The Technical Review Panel (TRP) conducted an interview of the applicant, Arizona Autism Charter Schools, Inc. (AACS) on October 29, 2012 for the following purposes:

- To evaluate the capacity of the applicant to successfully implement the plan to operate a high-quality charter school,
- To provide the applicant team the opportunity to demonstrate how well they understand and have thought through the plan presented in the written application.

The applicant team present for the interview included the following members of the corporate board: Diana Diaz, Joseph Gentry, Ronald Harrison, Mary McEvilly-Hernandez, and Gregory Torrez.

The interview questions posed by the interview panel addressed the Education Plan, Organization Plan, and Business Plan. The results of the in-person interview are divided into sections aligned to scoring areas of the application. Each row begins with an overall rating for that portion of the interview. The rating options for each section are:

- The applicant provided additional information that improved the TRP's overall evaluation of the applicant.
- The information provided by the applicant did not change the TRP's overall evaluation of the applicant.
- The information provided by the applicant raised additional questions and/or concerns in the TRP's overall evaluation of the applicant.

The last column provides a summary of the responses given by the applicant in italics, and includes the primary questions asked by TRP members.

Rating	Section	Summary
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Ed Plan	Describe a typical day in the life of a student at your school, with an emphasis on the aspects of the school that meet the needs of a student with autism. *AACS described a typical day that included aspects of the school that would meet the needs of a student with autism.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.3 Program of Instruction	If I were to visit a multi-grade classroom, how many students and how many grade levels would I expect to see? In that classroom what would I see that would demonstrate that students are receiving instruction aligned to the grade level Arizona Common Core State Standards and their individual IEP? *AACS stated that individualization of instruction occurs within whole group instruction and described multi-grade classrooms instruction that address state standards.*

Rating	Section	Summary
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.3 Program of Instruction	What would I see teachers and students doing in a multi-grade classroom that would demonstrate the increases of rigor in the English Language Arts Common Core State Standards. *AACS described a process for multi-grade classrooms to address state standards and IEP goals. AACS also stated that multi-grade classrooms are flexible and take into consideration student age, size, and level of functioning.*
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	A.3.1 Mastery and Promotion	If a student is eligible for the Extended School Year or Summer School describe • How courses/content is determined • How instruction is delivered *AACS described how the Extended School Year or Summer School programs are part of the promotion/retention process.*
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	A.3.1 Mastery and Promotion	When students have completed Extended School Year or Summer School describe the process that will occur to determine if the student is promoted or retained. *AACS described the process for determining promotion or retention of a student after the completion of the Extended School Year or Summer School program.*

Rating	Section	Summary
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	A.5 PMP	Your PMP states that you expect a baseline of 11% passing Math AIMS and 12% passing Reading AIMS. • What is your plan for meeting the needs of students that are below grade level? • What resources will be needed for students below grade level, and how will those costs be accounted for? *AACS described a plan and resources to be used to meet the needs of students below grade level.*
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	B.2	What opportunities will there be for parental involvement and input into the school's governance? *AACS described the opportunities parents will have for providing input into the school's governance.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	B.2	Since the corporate and school governing boards will be one and the same, describe the process for identifying and electing candidates to fill vacancies on the board. *AACS described the process for filling vacancies on the school governing body. AACS stated that they will have a selective process for candidates that demonstrate a solid understanding of their mission.* The applicant provided information in the interview which should be incorporated in the narrative.
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	B.3 Management and Operation	Describe your process for recruiting teachers and paraprofessionals with qualifications to meet Highly Qualified requirements and the skills and knowledge to deliver the described program of instruction. *AACS described the process for recruiting teachers and paraprofessionals. AACS also described the resources and applicants pools that candidates will be drawn from. AACS stated that they have established relationships with programs at ASU, NAU, and U of A.* The applicant provided information in the interview which should be incorporated in the narrative.

Rating	Section	Summary
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	C.1 Facilities Acquisition	Your proposed location is near central Phoenix. You list other locations, one as far west as 75th ave and Thomas and the other at Broadway Rd. and 40th street. • Discuss the differences in demographics in students served if you need to change location to one of the secondary sties. • If you had to go with one of the alternate locations what adjustments would you need to make to your marketing and recruitment efforts. *AACS described contingencies in the event that the primary location described in the narrative was not available.*
The information provided by the applicant did not change the TRP's overall evaluation of the applicant.	C.1 Facilities Acquisition	Your budget is based on negotiation with the landlord of the Washington location. Describe the contingency plans for the budget and meeting the planned school open date if the Washington facility is not available. *AACS described contingencies in the event that the primary location described in the narrative was not available.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	C.4 Start-Up Budget	The start-up budget lists that several positions will be expected to donate their time during the start up period. *AACS described the staff that will donate time during the start up period. AACS stated that the training provided to paraprofessionals during the start up period will be paid for by AACS.*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Ed Plan	Describe the characteristics that the school will exhibit for you to know that it is successful. *AACS described the anticipated academic and behavioral improvement for students. The climate and culture of the school was also described in detail by AACS*
The applicant provided additional information that improved the TRP's overall evaluation of the applicant. .	Business Plan	Describe your plan for achieving financial sustainability. *AACS described their plan for financial sustainability as having a solid balance sheet, monitoring cash flow on a month to month basis, and meeting all financial requirements. AACS also stated that they had created a contingency budget in the event that up to 40% of their enrolled students were typical students with not identified special needs.*

Rating	Section	Summary
The applicant provided additional information that improved the TRP's overall evaluation of the applicant.	Organization Plan	Describe the succession plan for the organization to continue its mission past the involvement of the initial corporate principals. *AACS described the need to identify candidates that have a solid understanding of the mission. Outreach to currently existing organizations that have a focus on autism was also described by AACS.*