

H. Res. 401

In the House of Representatives, U.S.,

June 16, 1998.

Whereas high student achievement and academic advancement are vitally important to our Nation's schools and the future success of America's workforce;

Whereas some pupils proceed through school without having mastered the knowledge and skills required of them, and graduate from high school ill-equipped to handle college-level work or obtain an entry-level job;

Whereas "social promotion", the practice of moving pupils from one grade to the next regardless of whether they have the knowledge and skills necessary for the next level, is one reason for a pupil's inadequate academic achievement levels;

Whereas research has shown that retention, the customary alternative policy to social promotion, is also an inadequate response to the problem in that pupils are usually presented with the same instructional practices and materials that were ineffective the first time around;

Whereas to help underachieving students learn, it is essential that policies and programs address the underlying causes of failure and rectify the problems through various proven instruction practices;



Whereas high-quality teacher training and education, and other proven practices will provide our teachers with the tools necessary to educate our Nation's children and work toward high academic achievement by students;

Whereas social promotion policies already have been abolished in Louisiana, Arkansas, Florida, New Mexico, North Carolina, South Carolina, West Virginia, and in Chicago, Illinois, Portsmouth, Virginia, Long Beach, California, and Milwaukee, Wisconsin; and

Whereas the abolishment of social promotion policies have been proposed in California, Michigan, Wisconsin, Delaware, Texas, Oklahoma, New York, Washington, D.C., and in Boston, Massachusetts, and Philadelphia, Pennsylvania: Now, therefore, be it

1 *Resolved*, That it is the sense of the House of Rep-
2 resentatives that—

3 (1) ending social promotion should be addressed
4 in America through a coordinated effort by govern-
5 ment officials, teachers, and parents committed to
6 high academic achievement of students;

7 (2) State Education Agencies and local edu-
8 cational agencies that receive Federal funds should
9 make every effort to address and end social pro-
10 motion;

11 (3) the problems associated with social pro-
12 motion can be resolved effectively through a commit-
13 ment to provide high-quality training and education

1 for our teachers, and the use of other proven prac-
2 tices; and

3 (4) States should adopt high, rigorous stand-
4 ards and standards-based assessments aimed at re-
5 quiring academic accountability with the specific aim
6 of ending social promotion and raising student
7 achievement.

Attest:

Clerk.