

**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013**

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**HOUSE BILL 733**

Short Title: Common Core Standards Study. (Public)

Sponsors: Representatives Pittman, Blackwell, Bryan, and Speciale (Primary Sponsors).  
*For a complete list of Sponsors, refer to the North Carolina General Assembly Web Site.*

Referred to: Education.

April 11, 2013

A BILL TO BE ENTITLED  
AN ACT TO ESTABLISH A COMMITTEE TO STUDY THE COMMON CORE STATE  
STANDARDS.

The General Assembly of North Carolina enacts:

**SECTION 1.(a)** Establishment. – There is established the Common Core State Standards Study Committee (Committee).

**SECTION 1.(b)** Membership. – The Committee shall be composed of 20 members as follows:

- (1) Ten members appointed by the President Pro Tempore of the Senate; the persons appointed may be members of the Senate or public members.
- (2) Ten members appointed by the Speaker of the House of Representatives; the persons appointed may be members of the House of Representatives or public members.

The Committee shall have two cochairs, one designated by the President Pro Tempore of the Senate and one designated by the Speaker of the House of Representatives from among their appointees. The Committee shall meet upon the call of the cochairs. Vacancies shall be filled by the appointing authority. A quorum of the Committee shall be a majority of the members.

**SECTION 1.(c)** Duties. – The Committee shall study the implementation of the Common Core State Standards (CCSS) and the short- and long-term educational, economic, and regulatory impact of those changes on our teachers, administrators, schools, parents, communities, and State. In doing so, the Committee shall consider at least all of the following:

- (1) The estimated cost of implementing the CCSS in K-12 Mathematics and K-12 English Language Arts since approval by the State Board of Education in June 2010, including costs associated with at least all of the following:
  - a. The purchase of instructional materials that are aligned with the CCSS.
  - b. Professional development and training provided to school personnel.
  - c. The changes to schools' and local administrative units' technological infrastructure (including computer hardware, software, bandwidth, security, etc.) necessitated by adoption of CCSS and assessments.
  - d. Outreach and personnel expenses committed by the Department of Public Instruction for CCSS-related activities.



- 1 (2) Projected cost of fully implementing common core assessments in English  
2 and Mathematics upon adoption of common assessments and all related  
3 assessment instruments.
- 4 (3) A detailed summary of the federal funds used to assist North Carolina's  
5 adoption of the CCSS and common assessments.
- 6 (4) Research that determines whether CCSS's definition of "college readiness" is  
7 consistent with the requirements needed to enter four-year constituent  
8 institutions of The University of North Carolina system.
- 9 (5) Studies that demonstrate that CCSS uses appropriate, research-based  
10 curriculum sequences in Mathematics and English Language Arts.
- 11 (6) The details of North Carolina's participation in the SMARTER Balanced  
12 Assessment Consortium (SBAC).
- 13 (7) Time line for the adoption of CCSS assessments.
- 14 (8) Programs and support services created or adapted to assist schools in  
15 implementing CCSS.
- 16 (9) Practices employed to assist at-risk students, including children with  
17 disabilities, low-income students, and English language learners.
- 18 (10) Changes to instructional methods and teaching philosophies stimulated by  
19 CCSS adoption.
- 20 (11) Perspectives of classroom teachers and school-based administrators that  
21 assess the transition from State standards to the CCSS.
- 22 (12) Perspectives of classroom teachers and school-based administrators that  
23 detail the ongoing process of teaching CCSS, including impacts on working  
24 conditions and classroom instruction and prospects for its success.
- 25 (13) Perspectives of public school students, parents, and members of the  
26 community regarding the impact of the CCSS.
- 27 (14) CCSS-related correspondence between the Department of Public Instruction  
28 and any elected member of the General Assembly between January 2009 and  
29 June 2010.
- 30 (15) Correspondence between the U.S. Department of Education and the  
31 Department of Public Instruction related to CCSS between June 2010 and  
32 the date of inquiry.
- 33 (16) Operation of the Common Core Certification Program in North Carolina.
- 34 (17) Plans and prospects for adopting common standards in other subjects,  
35 including all of the following:
  - 36 a. Arts Education.
  - 37 b. English as a Second Language.
  - 38 c. Healthful Living.
  - 39 d. Information and Technology Skills.
  - 40 e. World Languages.
  - 41 f. Science.
  - 42 g. Social Studies.
  - 43 h. Career and Technical Education.
- 44 (18) Public school student data collection, dissemination, and access policies and  
45 practices employed in North Carolina since adoption of the CCSS.
- 46 (19) CCSS preparation and training provided by teacher education programs and  
47 schools of education in North Carolina.
- 48 (20) Impact of CCSS adoption on charter schools, alternative schools, specialty  
49 and regional schools, online schools, early college programs, and other  
50 nontraditional public school settings.

- 1 (21) Impact of CCSS adoption on International Baccalaureate programs,  
2 Advanced Placement courses, the Occupational Course of Study, and other  
3 alternative courses of study.
- 4 (22) Comparisons of CCSS adoption and performance disaggregated by student  
5 groups (e.g. sex, ethnicity, race, socioeconomic status, grade), school types  
6 and sizes, community types, percentage of economically disadvantaged  
7 students, and other commonly accepted categories.
- 8 (23) CCSS adoption in North Carolina compared to other states and jurisdictions.
- 9 (24) Evidence that the use of a common or national curriculum in other countries  
10 directly leads to high academic achievement.
- 11 (25) Fiscal, educational, and legal consequences of State withdrawal from CCSS  
12 and/or the SMARTER Balanced Assessment Consortium.

13 **SECTION 1.(d)** Compensation; Administration. – Members of the Committee  
14 shall receive subsistence and travel allowances at the rates set forth in G.S. 120-3.1, 138-5, or  
15 138-6, as appropriate. With the prior approval of the Legislative Services Task Force, the  
16 Legislative Services Officer shall assign professional and clerical staff to assist in the work of  
17 the Committee. With the prior approval of the Legislative Services Commission, the  
18 Committee may hold its meetings in the State Legislative Building or the Legislative Office  
19 Building. The Committee may also meet at various locations around the State in order to  
20 promote greater public participation in its deliberations. The Committee, while in the discharge  
21 of its official duties, may exercise all the powers provided under the provisions of G.S. 120-19  
22 and G.S. 120-19.1 through G.S. 120-19.4, including the power to request all officers, agents,  
23 agencies, and departments of the State to provide any information, data, or documents within  
24 their possession, ascertainable from their records or otherwise available to them, and the power  
25 to subpoena witnesses.

26 **SECTION 1.(e)** Report. – The Committee shall submit an interim report of its  
27 findings and recommendations, including any recommendations for action by the General  
28 Assembly, to the 2014 General Assembly upon its convening, and an interim report of its  
29 findings and recommendations to the 2015 General Assembly upon its convening. The  
30 Committee shall provide a final report to the 2016 General Assembly upon its convening. The  
31 Committee shall terminate upon the filing of its final report.

32 **SECTION 2.** This act is effective when it becomes law.