



Washington State Association of School Psychologists
2019 Census Survey Data

Respondent Demographics

395 participants in total (33.3% of School Psychology ESAs in Washington State)

239 respondents who identified as current WSASP Members (60.5% of respondents, and 65.7% of current WSASP membership).

116 school districts, ESDs, universities, and private practice were represented in the survey

Gender:

81.3% Female

16.2% Male

0.5% Self-Identified

2% Preferred not to answer

Race:

85.1% White or Caucasian

2.3% Black or African American

2.3% Asian or Asian American

3% Hispanic or Latino

3% More than one race

0.3% American Indian or Alaska Native

1.5% Preferred to self-identify

2.5% Preferred not to answer

Current Role:

96.5% School Psychologist

2.3% School Counselor

1.8% Educational Specialist/TOSA

1.5% Program Administrator

5% Other Role

Degree Level:

44.8% Masters (M.A., M.S., M.Ed.)

50.4% Educational Specialist (Ed.S.)

10.1% Doctorate (Ph.D., Psy.D., Ed.D.)

NCSP Certification:

58.7% have NCSP certification

39.0% do not have NCSP certification

Current Role

Building Assignments:

37% work in one building;

44.6% work in two buildings,

11.9% work in three buildings,



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3% work in four buildings, and
3.5% work in five or more buildings

District Mentorship:

43.8% have a district with a structured mentorship program;
56.2% have a district without a structured mentorship program

General Education Student Caseload Ratio:

The mean was 1,086 general education students to 1.0 FTE, with a range of 400 - 3500 reported

School Team Participation:

76.5% participate in a multi-disciplinary special education team
66.3% participate on a student support/intervention team
23.8% participate in academic progress monitoring/collaboration time with general education teachers

PBIS Team Participation:

19.2% participate on a PBIS Tier 1 team
27.3% participate on a PBIS Tier 2 team
31.4% participate on a PBIS Tier 3 team

Educational Diagnoses or Classifications WITHOUT Medical Diagnosis:

38% are permitted to provide educational diagnosis of autism without medical diagnosis
29.9% are permitted to provide educational diagnosis of OHI due to ADHD without medical diagnosis
15.4% are permitted to provide educational diagnosis of OHI due to other than ADHD without medical diagnosis
14.7% are permitted to provide educational diagnosis of Dyslexia without medical diagnosis.

Reestablishing Discrepancy for SLD Reevaluations

23.3% are required to reestablish discrepancy for SLD reevaluations
64.6% are not required to reestablish discrepancy for SLD reevaluations

Mental health activities currently completed in role:

57.7% lead or participate in SST/SIT/MTSS team (building)
37.2% develop Tier 2 or Tier 3 interventions for students
35.9% lead or participate in building-level mental health teams such as PBIS, etc.
21.3% lead or participate in district-level mental health teams
19.5% provide Tier 2 or Tier 3 interventions for students
6.1% participate in building restorative practice team

Are you currently involved in a Multi-Tiered System of Supports (MTSS) process in your building(s)?

50.9% Yes
37.0% No



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Have you received district-level training on MTSS?

28.6% Yes

59.2% No

What further training do you need to participate in MTSS?

21.3% Foundational information about MTSS principles

66.1% Implementing systems change

24.1% Consultation

27.3% Advocacy

Do you have an assistant, and what role do they perform?

62.8% I do not have an assistant of any kind

17.2% Clerical assistant (copying, scheduling, faxing, etc.)

0.5% Cognitive testing

6.8% Academic testing

1.3% Report Writing

10.6% Other