

TIME RECEIVED  
March 17, 2015 4:10:51 PM EDT

REMOTE CSID  
8435693712

DURATION  
155

PAGES  
5

STATUS  
Received

03/17/2015 16:08 8435693712

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## FAX

To Jamal Smith

From Raymond Brown

Company Governors Office

Phone number 843-400-0404

Fax number 803-734-5167

Fax number none

Date Mar. 17, 2015

Total pages 4

Job number \_\_\_\_\_

Notes:

Mar 13, 2015

Dear Samal: / Deens

If this is not typed, it's probably because my computer is malfunctioning.

What I'm trying to find out is as follows:

When it comes to information being sent to K-12 schools, I would like to know the limits of Governor Haley's authority in making <sup>suggestions to</sup> such schools — or for that matter suggestions from other officials at the state department of education, such as the new superintendent.

I think that an excellent first step may be this: Have the state dept. create a DVD for Disturbed Practice and pass it and perhaps other materials out to each teacher in S.C. My experience tells me that it may be quite feasible to double student achievement without professional written DP materials — especially with encouragement from people such as the governor or the new state superintendent of education. This could be the perfect time since teacher evaluations are partially

judged on improvements in student achievement. Imagine the impact in succeeding years on teacher performance. Teachers would get better and better in improving student performance and local public school districts would not be able to justify stopping such a great learning concept as DP. Then as the state or other entities created DP materials, student achievement would go still higher and higher.

I have included to you in this fax email to legislators in the state and Senators Graham and Scott for the purpose of changing federal grants to public schools from a negative incentive for student achievement to a positive one.

Sincerely,

Raymond O. Peam  
843-400-0404

From: Raymond Q Brown <raymondqbrown@yahoo.com>

Subject:

Date: January 4, 2015 10:57:54 PM EST

Dear Legislator:

I wish to gain your support for an academic initiative that GOVERNOR HALLEY SUPPORTS and has turned it over to the DEEN J. TAPARRA, who may be reached at the STATE DEPARTMENT at 803-734-8043. Called DISTRIBUTED PRACTICE (DP) it is a very simple REINFORCING PRINCIPLE that has shown children ACHIEVEMENT INCREASES by about 900% of their norms (that's 2700% for the amount of time actually used in class) down here in the lowcountry. It is supported by South Carolina's Program for Effective Teaching (PET) in all subjects to create LONG TERM RETENTION in students. Many private school across the nation already use this concept generally in the form of John Saxon books. Given great learning concepts such as this, we must ask ourselves why we are so near the bottom of the industrialized world, instead of the top. What we do see is that in the last 50 or 75 years student achievement has only improved by 0% to 1% after all the millions of taxpayer dollars have been spent. With this effort SC could become #1 in education in America and lead America to #1 in the world. Please call Mr. Taparra and/or the Governor's office to encourage this great principle.

Below I will draw your attention to some of the interesting details that I and others have experienced.

I recently published a book entitled "Intentional Educational Malpractice in America" which may be found on Amazon or for check out in any Berkeley County Library. Also, I will give to any legislator free of charge a copy upon his or her request. The main thrust of this book is to expose the local public school bureaucracy here and across America as to how it damages the lives of many of our children--leading so many to lives of poverty, drugs, and crime, and creating an entitlement culture. This won't happen without the complicity of a majority of school board members. I have sent to board members in Berkeley County a copy of the reform letter that I sent to Superintendent Thompson that details some of my plans for reform here. That letter may also be found on my website at [www.imalpractice.com](http://www.imalpractice.com), along with other vital information. One of my concerns so far is the failure of several school board members including the Chairman, Dr. Kent Murray to return my phone calls even though they say they will. Clearly some of these members don't want to discuss this matter that goes against the personal interests of some of the local public school bureaucrats, even though it would greatly increase the achievement of our students that they are supposed to serve. Why is it that they don't want to discuss greatly improving ACHIEVEMENT GAINS for the students in their district? It's all about losing MONEY and damaging CAREERS. If students fail to achieve very much, the district will continue to receive FEDERAL and perhaps other grants. If students ACHIEVE GREATLY, as they do with DP, they no longer qualify for the grants. What this is called is an ADVERSE INCENTIVE. In other words, doing really well punishes the good that you do! Can this be changed? Yes, absolutely! The federal government or other entities that employ these ADVERSE INCENTIVES can change these to positive incentives, such as the SC's EIA Incentive Grant for \$38,000 won at Berkeley Middle School for using my Easy Math DP program. This grant came as a reward for raising BMS's Achievement scores from the 26th to the 76th percentile in a 7 month period of time. Next comes the ICING ON THE CAKE! Since DP is so inexpensive (\$3 to \$5 per subject per year, or even less), it can very easily be used in all subjects, at all levels, and in any size classes. More ICING! The taxpayer can be saved 100's of millions of dollars in SC alone. Nationwide, 100's of billions of dollars would be saved! I am going to contact our Congressional leaders to try to get this ADVERSE INCENTIVE dynamic changed. I ENCOURAGE YOU TO DO THE SAME AND INFLUENCE OTHERS IN YOUR AREA THAT CAN BRING ABOUT POSITIVE CHANGES IN YOUR SCHOOL DISTRICTS.

More of interest below:

The Charleston County School District nominated my Easy Math program for a national award, and tried to help me get a \$300,000 grant to write other DP programs at other math levels.

Private schools in the area, such as Pinewood Prep or Northwoods Academy, and 100's or 1000's more across the country, are already using this concept in John Saxon math books.

If SC was to hire good teachers from across the state to write DP programs for all K-12 subjects in the state, the cost to the taxpayer would be less than \$2 per student, instead of the ineffective programs that the local bureaucrats bring in at \$1000 per student, more or less. Of course, in the process, a superior education would be provided for our children.

I should note that a teacher survey returned to me that other descriptors of my program were all positive: BETTER DISCIPLINE, GREATER FEELINGS OF STUDENT SUCCESS, REDUCED TEACHER FRUSTRATIONS, COMPATIBLE WITH PET, ETC.

I have been on TV and placed ads in the newspapers relative to DP, and this will continue. If school board members and/or public school bureaucrats are for or against high achievement for our students, many of these will be identified and challenged to explain to me and the public why they would be against high achievement in our schools.

For teachers being evaluated, they need to be informed that student ACHIEVEMENT AND TEST SCORES CAN BE GREATLY IMPROVED IF THEY USE DP and Distributed Guidance with their students.

CALL ME at 843-400-0404 if you would like a free copy of my book.

Also, please call the offices of the following personell to encourage the creation of a DP on Distributed Practice. Experience has shown that even without professionally written material in DP a teacher can cause the doubling or more of a class of students. Teacher evaluations are now based in part on this improvement in teacher's students achievement growth.

Sincerely,

Raymond Q. Brown

Governor Halley - 734-2100

Deano Taparra - 734-8500

Cathy Jones Stark

803-734-0790

From: Raymond Q Brown <raymondqbrown@yahoo.com>  
Subject: **DP congressional bill**  
Date: January 25, 2015 9:01:27 PM EST  
To: lgraham.senate.gov  
Cc: Ray Brown <raymondqbrown@yahoo.com>

Dear Senator Scott:

I am writing you to try to interest you in passing a bill that would greatly improve education in South Carolina and the USA. Between passing this education bill and a great learning concept called Distributed Practice (DP), the US could be lead the world in education as we once did---not as we currently do. Governor Halley has already looked at DP and encourages its use in SC.

It relates mostly to this: whenever grants are given out to public school districts, and students must qualify for the program by being in the bottom 25-%tile of students, failure in that school district is guaranteed! WHY? Because public school bureaucrats would lose million of dollars in grants if they allowed students to achieve too much---therefore they guarantee failure to achieve too much in order to keep the grant money rolling in. This failure incentive can be changed to a success incentive where very high achievement is very desirable. Additionally, instead of having poorly performing programs at \$1000 per students and available only to slow students, my program would, at \$2-\$4 per student (or less), could be used in all subjects, at all ability levels and all class sizes.

Being 26th in math in the world does not impress anyone but is reflective of the path our country is headed. Among college graduates in the USA, only 6% graduate in engineering whereas Japan and South Korea graduate 38% and 32% in engineering. I am just one of a few people that have written DP reinforcing curriculum. In the Charleston County School District, it has improved student achievement norms in whole math classes by up to about 900% (or 2700% for the actual time used with the daily DP activity).

I recently published a book on this topic entitled "Intentional Educational Malpractice in America". It's mostly about local public school bureaucrats trying to protect grant money and their careers instead of looking out for the education of our children.

I should also mention that DP is a research approved concept for improving long-term retention in any subject---SC's Program for Effective Teaching (PET). Additionally 100's or 1000's of private schools across the state and country already use it to improve student academic success. I would like to meet with you or at least one of your assistants, to discuss a bill that would greatly improve American education. I believe our success in this matter would be a historic moment for our country!

Sincerely,

Raymond Q. Brown  
843-400-0404