

NNDSB secondary school parents are most likely to prefer a quadmester semester model; are more likely to say the octomester had a negative rather than positive impact on their child's social life and stress at school.

# Key Findings



## PREFERRED SEMESTER MODEL

More than six in ten participating NNDSB parents say they would prefer the quadmester (2 courses over 10 weeks, with 2 courses daily)(61%), while 17 per cent would prefer a modified semester (4 courses over 20 weeks, with 2 courses per week – 2 courses daily with alternating weeks) and 16 per cent prefer the current octomester.



## IMPACT OF OCTOMESTER ON SCHOOLING

Participating NNDSB secondary school parents most often say the octomester had a neutral or positive impact on their child(ren)'s academic performance (mean of 5.5) and are more likely to say it had a negative impact on their child(ren)'s motivation in school and on the quality of education they received (mean of 4.6 each).



## IMPACT OF OCTOMESTER ON MENTAL HEALTH

More than half of participating NNDSB secondary school parents report their child(ren) suffered from stress as a result of the Octomester (51%), while 42 per cent report they suffered from anxiety and 24 per cent report they suffered from depression. Just over one in three say their child(ren) has not suffered from any of these (36%).

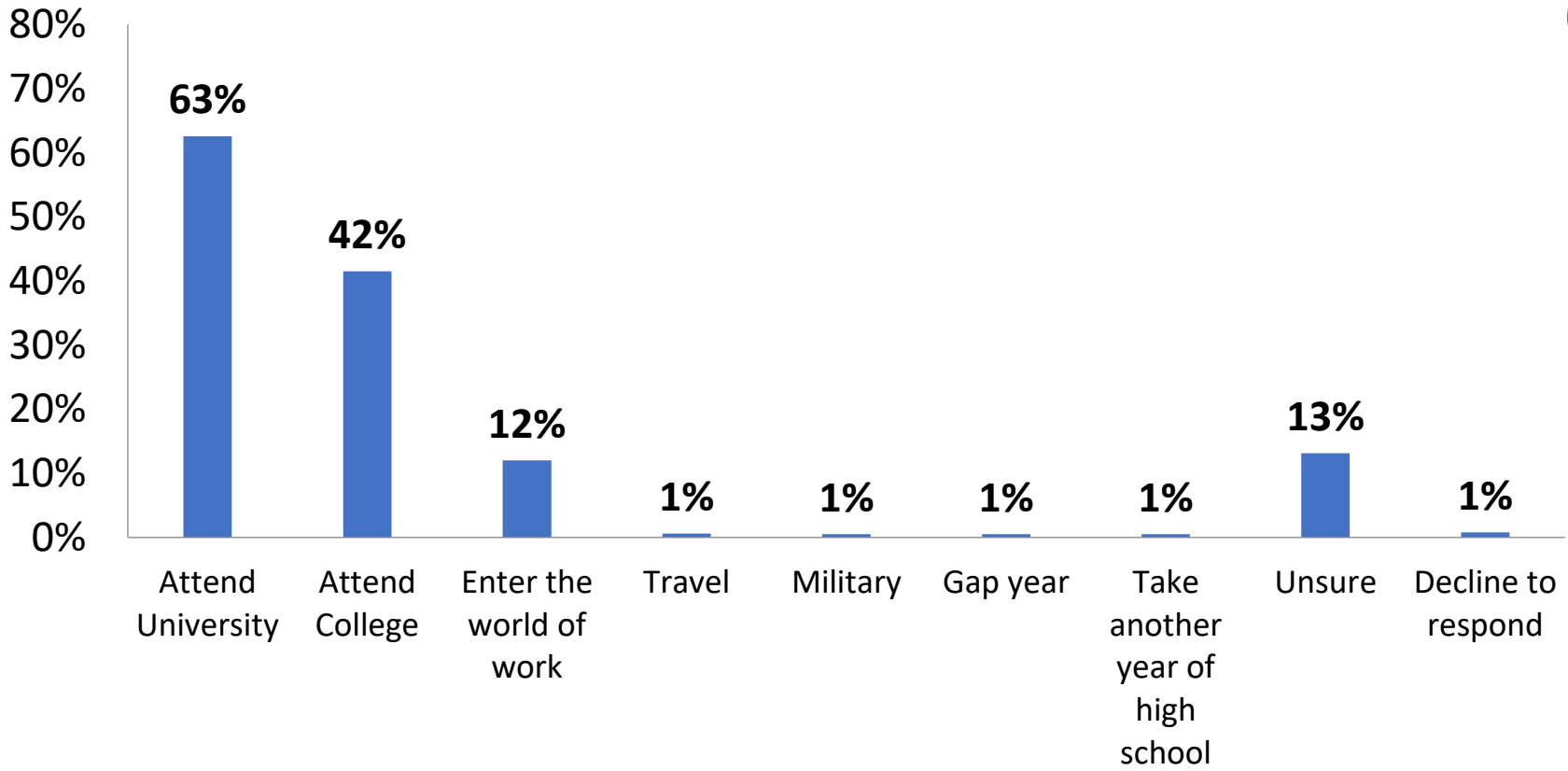


## IMPACT OF OCTOMESTER ON PERSONAL LIFE

Participating NNDSB secondary school parents are more than two times as likely to say the octomester had a negative rather than a positive impact on their child(ren)'s social life (42% negative; 14% positive) and stress/anxiety (41% negative; 19% positive) at school, and most often say it had a neutral impact on their mental health (44%).

# Child(ren)'s plans after High School

Q After High School are your child(ren) planning to? [ROTATE][SELECT AS MANY AS APPLY]



“ Close to two in three participating NNDSB parents report their child(ren) plan to attend University after high school, followed by attend college and enter the world of work. ”

\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=887 parents of secondary school students in NNDSB

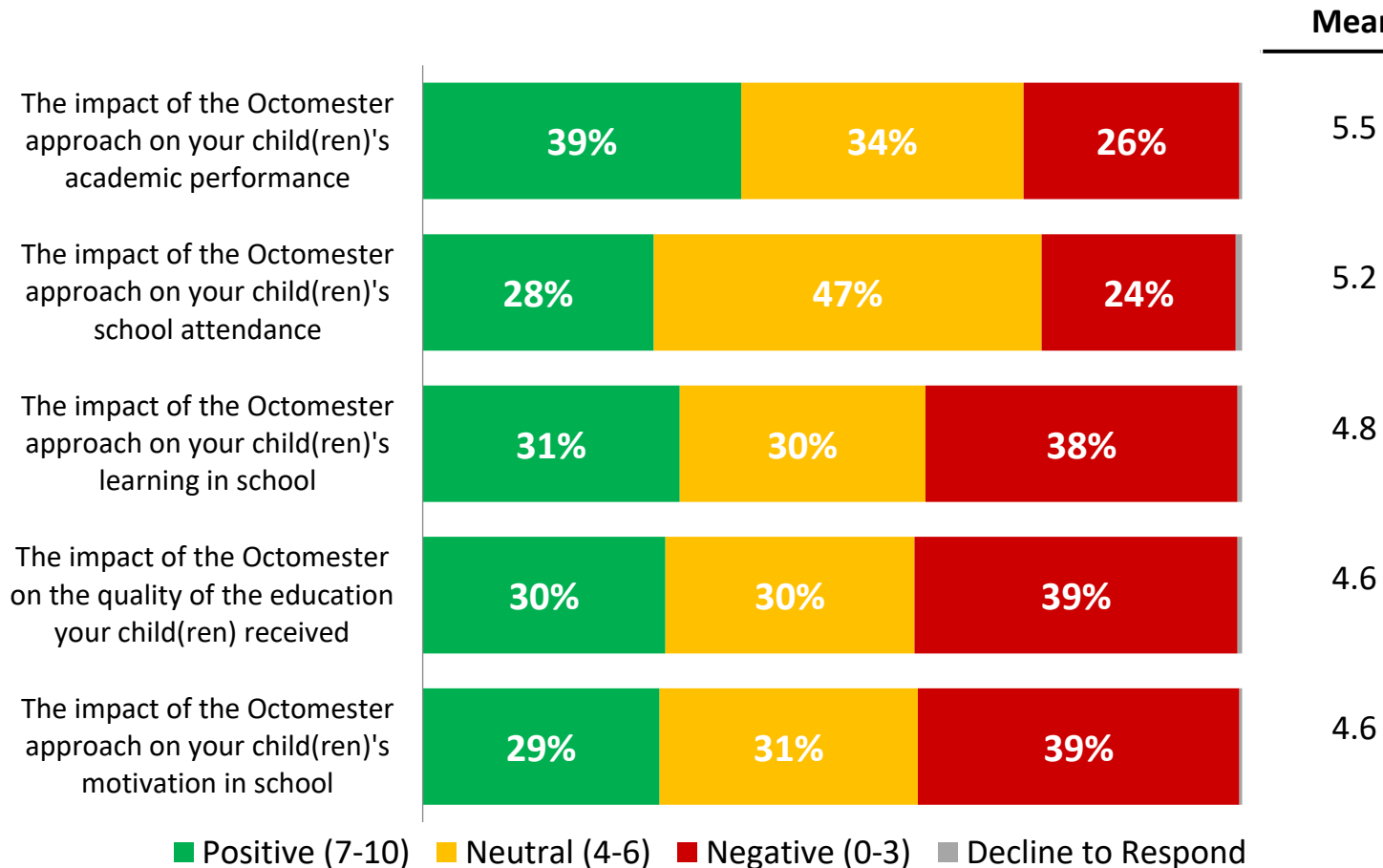


# Rating the Octomester

Q

Our next few questions are about the Octomester which involves students taking the same course each day for approximately 20 days

On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]



“ Participating NNDSB secondary school parents say the octomester had a neutral or positive impact on their child(ren)’s academic performance, and are more likely to say it had a negative impact on their child(ren)’s motivation in school and on the quality of education they received. ”

\*Charts may not add up to 100 due to rounding.

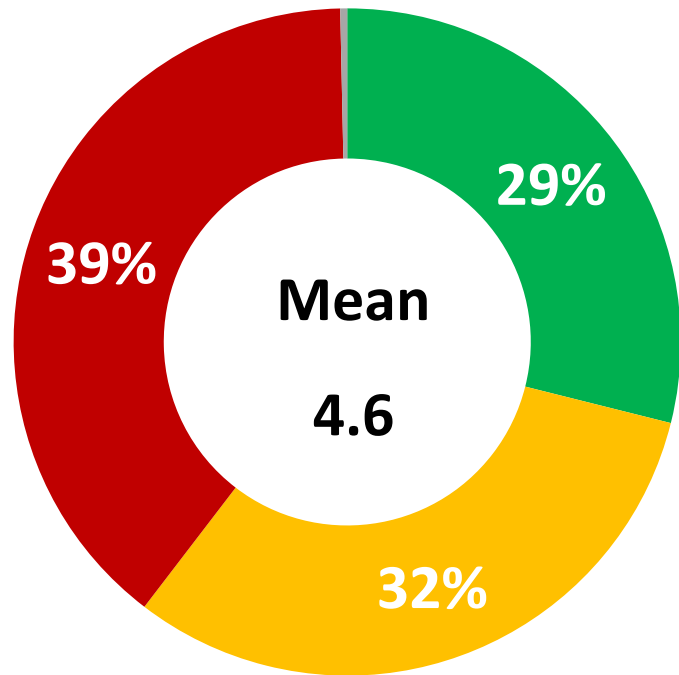
Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=890 parents of secondary school students in NNDSB

# Impact of the Octomester approach on child(ren)'s motivation in school

Q

On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]

The impact of the Octomester approach on your child(ren)'s motivation in school



- Positive (7-10)
- Negative (0-3)
- Neutral (4-6)
- Decline to Respond

Mean  
4.6

Mean

	Child in Grade 9 (n=267)	Child in Grade 10 (n=267)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.3</b>	<b>4.6</b>	<b>4.1</b>	<b>4.5</b>
One child in NNDSB (n=559)		Two children in NNDSB (n=156)	3+ children in NNDSB (n=10)*	
<b>Mean</b>	<b>4.6</b>	<b>4.2</b>	<b>4.7</b>	

\*Shaded due to small responding sample.

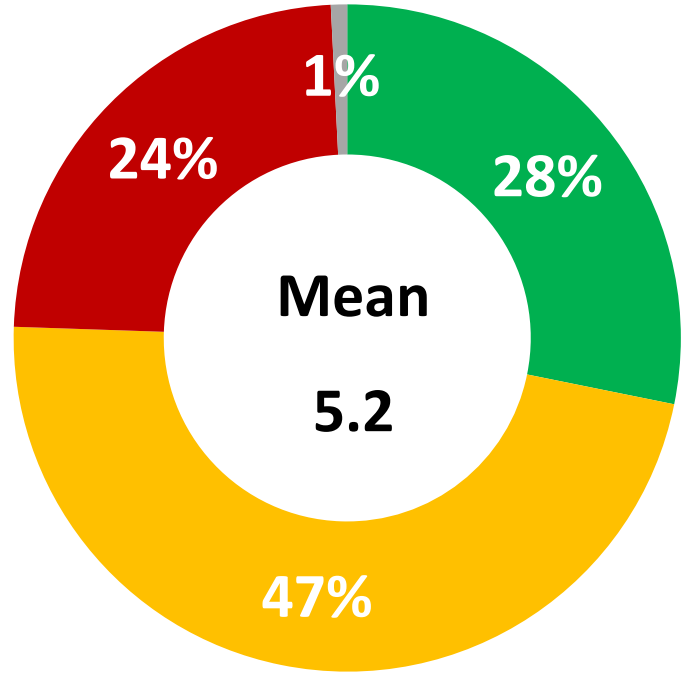
\*Charts may not add up to 100 due to rounding.

# Impact of the Octomester approach on child(ren)'s school attendance

Q

On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]

The impact of the Octomester approach on your child(ren)'s school attendance



- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

\*Charts may not add up to 100 due to rounding.

Mean

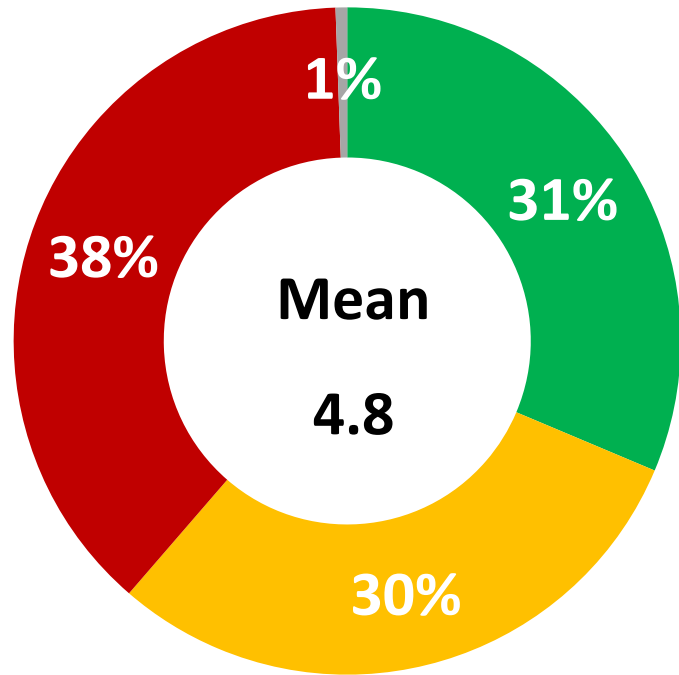
	Child in Grade 9 (n=267)	Child in Grade 10 (n=265)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.8</b>	<b>5.2</b>	<b>4.8</b>	<b>5.0</b>
One child in NNDSB (n=557)		Two children in NNDSB (n=156)	3+ children in NNDSB (n=10)*	
<b>Mean</b>	<b>5.2</b>	<b>5.1</b>	<b>5.9</b>	

# Impact of the Octomester approach on child(ren)'s learning in school



On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]

The impact of the Octomester approach on your child(ren)'s learning in school



- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

\*Charts may not add up to 100 due to rounding.

Mean

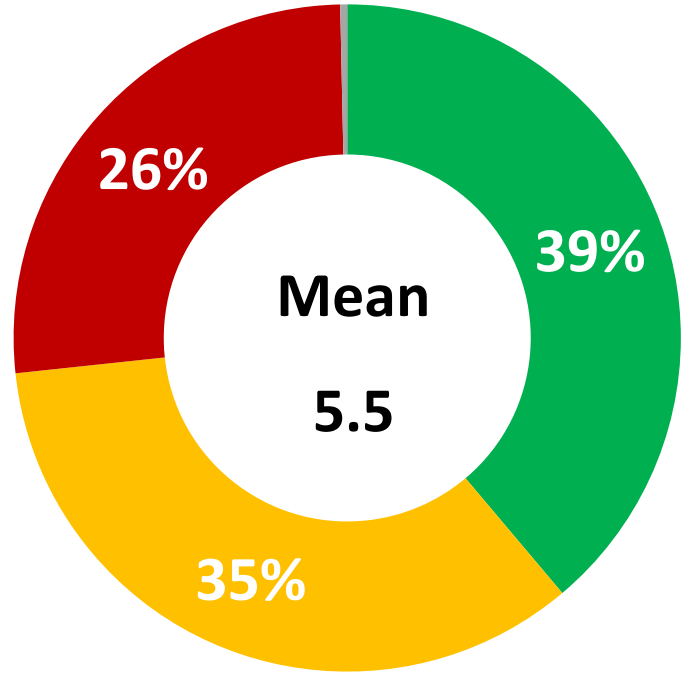
	Child in Grade 9 (n=268)	Child in Grade 10 (n=267)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.4</b>	<b>4.8</b>	<b>4.2</b>	<b>4.6</b>
One child in NNDSB (n=559)		Two children in NNDSB (n=157)	3+ children in NNDSB (n=10)*	
	<b>4.7</b>	<b>4.4</b>	<b>5.2</b>	

# Impact of the Octomester approach on child(ren)'s academic performance



On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]

The impact of the Octomester approach on your child(ren)'s academic performance



- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

\*Charts may not add up to 100 due to rounding.

Mean

	Child in Grade 9 (n=267)	Child in Grade 10 (n=266)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>6.0</b>	<b>5.5</b>	<b>5.1</b>	<b>5.3</b>
One child in NNDSB (n=559)		Two children in NNDSB (n=156)	3+ children in NNDSB (n=10)*	
<b>Mean</b>	<b>5.5</b>	<b>5.1</b>	<b>6.1</b>	

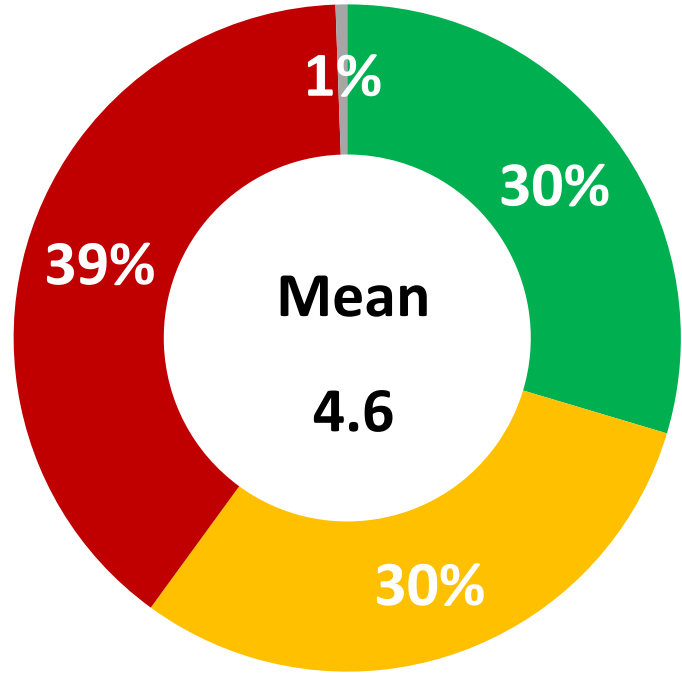


# Impact of the Octomester approach on quality of the education child(ren) received

Q

On a scale of 0 to 10 where 0 is very negative, 10 is very positive and 5 is neutral, please rate the following [RANDOMIZE]

The impact of the Octomester approach on the quality of the education your child(ren) received



- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

\*Charts may not add up to 100 due to rounding.

Mean

	Child in Grade 9 (n=267)	Child in Grade 10 (n=266)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.2</b>	<b>4.7</b>	<b>4.0</b>	<b>4.4</b>
One child in NNDSB (n=558)		Two children in NNDSB (n=156)	3+ children in NNDSB (n=10)*	
<b>Mean</b>	<b>4.5</b>	<b>4.2</b>	<b>5.0</b>	

# Changes to make to Octomester system to improve education quality

Q

If the Octomester system remains in place, what should be changed in the model, if anything, to improve education quality? [RANDOMIZE][SELECT ALL THAT APPLY]

		Frequency (n=887)
TOP RESPONSES	More breaks in order to better process classroom material and finish work	37.9%
	Have a more engaging teaching style	33.8%
	Increase the number of supports and resources in the classroom	32.8%
	Slower pace of learning	25.6%
	None of the above	10.3%
	Eliminate the octomester/switch to different model	8.8%
	More chances to go outside/walk around	1.0%
	Other	2.5%
	Unsure	13.5%

“

Participating NNDSB secondary school parents most often mention more breaks in order to better process classroom material and finish work, having a more engaging teaching style and increasing supports and resources in the classroom as things to change in the octomester model if it remains in place.”

”

\*Based on multiple mentions.

\*Charts may not add up to 100 due to rounding.

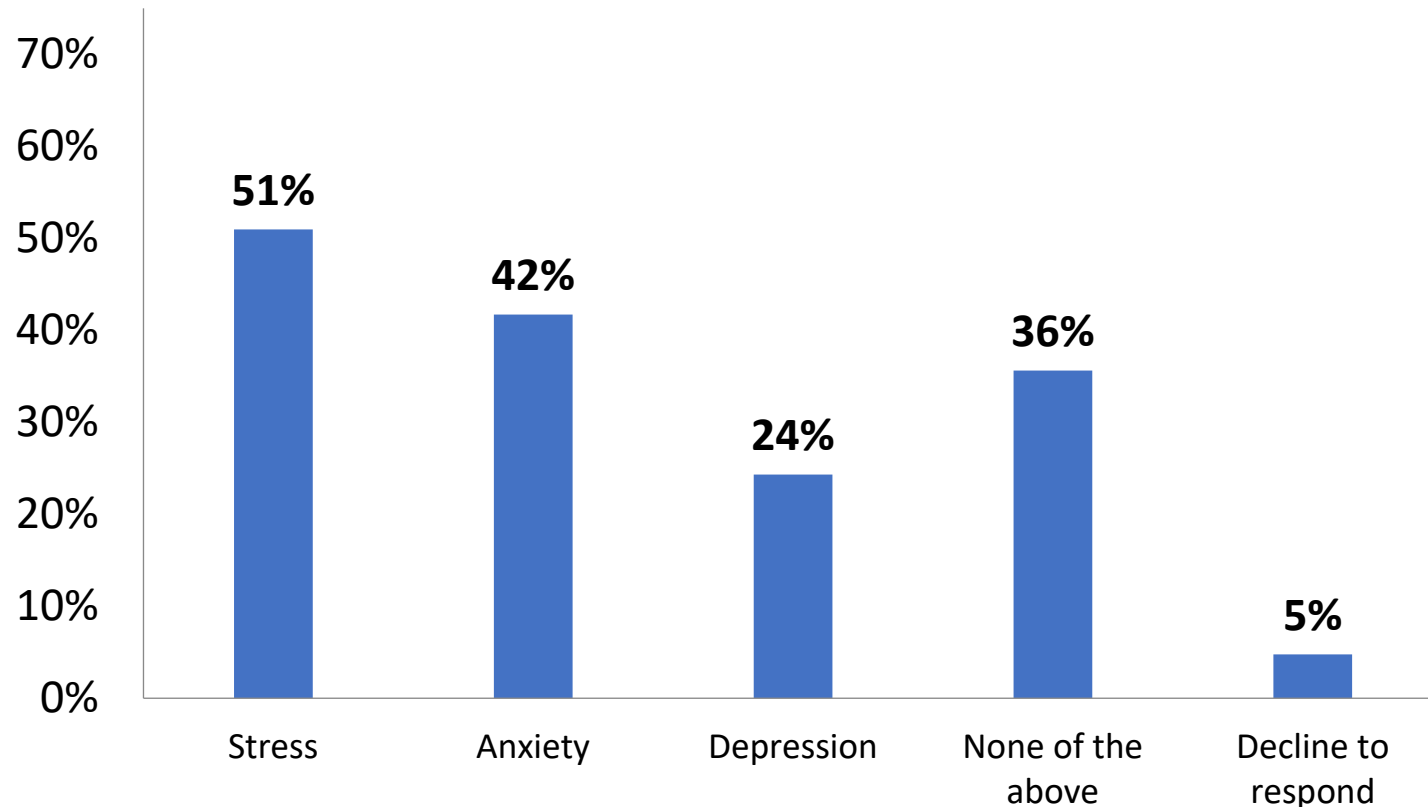
Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=887 parents of secondary school students in NNDSB



# Mental health conditions as a result of the Octomester

Q

Has your child(ren) suffered from any of the following mental health conditions as a result of the Octomester? [RANDOMIZE] [SELECT ALL THAT APPLY]



“ Just over one in two participating NNDSB secondary school parents report their child(ren) suffered from stress as a result of the Octomester, while 42 per cent report they suffered from anxiety and 24 per cent report they suffered from depression. Just over one in three say their child(ren) has not suffered from any of these. ”

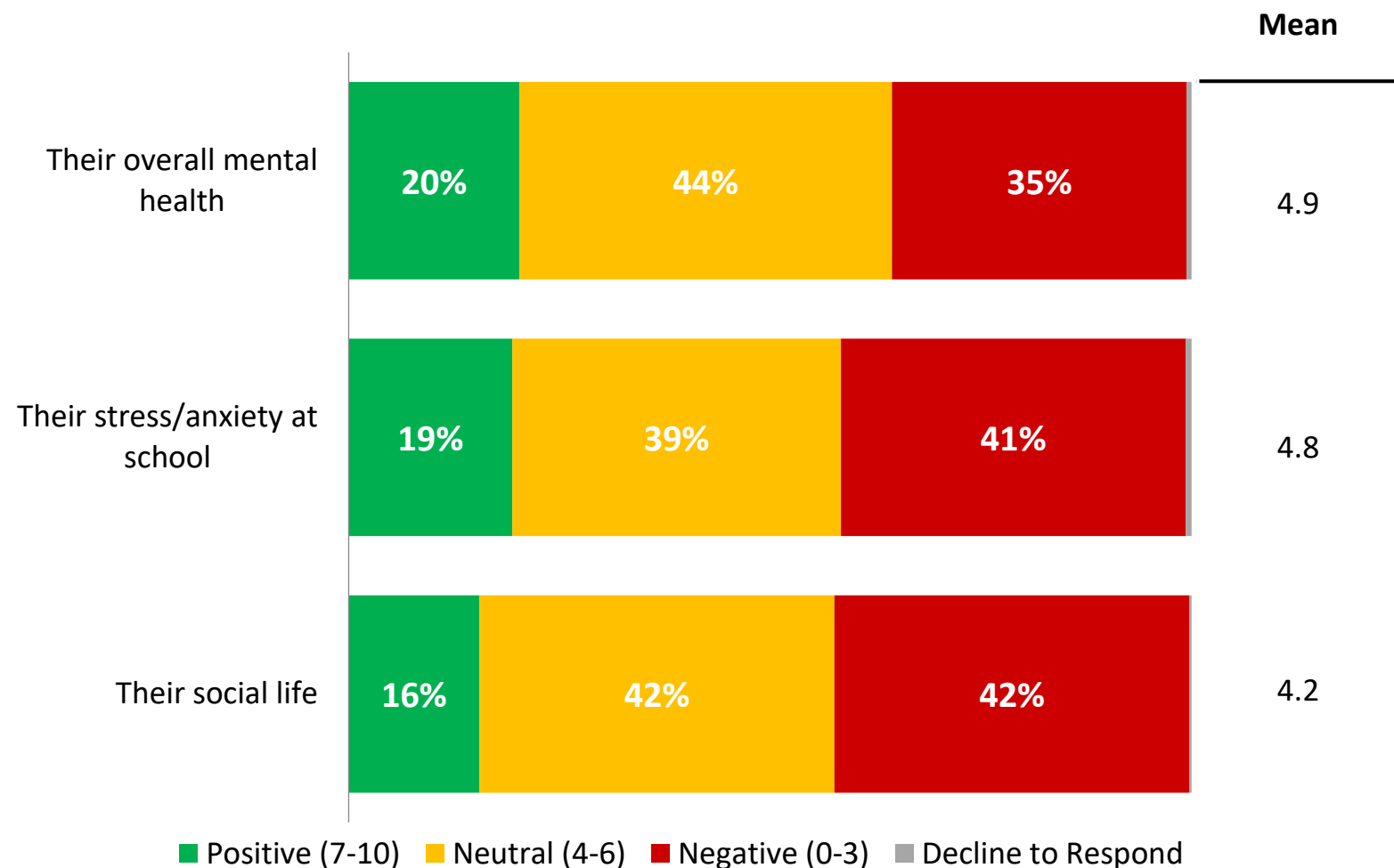
\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=885 parents of secondary school students in NNDSB

# Impact of Octomester on child(ren)



On a scale from 0 to 10, where 0 is a very negative impact, 10 is a very positive impact and 5 is neutral, how did the Octomester impact child(ren) in the following areas [RANDOMIZE]



Participating NNDSB secondary school parents are more than two times as likely to say the octomester had a negative rather than a positive impact on their child(ren)'s social life and stress/anxiety at school, and most often say it had a neutral impact on their mental health.



\*Charts may not add up to 100 due to rounding.

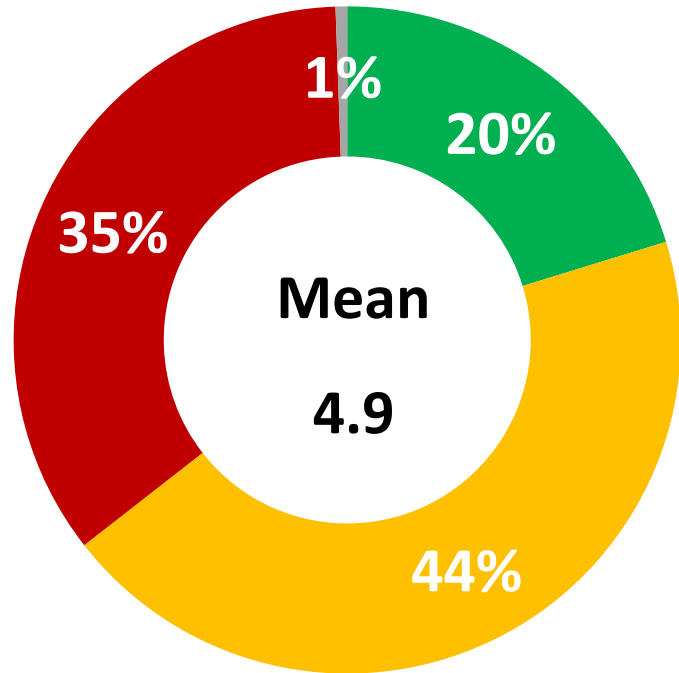
Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=890 parents of secondary school students in NNDSB

# Impact of the Octomester on child(ren)'s overall mental health

Q

On a scale from 0 to 10, where 0 is a very negative impact, 10 is a very positive impact and 5 is neutral, how did the Octomester impact you in the following areas [RANDOMIZE]

## Their overall mental health



- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

	Child in Grade 9 (n=268)	Child in Grade 10 (n=266)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.1</b>	<b>4.3</b>	<b>4.9</b>	<b>4.8</b>
One child in NNDSB (n=558)		Two children in NNDSB (n=157)	3+ children in NNDSB (n=10)*	
	<b>5.0</b>	<b>4.2</b>	<b>4.2</b>	

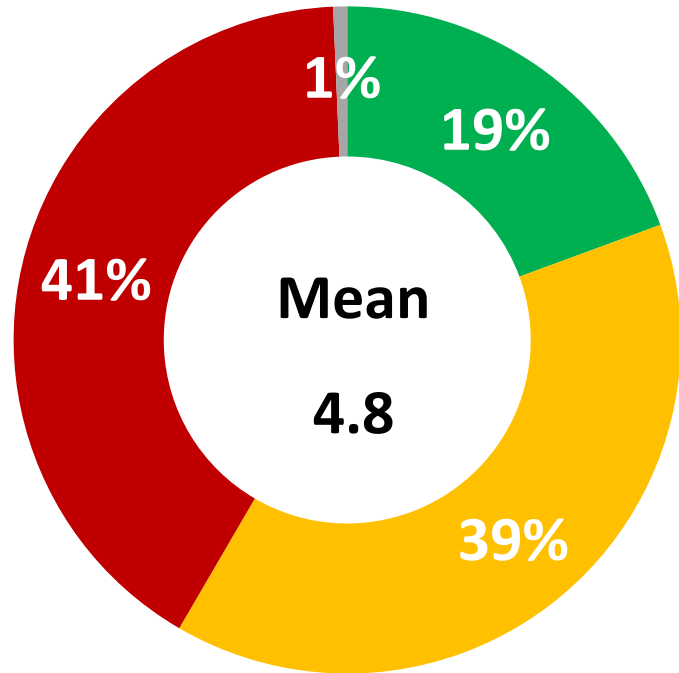
\*Charts may not add up to 100 due to rounding.

# Impact of the Octomester on child(ren)'s stress/anxiety at school

Q

On a scale from 0 to 10, where 0 is a very negative impact, 10 is a very positive impact and 5 is neutral, how did the Octomester impact you in the following areas [RANDOMIZE]

## Their stress/anxiety at school



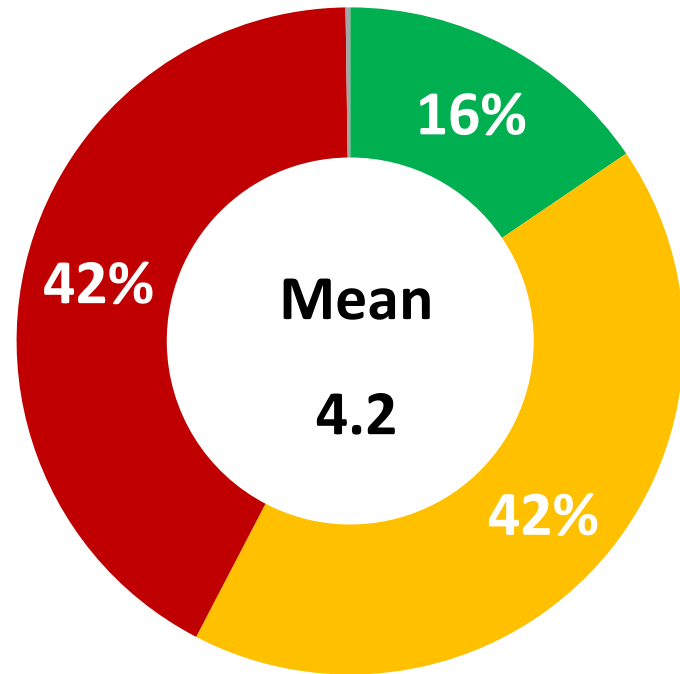
- Positive (7-10)
- Neutral (4-6)
- Negative (0-3)
- Decline to Respond

Mean

	Child in Grade 9 (n=267)	Child in Grade 10 (n=265)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>5.0</b>	<b>4.4</b>	<b>4.5</b>	<b>4.7</b>
One child in NNDSB (n=556)		Two children in NNDSB (n=157)	3+ children in NNDSB (n=10)*	
<b>Mean</b>	<b>4.8</b>	<b>3.9</b>	<b>3.1</b>	

\*Charts may not add up to 100 due to rounding.

# Impact of the Octomester on child(ren)'s social life



■ Positive (7-10)

■ Neutral (4-6)

■ Negative (0-3)

■ Decline to Respond

Q

On a scale from 0 to 10, where 0 is a very negative impact, 10 is a very positive impact and 5 is neutral, how did the Octomester impact your child(ren) in the following areas [RANDOMIZE]

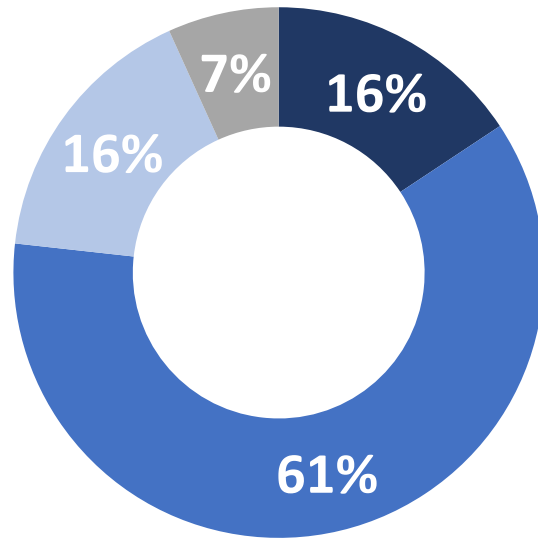
## Their social life

	Child in Grade 9 (n=268)	Child in Grade 10 (n=267)	Child in Grade 11 (n=260)	Child in Grade 12 (n=235)
<b>Mean</b>	<b>4.6</b>	<b>3.9</b>	<b>4.2</b>	<b>3.7</b>
One child in NNDSB (n=559)	<b>4.1</b>	<b>3.8</b>	<b>3.4</b>	
Two children in NNDSB (n=157)				
3+ children in NNDSB (n=10)*				

\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=890 parents of secondary school students in NNDSB

# Preferred semester option



- Octomester (1 course daily for approximately 20 days)
- Quadmester (2 courses over 10 weeks, with 2 courses daily)
- Modified semester (4 courses over 20 weeks, with 2 courses per week – 2 courses daily with alternating weeks)
- Unsure

Q

Which of the following semester model options would you prefer?  
[ROTATE]

	Child in Grade 9 (n=266)	Child in Grade 10 (n=266)	Child in Grade 11 (n=260)	Child in Grade 12 (n=234)
Quadmester	<b>60.2%</b>	<b>62.0%</b>	<b>64.6%</b>	<b>57.7%</b>
	One child in NNDSB (n=556)	Two children in NNDSB (n=157)	3+ children in NNDSB (n=10)*	
	<b>62.9%</b>	<b>55.4%</b>	<b>80.0%</b>	

\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2021, n=886 parents of secondary school students in NNDSB