

Attainment Deficit

Qian Zhang

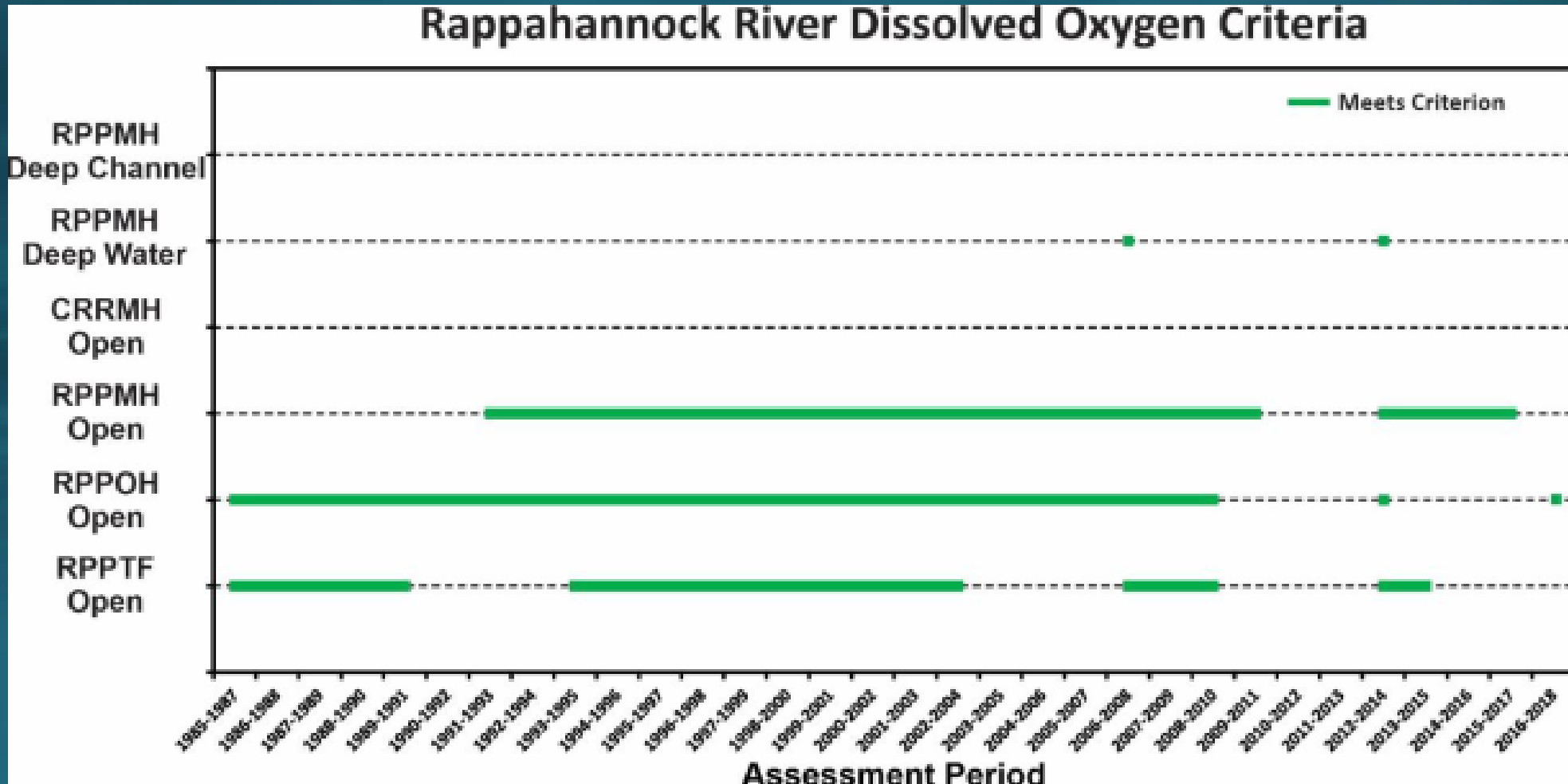
V1: Binary results shown as tables

Table 2. Open Water summer DO criterion evaluation results (30-day mean June-September assessment period). Green indicates the criterion was met. White indicates that the criterion was not met.

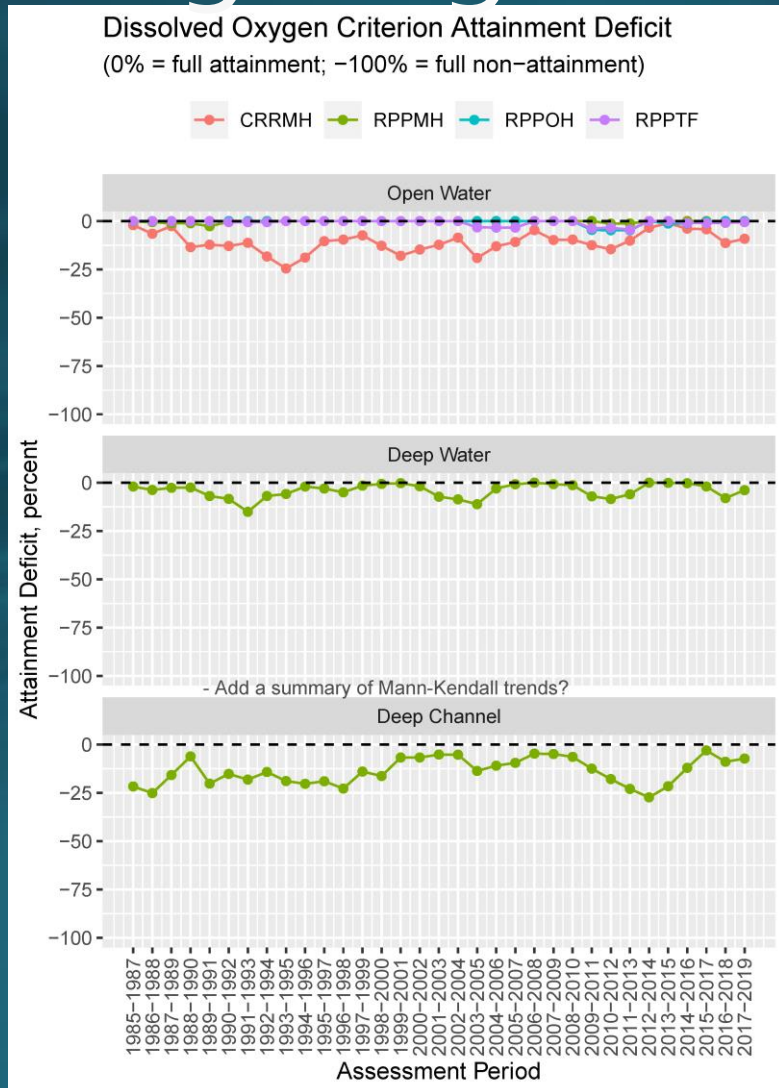
time period	RPPTF	RPPOH	RPPMH	CRRMH
1985-1987	Green	Green	White	White
1986-1988	Green	Green	White	White
1987-1989	Green	Green	White	White
1988-1990	Green	Green	White	White
1989-1991	Green	Green	White	White
1990-1992	White	Green	White	White
1991-1993	White	Green	Green	White
1992-1994	White	Green	Green	White
1993-1995	Green	Green	Green	White
1994-1996	Green	Green	Green	White
1995-1997	Green	Green	Green	White
1996-1998	Green	Green	Green	White
1997-1999	Green	Green	Green	White
1998-2000	Green	Green	Green	White
1999-2001	Green	Green	Green	White
2000-2002	Green	Green	Green	White
2001-2003	Green	Green	Green	White
2002-2004	Green	Green	Green	White

RPPTF: Upper Rappahannock River
RPPOH: Middle Rappahannock River
RPPMH: Lower Rappahannock River
CRRMH: Corrotoman River

V2: Binary results consolidated to one single figure



V3: Attainment deficit shown as one single figure



For prioritizing data/avoid crowding the body of the tributary summary:

- 1) Should we provide deficit information for all segments within a tributary, or should the tributary summary only focus on a couple/Should we prioritize which segment we provide deficit data for in the body of the tributary summary report?
- 2) Should each segment be given its own graph, or should the segments be combined into one graph?
- 3) Should deficit data be provided for OW, DW and DC in the body of the tributary summary?

For Visualizing the Data:

- 1) Should we use the attainment deficit?
- 2) Should we change the y-axis to be percent attainment, rather than percent deficit? 0 to 100% vs -100% to 0%. Which y-axis is more effective at communicating tributaries meeting WQS?
- 3) Is the line chart format the best way to present the information?