled outputs.*

AIRW in practice: Driving scalable implementation across school districts

A key question is whether a tool is merely promising or already demonstrating real-world traction. Based on PAR internal adoption data, PAR's AIRW is currently being used in more than 40 states. In addition, multiple new district pilots are underway for the 2026–2027 school year. That pattern matters because it suggests that AI-assisted report writing is no longer confined to early curiosity among individual users. It is beginning to move into institutional workflows.

One of the clearest examples comes from a recent pilot conducted in one of the largest districts in the Southeastern United States. This district serves approximately 100,000 students, supports roughly 20,000

IEPs, employs about 100 school psychologists, and completes close to 8,000 evaluations annually. Pilot participants reported that PAR's AIRW was particularly helpful in analyzing and synthesizing assessment data, integrating information from multiple sources, and providing a strong foundation for organizing and drafting reports.

In practice, time savings varied based on factors such as case complexity and practitioner experience, but generally ranged from approximately one to three hours per evaluation. At this scale, the savings translate into meaningful system-level impact. Each hour saved per evaluation represents approximately 8,000 hours of capacity returned annually—equivalent to nearly four full-time school psychologists for this district. That time can be reinvested into consultation, intervention, and direct student support, helping districts move closer to the comprehensive service model that current staffing levels often make difficult to achieve.

The pilot provided valuable insights to guide continued refinement, particularly around customization and alignment with district workflows. More importantly, it highlights a partnership-driven approach—where AIRW delivers value today while continuing to evolve through collaboration, enabling district-level personalization and ongoing improvement over time.

Ethical integration requires training, support, and professional guardrails

A recurring theme in the literature is that AI adoption without guidance creates risk. Farmer et al. (2025) found that school psychologists remain concerned about privacy, bias, and the need for clear professional guidance. Lockwood and Brown (2025) similarly argue that AI in school psychology must be implemented with explicit attention to bias, equity, transparency, and community impact. This means that an AI tool alone is not the full solution. The implementation environment matters.

AIRW's support model addresses that requirement directly. Beyond the software itself, PAR has built an

educational layer around the product that includes onboarding, district training, ongoing support, and a growing catalog of webinars and CE courses related to AI in psychological practice, report writing, ethics, and implementation (PAR, 2026). This is more than an add-on. It responds to one of the most important findings in our research: practitioners want AI that supports judgment, not AI that asks them to suspend it. Training helps operationalize that distinction.

Onboarding	District Training
Initial workflow setup and report-use orientation	Implementation guidance tailored to local needs
CE Webinars/Courses	Ongoing Support
AI-focused learning opportunities available through PARTalks	Help desk, office hours, and iterative feedback loops

Protecting Sensitive Student Information in AI-Supported Workflows

The integration of artificial intelligence into school psychology introduces not only opportunities for efficiency, but also heightened responsibility for protecting sensitive student information. Psychoeducational evaluations routinely include highly confidential data—cognitive, behavioral, emotional, and developmental information about children—that must be handled in accordance with legal frameworks such as FERPA, HIPAA, and COPPA, as well as professional ethical standards.

Importantly, concerns related to privacy and data security are not theoretical—they are consistently identified by practitioners as one of the most critical factors influencing AI adoption. In PAR's 2025 market research, school psychologists ranked data privacy,

security, and trust among the top considerations when evaluating AI tools, with many indicating that uncertainty in how data is handled is a primary barrier to use (PAR Market Research, 2025). This underscores that any solution introduced into this space must address not only functionality, but also confidence in how sensitive information is protected.

As AI tools become more widely used, the way in which this data is processed, stored, and transmitted becomes critically important. Many general-purpose AI tools operate in environments where data handling practices are not fully transparent, may involve third-party processing, or do not clearly restrict the use of inputs for model training. In the context of school psychology, this creates meaningful risk—not only related to student privacy, but also to the potential misuse of copyrighted assessment content and exposure to future legal and ethical challenges. AI systems designed specifically for professional use must therefore treat data protection as a foundational requirement. PAR’s AI Report Writer was designed with this principle at its core. Built into PARiConnect, a SOC 2–compliant environment, all data is encrypted both in transit (TLS v1.2+) and at rest (AES-256), aligning with established standards for handling sensitive health and student information.

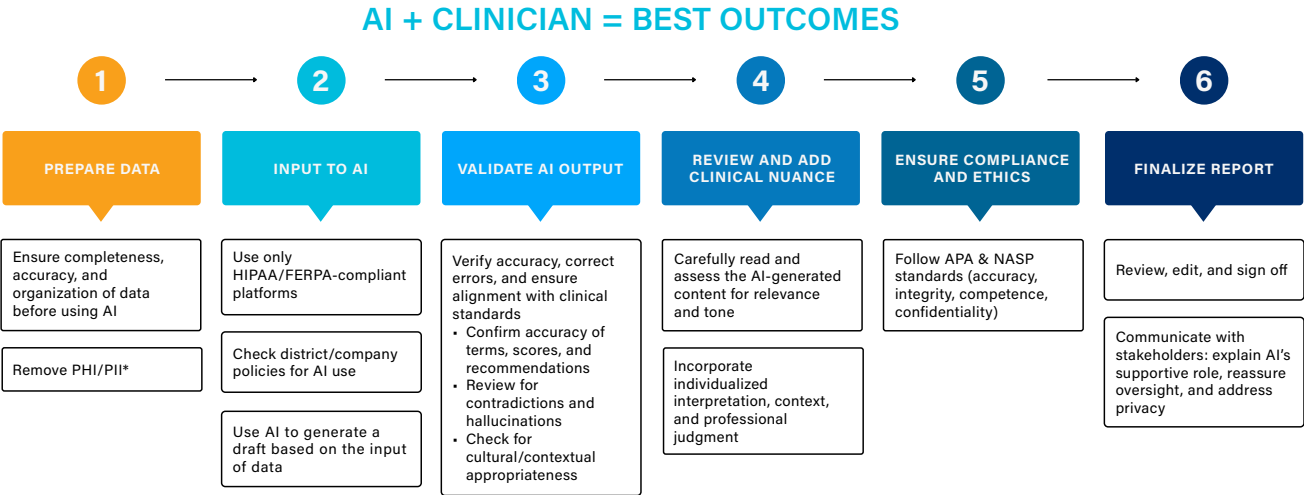
A key component of this approach is the use of tokenization during report generation. When working within the system, personally identifiable information (PII) and protected health information (PHI) are replaced with non-sensitive tokens—randomized strings that

carry no meaningful data. This ensures that the AI model operates only on de-identified information while the report is being created. Once the report is finalized and downloaded, original data elements are securely restored for practitioner use.

Equally important, PAR’s AI capabilities operate entirely within a private, controlled infrastructure. No data is shared with public AI platforms or external third-party services, and no sensitive information is used to train external models. This closed-system approach significantly reduces exposure risk and provides a level of control and transparency that is essential in school-based settings.

This distinction is critical. In environments where practitioners are responsible for safeguarding highly sensitive student data, the difference between general-purpose AI tools and purpose-built, secure systems is not merely technical—it is professional and legal. Systems that incorporate de-identification, encryption, controlled infrastructure, and clear data boundaries are better aligned with the expectations placed on school psychologists and the districts they serve.

As AI adoption continues to expand, the ability to confidently protect student information will be a defining factor in determining which solutions are appropriate for use in educational settings. Systems that prioritize privacy, security, and compliance not only reduce risk but also build the trust necessary for sustainable, long-term integration into professional practice.





Conclusion: PAR's AIRW is best understood as infrastructure, not a novelty

The strongest case for PAR's AI Report Writer is not that it can generate text; there are many AI systems that can do that. The stronger case is that AIRW addresses a specific, high-burden problem in school psychology with a model that is aligned to how practitioners actually work. It is designed for psychoeducational report drafting rather than generic prompting. It is structured around assessment workflows rather than free-form experimentation. It preserves clinician review rather than obscuring responsibility. It is supported by a privacy-forward positioning, by training and CE, and by early implementation evidence across states, districts, and private practice.

The implication is practical. If the field wants to move closer to comprehensive practice under current staffing realities, it will need tools that return time to psychologists without asking them to compromise rigor. AIRW represents one of the clearest emerging models for doing that. It should be evaluated not as a replacement for school psychologists, but as a structured support system that can help them write faster, stay in control, and redirect scarce professional time toward the work only they can do.

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