

NNDSB secondary students most likely to prefer a quadmester semester model; over six in ten report suffering from stress as a result of the Octomester.

# Key Findings



## PREFERRED SEMESTER MODEL

More than one in two participating NNDSB students say they would prefer the quadmester (2 courses over 10 weeks, with 2 courses daily)(55%), while 27 per cent would prefer the current octomester and 10 per cent would prefer a Modified semester (4 courses over 20 weeks, with 2 courses per week – 2 courses daily with alternating weeks).



## IMPACT OF OCTOMESTER ON SCHOOLING

For the most part, participating NNDSB secondary school students say the octomester had a neutral or positive impact on their academic performance (mean of 5.6) and school attendance (mean of 5.4), over four in ten say the octomester had a negative impact on their motivation in school (mean of 4.5).



## IMPACT OF OCTOMESTER ON MENTAL HEALTH

More than six in ten participating NNDSB secondary students report suffering from stress as a result of the Octomester (62%), while 48 per cent report suffering from anxiety and 29 per cent report suffering from depression. Grade 12 students are more likely to report suffering from stress, anxiety and depression than Grade 9 students.

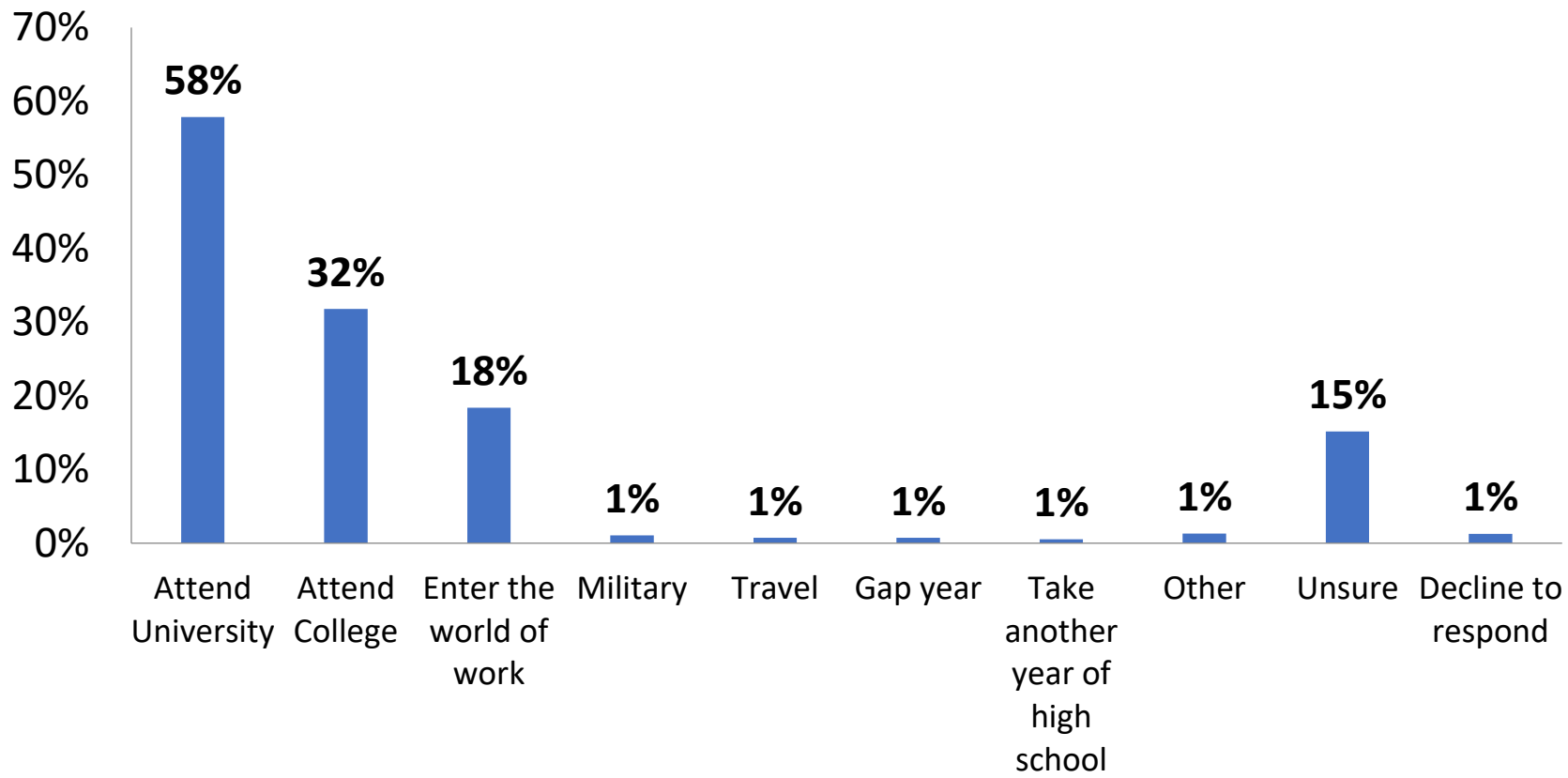


## IMPACT OF OCTOMESTER ON PERSONAL LIFE

Overall, participating NNDSB students are two times more likely to say the octomester had a negative rather than a positive impact on their mental health (41% negative; 21% positive), social life (43% negative; 20% positive) and stress/anxiety at school (43% negative; 20% positive).

# Plans after High School

Q After High School you are planning to? [ROTATE]



“ Close to six in ten participating NNDSB secondary students report they plan to attend University after high school, followed by attend college and enter the world of work. Grade 12 students are more likely to report they plan to attend university (60%) than Grade 9 students (49%). ”

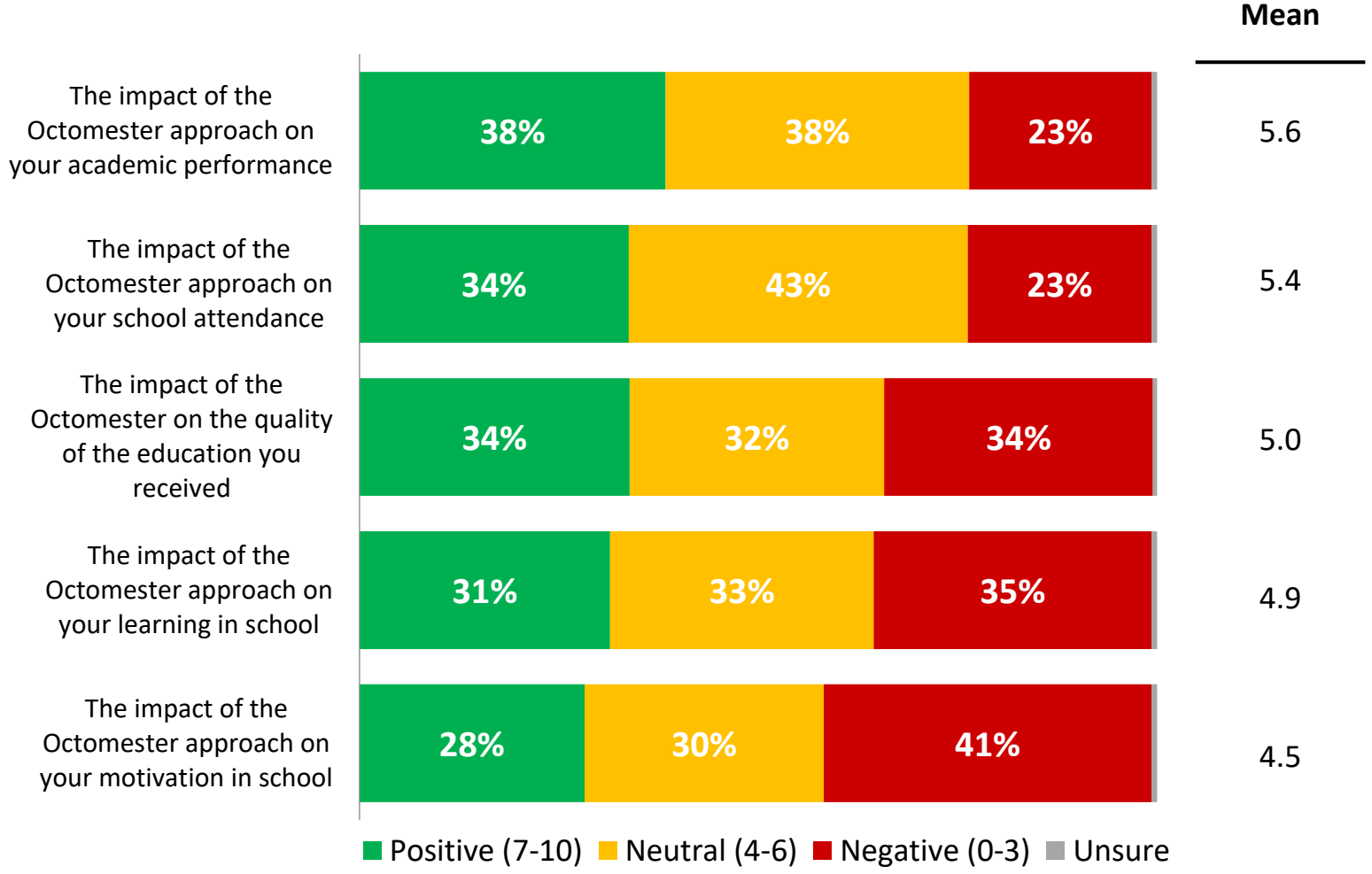
\*Charts may not add up to 100 due to rounding.

# Rating the impact of 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 students say the octomester had a neutral or positive impact on the academic performance, are more likely to say it had a negative impact on their motivation in school. Grade 12 students gave lower mean scores overall than Grade 9 students. ”

\*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>, 2019, n=561 secondary school students in the NNDSB



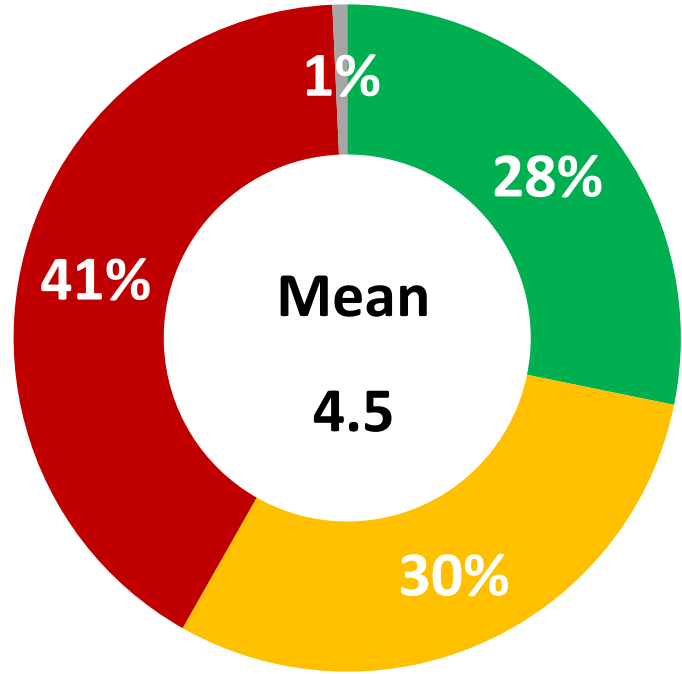
# Impact of the Octomester approach on motivation in school

Q

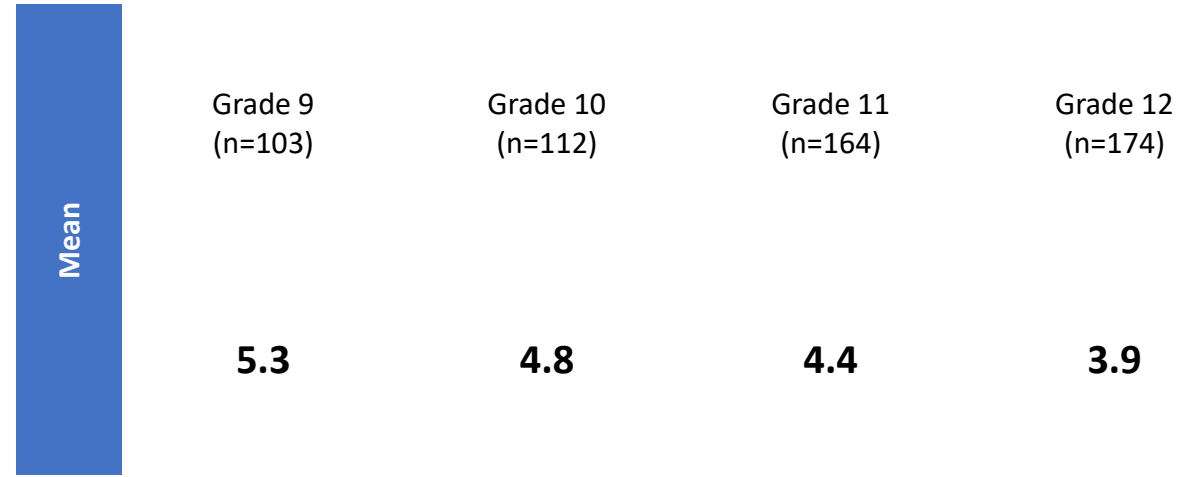
Our next few questions are about the Octomester which involves students taking the same course each day for approximately 20 days

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]

## The impact of the Octomester approach on your motivation in school



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



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

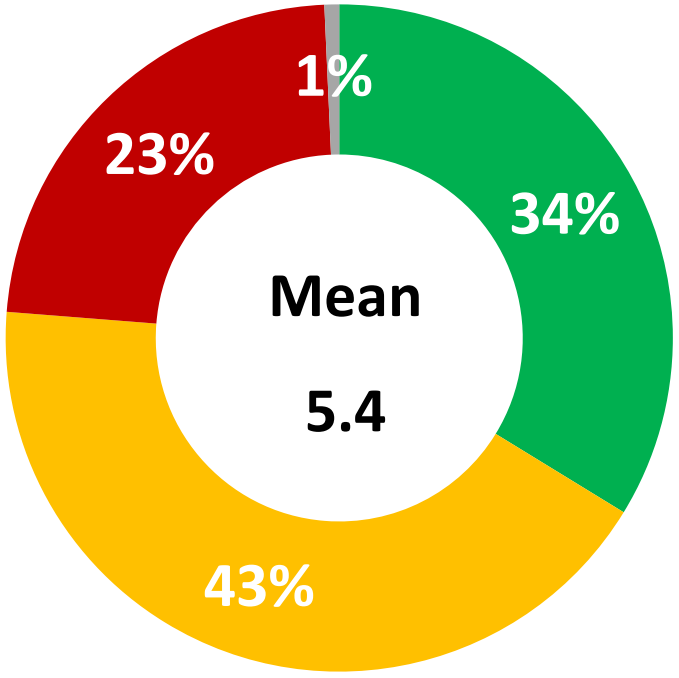
# Impact of the Octomester approach on school attendance

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]

## The impact of the Octomester approach on your school attendance



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

Mean

Grade	Sample Size (n)	Mean
Grade 9	103	6.1
Grade 10	113	5.3
Grade 11	163	5.5
Grade 12	174	5.1

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



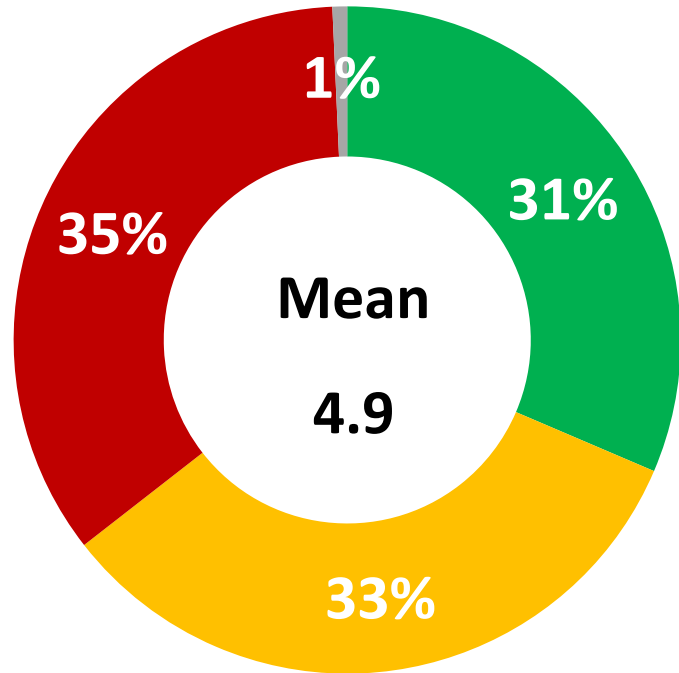
# Impact of the Octomester approach on learning in school

Q

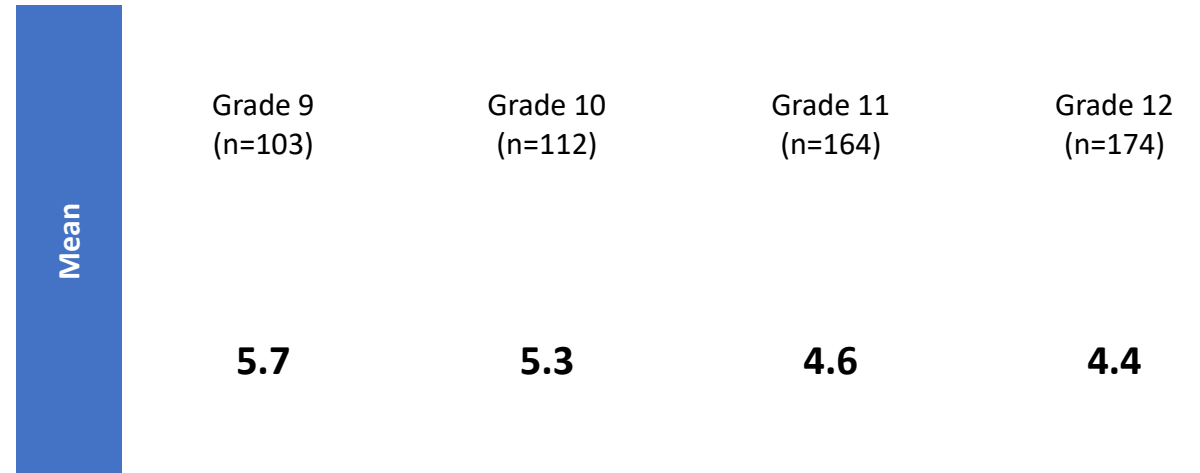
Our next few questions are about the Octomester which involves students taking the same course each day for approximately 20 days

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]

## The impact of the Octomester approach on your 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.

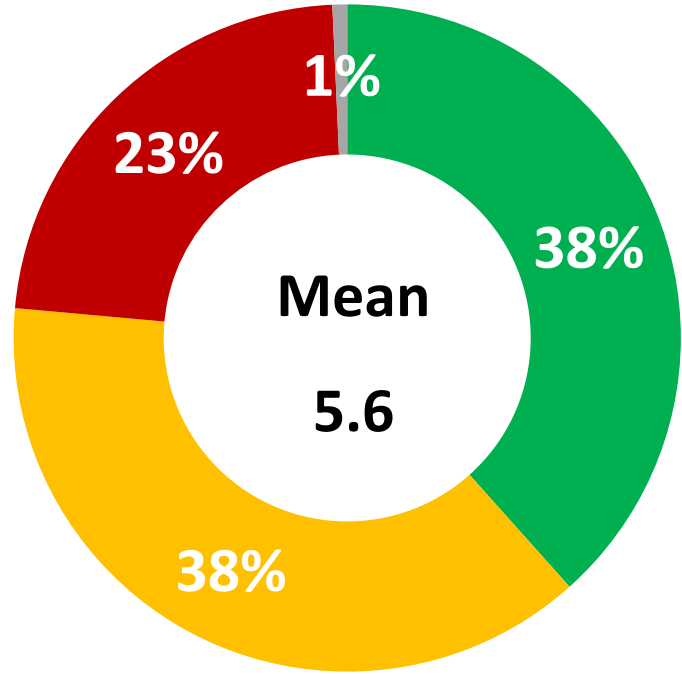
# Impact of the Octomester approach on academic performance

Q

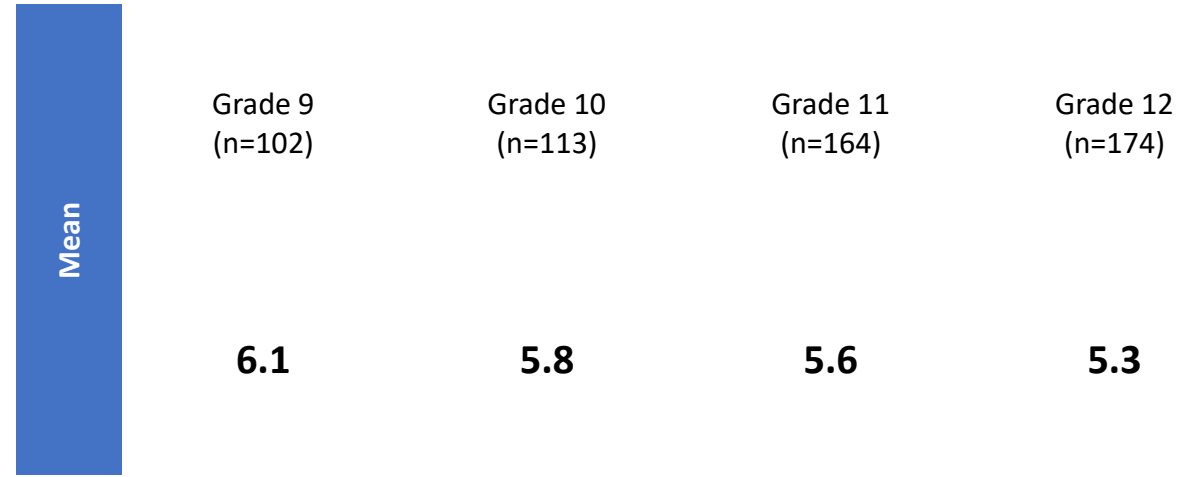
Our next few questions are about the Octomester which involves students taking the same course each day for approximately 20 days

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]

## The impact of the Octomester approach on your academic performance



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



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



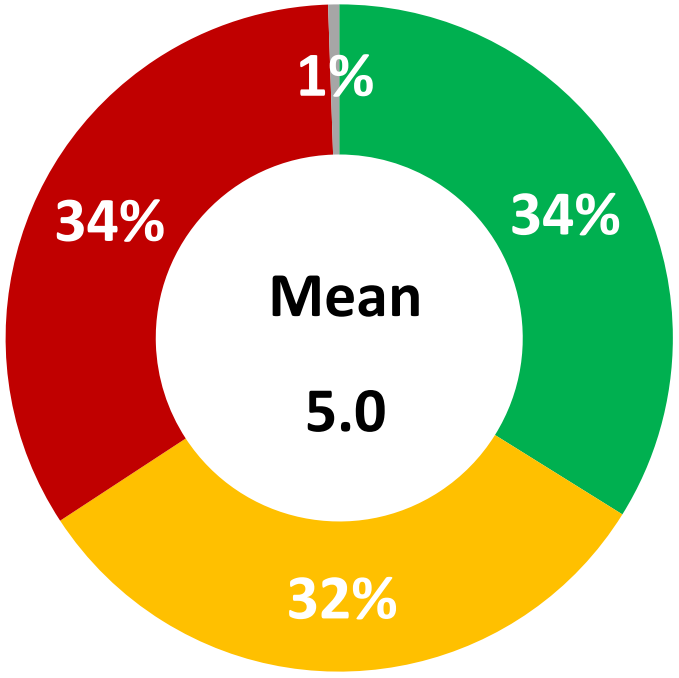
# Impact of the Octomester approach on quality of the education received

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]

## The impact of the Octomester approach on the quality of the education you received



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

Mean

Grade	Grade 9 (n=103)	Grade 10 (n=113)	Grade 11 (n=164)	Grade 12 (n=174)
Mean	6.1	5.2	4.6	4.4

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



# 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=561)
TOP RESPONSES	More breaks in order to better process classroom material and finish work	53.5%
	Slower pace of learning	39.2%
	Have a more engaging teaching style	33.9%
	Increase the number of supports and resources in the classroom	23.9%
	None of the above	7.8%
	Eliminate the octomester/move to different model	3.4%
	More time between tests/deadlines	1.1%
	Other	1.2%
	Unsure	9.4%

“

Over half of participating NNDSB secondary school students say more breaks should be added to the Octomester in order to better process classroom material and finish work, followed by a slower pace of learning and a more engaging teaching style.

”

\*Based on multiple mentions

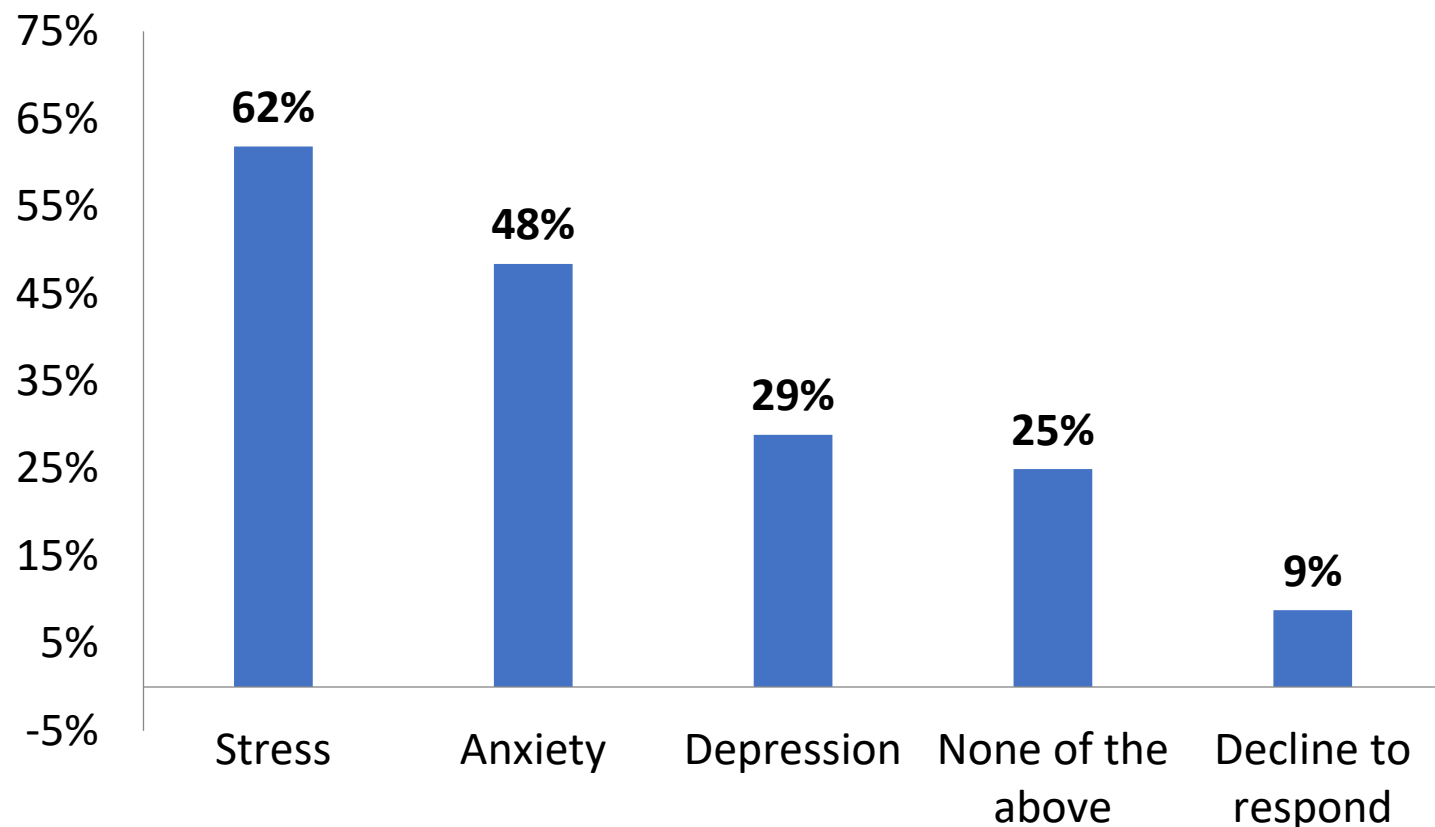
\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2019, n=561 secondary school students in the NNDSB

# Mental health conditions as a result of the Octomester

Q

Have you suffered from any of the following mental health conditions as a result of the Octomester? [RANDOMIZE] [SELECT ALL THAT APPLY]



“ Just over three in five participating NNDSB secondary school students report suffering from stress as a result of the Octomester, while 48 per cent report suffering from anxiety and 29 per cent report suffering from depression. Grade 12 students are more likely to report suffering from stress, anxiety and depression than Grade 9 students. ”

\*Based on multiple mentions

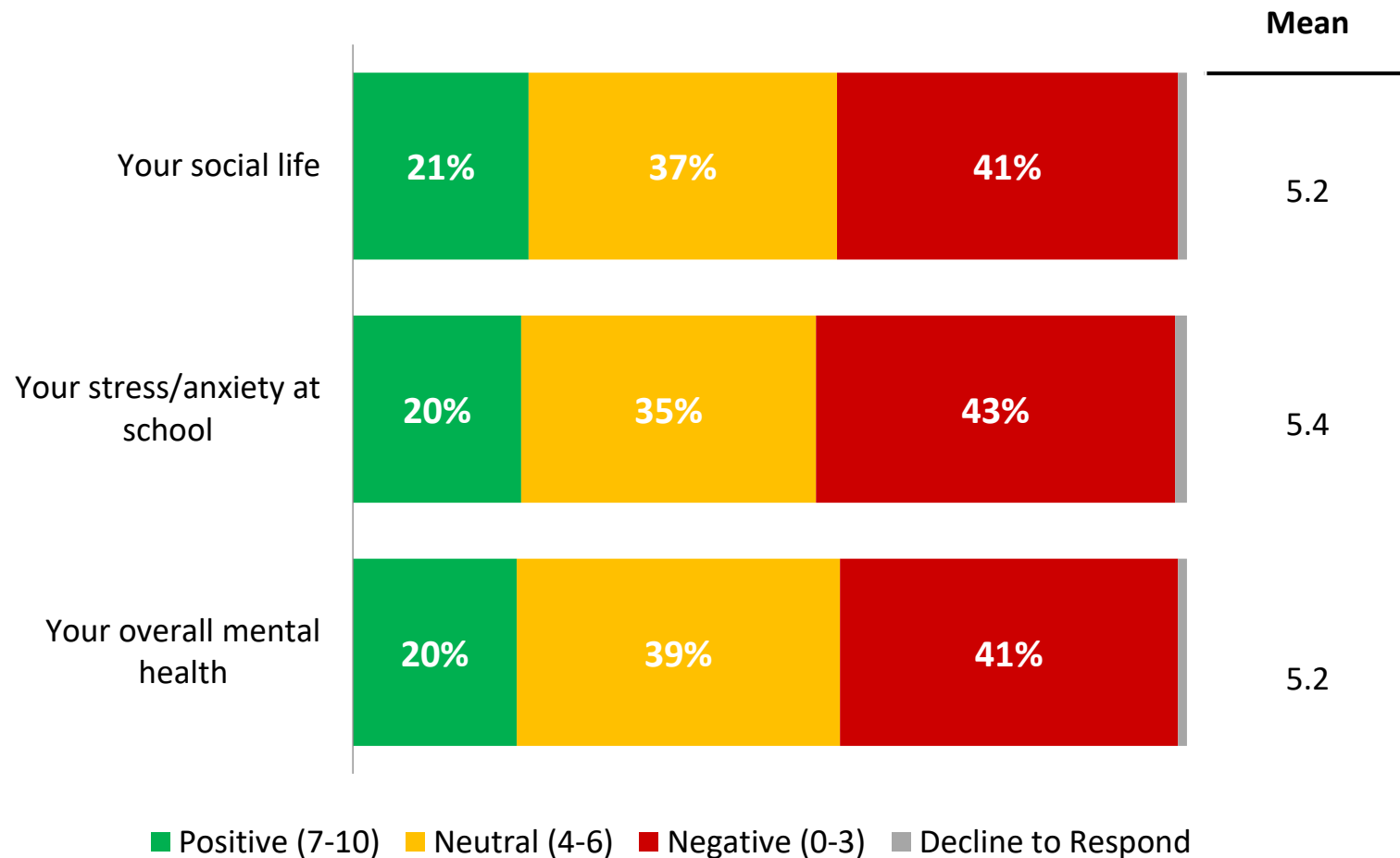
\*Charts may not add up to 100 due to rounding.

Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2019, n=558 secondary school students in the NNDSB

# Personal impact of the Octomester



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]



Overall, participating NNDSB secondary school students are two times more likely to say the Octomester had a negative rather than a positive impact on their mental health, social life and stress/anxiety at school.



\*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>, 2019, n=560 secondary school students in the NNDSB

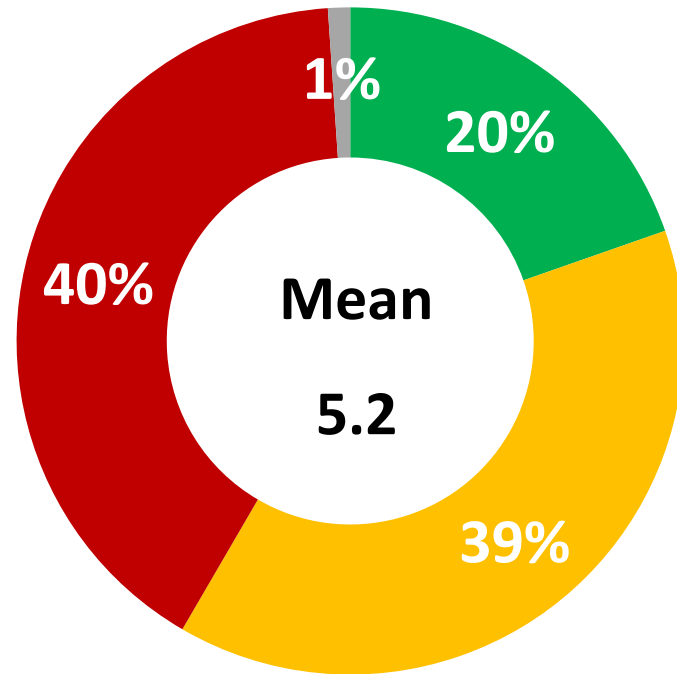


# Impact of the Octomester on overall mental health

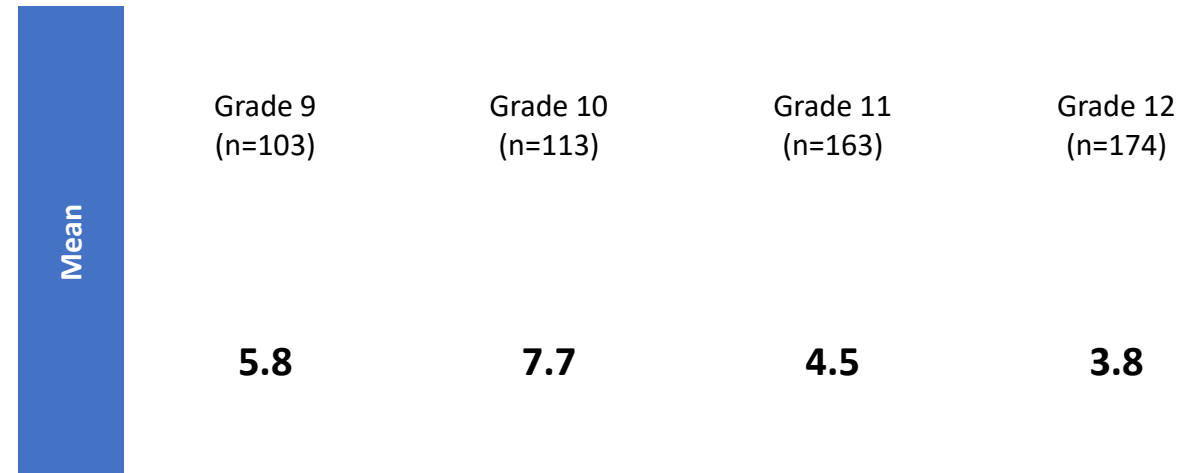
Q

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]

## Your overall mental health



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



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

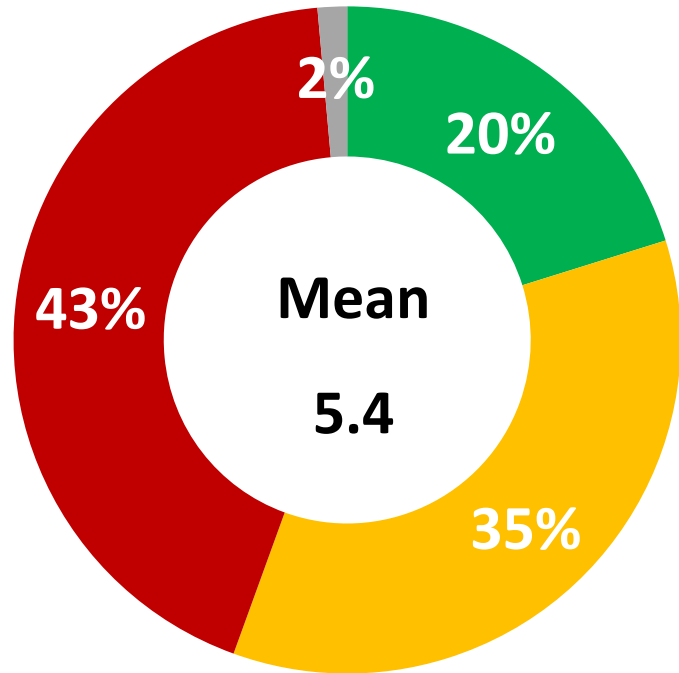
Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2019, n=560 secondary school students in the NNDSB

# Impact of the Octomester on stress and anxiety at school

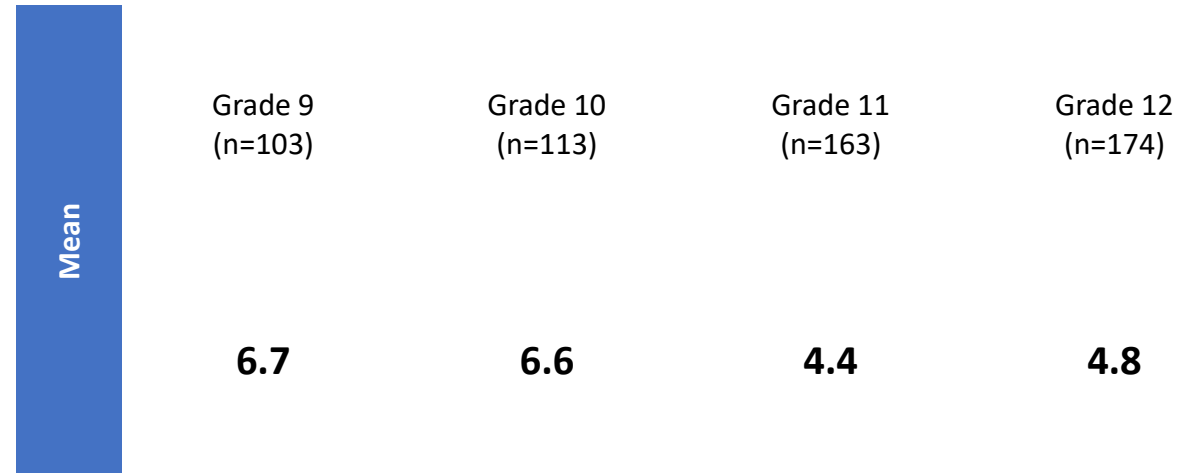
Q

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]

## Your stress/anxiety at school



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



\*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>, 2019, n=560 secondary school students in the NNDSB

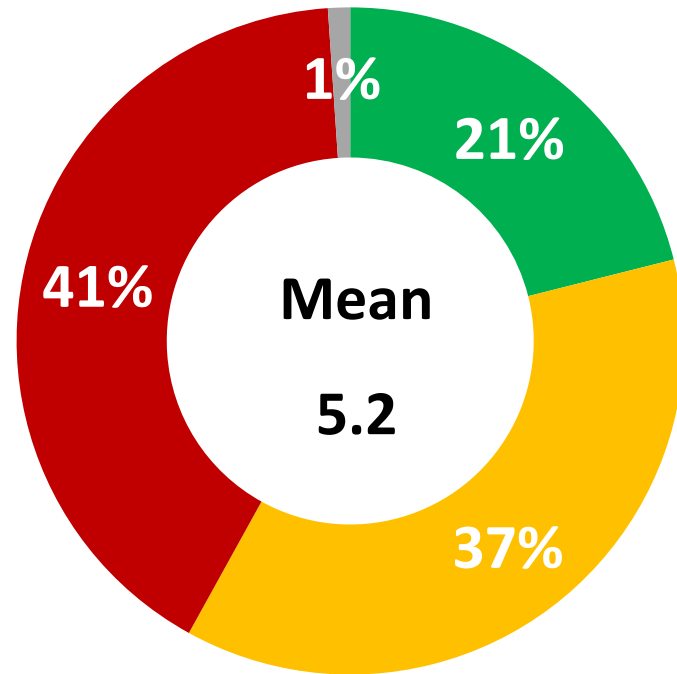


# Impact of the Octomester on social life

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]

## Your social life

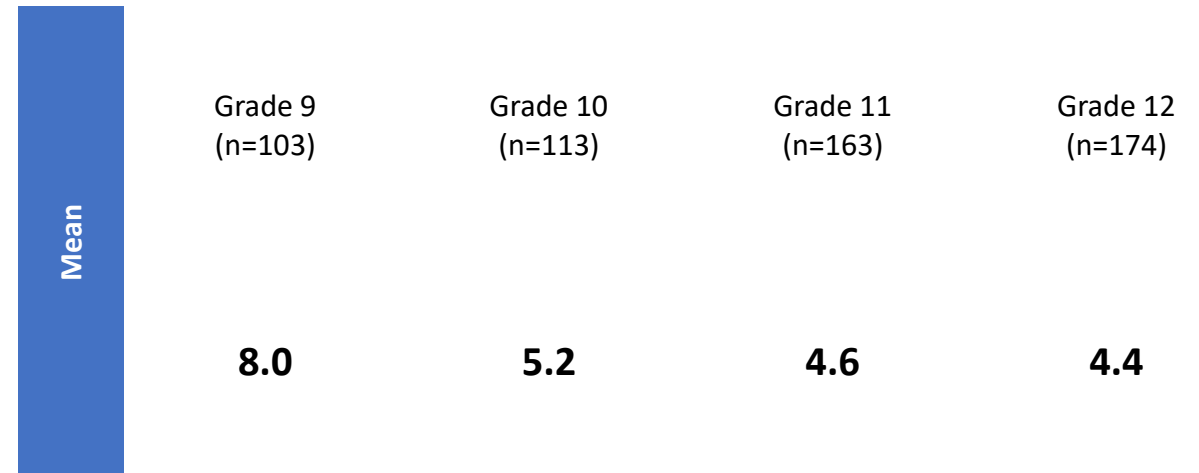


■ Positive (7-10)

■ Neutral (4-6)

■ Negative (0-3)

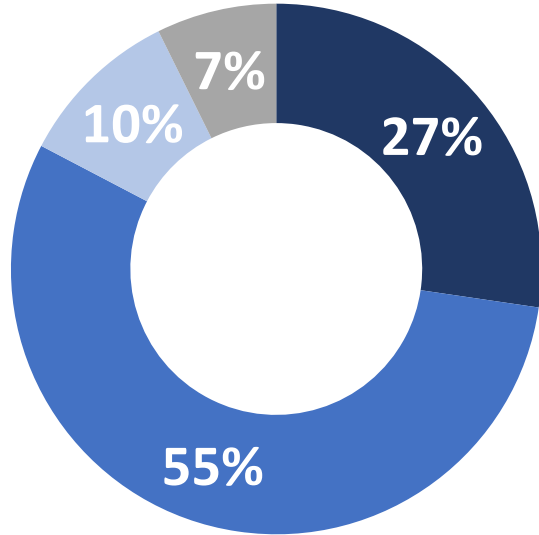
■ Decline to Respond



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Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2019, n=560 secondary school students in the 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

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Source: Nanos Research, online survey, November 4<sup>th</sup> to 19<sup>th</sup>, 2019, n=560 secondary school students in the NNDSB

## Q

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

	Grade 9 (n=103)	Grade 10 (n=113)	Grade 11 (n=163)	Grade 12 (n=174)
<b>Quadmester</b>	<b>52.4%</b>	<b>55.8%</b>	<b>57.1%</b>	<b>56.3%</b>
<b>Octomester</b>	<b>28.2%</b>	<b>29.2%</b>	<b>25.8%</b>	<b>26.4%</b>

