



Office of the Superintendent of Schools

Eduardo Infante
Brief Biographical Information

Eduardo Infante is the Superintendent of Schools for the Lyford Consolidated Independent School District. Mr. Infante has been a public school educator for 31 years. He is the product of the educational system in the Rio Grande Valley. He is a proud graduate of Lyford High School (Class of 1976) and he received his Bachelors and Masters degrees from the University of Texas-Pan American. He has been the superintendent in Lyford CISD for the last 6 years. Mr. Infante was a classroom teacher for 8 years and has served in various administrative positions for the last 23 years (Asst. Principal, Principal, Director, Asst. Superintendent, and Superintendent). Mr. Infante is a member of the Texas Association of School Administrators (TASA) and has previously served as President of the Region One Superintendent’s Regional Advisory Council. Mr. Infante was also named the Region One Superintendent of the Year in 2011. Under Mr. Infante’s leadership, Lyford CISD received District “Recognized” status for the first time and remained recognized prior to the new accountability system.

Senate Education Committee
September 13, 2012 Hearing
Interim Charge #4-Student & School Success
Testimony by Eduardo Infante, Lyford CISD Superintendent of Schools

Extended Learning Time in Lyford CISD

Lyford CISD Demographics (Region One)

97%	Hispanic (PEIMS snapshot)
83%	Economically Disadvantaged (PEIMS snapshot)
57%	At-Risk (PEIMS snapshot)
12%	Migrant (PEIMS snapshot)
96%	Attendance Rate (AYP data)
96%	Graduation Rate (AYP data)

Traditional Extended Learning Time

- After school (extended day) tutoring
- Saturday morning tutoring
- Summer school

Extending the school day:

- Can be costly (extra time costs money)
- Can be perceived by students as punitive
- Is a problem for a rural community (students must be bused home)

The additional time must not be simply a regurgitation of previous instruction. The additional time must be small group or one-to-one instruction with carefully selected, specific academic and enrichment activities offered by qualified staff.

School Day Extended Learning Time

- Tiered intervention offered during the school day through flexible scheduling/pull out/or in class depending on individual need (Lyford CISD has adopted an RtI model to address the needs of struggling students)

- STEM enrichment activities offered through school day academies (math and science enrichment offered through STEM point of view [robotics, etc.], intensive and sustained participation from students (Lyford CISD is a TEA T-STEM designated academy).
- Enrichment Summer School activities (this summer we offered students STEM summer academies, these sessions were made available to targeted summer school students and all other students as well).

Other considerations

- Extended learning time using technology (electronic tablets)

Reflections

Our commitment to the RtI model is helping the District select targeted extended learning programs that are research based. Our goal is to deliver our targeted instruction with fidelity. Our STEM commitment is helping us offer engaging project based learning activities as extended learning time opportunities.

Lyford CISD, prior to this past school year, was a TEA Recognized school district; all three campuses in the District were TEA Recognized as well.