# 2022 Dashboard Technical Guide:EVERY STUDENT SUCCEEDS ACT SCHOOL SUPPORT



 

Prepared by the California Department of Education

Available on the CDE California School Dashboard

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard%22%20%5Co%20%22California%20School%20Dashboard%20and%20System%20of%20Support)

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Table of Contents

[About this Mini-Guide, Resources, and Contacts1](#_About_this_Mini-Guide,)

[2022 Dashboard2](#_2022_Dashboard)

[Comprehensive Support and Improvement 4](#_Comprehensive_Support_and)

[CSI – Low Performing 6](#_CSI–Low_Performing)

[Small Schools Program for CSI 9](#_Small_Schools_Program)

[Additional Targeted Support and Improvement (ATSI)10](#_Additional_Targeted_Support)

[Appendix A: Descriptive Text for Images in Guide14](#_Appendix_A:_Descriptive)

### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

In prior years, the Dashboard Technical Guide was offered as one large downloadable file consisting of over 260 pages. Beginning with the 2022 California School Dashboard (Dashboard), the guide has been divided into multiple sections (or mini-guides) to allow viewers to download only the topics of interest. However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support local educational agencies (LEAs), parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, College/Career, Chronic Absenteeism, English Learner Progress Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* Every Student Succeeds Act (ESSA) School Support, contact the School Improvement and Support Office (SISO) by e-mail at SISO@cde.ca.gov.
* Logging onto the Dashboard, registering as a LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at lcff@cde.ca.gov.
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov.

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### 2022 Dashboard

#### Requirement to Restart Accountability

For the past two school years (2019–20 and 2020–21), the accountability requirements for California were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. However, the requirements to hold LEAs and schools accountable for student outcomes have resumed with the 2021–22 school year and the release of the 2022 Dashboard.

Due to the restrictions imposed by Assembly Bill 130, the CDE is required to **only** report **current year data** (or **Status**) for the 2022 Dashboard. Therefore, unlike in prior years, the 2022 Dashboard **does not** display the difference from prior year (also known as Change) and performance level colors. With the reporting of Status only for the 2022 Dashboard, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). These levels are reported for all state indicators except for the College/Career Indicator, and the data are based on information submitted by LEAs to the CDE for students enrolled during the **2021–22 school year.** (Next year, Change and performance level colors will be reported within the 2023 Dashboard.)

With the adjustment to report only Status levels on the 2022 Dashboard, the design of the Dashboard cannot display the typical color gauges (i.e., Red, Orange, Yellow, Green, and Blue). Instead, the CDE has revised the design of the Dashboard to reflect Status Only by using “cell phone bars” to reflect the five Status levels. Refer to Figure 1 below and refer to [Appendix A](#AppendixA) for the descriptive text.

**Figure 1: Five Status Levels Represented through “Cell Phone Bars”**



**Reverse Goal:** For most of the other state indicators, the desired outcome is to have a high percentage in the current year and an increase in percentage from the prior year. However, for the Suspension Rate Indicator, the desired outcome is reversed, and the goal is to achieve a low suspension rate and a decrease in percentage from the prior year.

Due to this reverse goal, the Status level associated with the “cell phone bars” for the Suspension Rate Indicator on the 2022 Dashboard is reversed as illustrated in Figure 2 below. Refer to [Appendix A](#AppendixA) for this figure’s descriptive text.

**Figure 2: Chronic Absenteeism and Suspension Rate: Reverse Status Levels**

### Comprehensive Support and Improvement

#### Comprehensive Support and Improvement (CSI) Introduction

In accordance with the ESSA, schools are eligible for **Comprehensive Support and Improvement (CSI)** when they meet the criteria in one of the following two categories:

1. **CSI–Low Graduation Rate**

For 2022, the CSI – Low Graduation Rate consists of schools that have a three–year graduation rate (i.e., the combined four-and five-year high school graduation rate) that is below 68 percent. This graduation rate criteria applies to **both** Title I–funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for 2020, 2021, and 2022 to be eligible for support in this category.

1. **CSI–Low Performing**

For 2022, the CSI – Low Performing consists of schools that received Title I funding for the 2021–22 school year and are the lowest performing based on the 2022 Dashboard data. No less than five percent of the Title I–funded schools must be included in this category.

School eligibility categories are hierarchical. First, eligibility is determined for ‘CSI–Low Graduation Rate Schools.’ Schools eligible for CSI based on graduation rate and are also Title I–funded are removed from the pool prior to the determination of Title I–funded schools in the ‘CSI– Lowest Performing Schools’ category. Schools can only be eligible for one category of CSI in any given school year.

Additionally, schools with a small *n* size that were initially eligible for CSI based on the small *n* size school criteria that no longer meet the criteria, will exit CSI (see the section on Small Schools Program below).

#### CSI–Low Graduation Rate

For 2022, any school with a school level combined four-and five-year graduation rate less than 68 percent **over three years** will be eligible for CSI–Low Graduation Rate. Schools must have a combined four-and five-year graduation rate in 2020, 2021, and 2022 to be eligible for support. Schools are eligible for this category regardless of their Title I funding status.

Schools will be evaluated on an annual basis to determine continued eligibility for CSI or exit. Schools that become eligible for CSI based on the ‘CSI–Low Graduation Rate’ criteria are evaluated annually in order to determine continued eligibility for support. Schools eligible for CSI based on the ‘CSI–Low Graduation Rate’ in the 2019–20 year were reevaluated in 2022–23 to determine continued eligibility or exit. Schools with a three-year combined four-and five-year graduation rate at 68 percent or above were no longer eligible for CSI based on the ‘CSI– Low Graduation Rate’ criteria. In addition, schools that were CSI– Low Graduation Rate, but did not meet the n-size criteria in the current year to have a three-year average graduation rate calculated will exit.

##### Dashboard Alternative Status School (DASS) Community of Practice (COP)

DASS schools eligible for CSI under the *Low Graduation Rate or Low Performing* criteria will be referred to as DASS CoP schools. The addition of “CoP” was first approved by the California State Board of Education (SBE) at the September 2022 SBE meeting to distinguish the uniqueness of DASS schools and the students they serve: <https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx>.

In addition, at their September 2022 meeting, the SBE also approved the implementation of a federal flexibility for LEAs with a DASS CoP school/s/ eligible for CSI under the *Low Graduation Rate* criteria with *less than 100 enrolled students (as of Census Day 2021)*, to forgo implementation of all CSI related improvement activities.

More information about DASS CoP schools and available flexibilities for CSI is available on the CDE’s CSI web page under the DASS CoP tab at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

##### CSI–Low Graduation Rate Entry Examples

For a school to be eligible under the CSI–Low Graduation Rate criteria, the school must either have a three-year combined four-and five-year high school graduation rate below 68 percent, regardless of the Title I funding status of the school.

###### *Example 1: Mendy High School*

Mendy High School has the following graduates and cohort students in 2020, 2021, and 2022:

| **Year** | **2020** | **2021** | **2022** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates | 80 | 87 | 67 | 234 |
| Students in Cohort | 146 | 142 | 95 | 383 |

Dividing 234 (sum of Graduates column) by 383 (sum of Students in Cohort column) then multiplying by 100 equals 61.1%.

In this example, the Mendy High School’s three-year graduation rate was 61.1% and the school **has met** the CSI–Low Graduation Rate criteria.

###### Example 2: Bethel High School

Bethel High School has the following graduates and cohort students in 2020, 2021, and 2022:

| **Year** | **2020** | **2021** | **2022** | **Total** |
| --- | --- | --- | --- | --- |
| Graduates | 551 | 386 | 377 | 1,314 |
| Students in Cohort | 770 | 534 | 583 | 1,887 |

Dividing 1,314 (sum of Graduates column) by 1,887 (sum of Students in Cohort column) then multiplying by 100 equals 69.6%.

In this example, Bethel High School’s three-year graduation rate was 69.6% and the school **has not met** the CSI–Low Graduation Rate criteria.

#### CSI–Low Performing

After schools determined to be eligible under the CSI–Low Graduation Rate criteria are removed from the pool of Title I–funded schools, schools that meet the criteria for ‘CSI–Lowest Performing’ are determined next. The lowest-performing Title I funded schools—as required by ESSA—will be determined based on state indicators data from the 2022 Dashboard, using the Status level combinations that schools receive at the school-level (i.e., not student group level) on the Dashboard state indicators. The eligibility criteria are:

* Schools with all indicators at the lowest status level
* Schools with all indicators at the lowest status level but one indicator at another status level

The criteria are hierarchical. The SBE approved at their March 2022 meeting the use of Criteria 1 and 2 for CSI – Low Performing eligibility determinations. For 2022–23, the CDE determined no less than five percent of Title I funded schools for CSI – Low Performing using Criteria 1 and 2. As a result, the third criteria of “Schools with five or more indicators where the majority are at the lowest status level” was not implemented.

The first criterion applies for schools that have at least **one** state indicator with a n-size 30 or greater. The second criterion applies for schools that have **two or more** indicators that have met the n-size 30 or greater.

Schools that become eligible for CSI based on the ‘CSI Lowest–Performing’ criteria are evaluated annually in order to determine continued eligibility for support or exit. Schools initially eligible for CSI based on the ‘CSI–Lowest Performing’ criteria in 2019–20 were reevaluated in the 2022–23 year to determine continued eligibility or exit. Additionally, if a school was CSI – Low Performing in the prior year, but did not have at least one state indicator meeting the n-size of 30 or greater in the current year, the school will exit CSI – Low Performing. A school is no longer eligible for ‘CSI Lowest–Performing’ when the following criteria are met:

1. Does not meet any of the CSI Status level combination eligibility criteria for entry; **and**
2. At least one state indicator that had a performance color of Red or Orange on the 2019 Dashboard must have an improvement of Status level percent of at least 0.1 for that indicator from the 2019 Dashboard to the 2022 Dashboard.

For the ELPI, Graduation Rate, and Academic Indicators, there has to be an increase of at least 0.1. For the Suspension Rate and Chronic Absenteeism Rate Indicators, there has to be a decrease of at least 0.1.

##### CSI–Low Performing Entry Examples

For a school to be eligible under the CSI–Low Performing criteria, the school must receive Title I funding in 2021–22 **and** must meet one the eligibility criteria:

* Schools with all indicators at the lowest status level
* Schools with all indicators at the lowest status level but one indicator at another status level

###### Example 1: Kotel Elementary School

Kotel Elementary School (receives Title I funding) has the following Status levels on the 2022 Dashboard:

* English Learner Progress Indicator = Very Low
* Academic Indicator – ELA = Very Low
* Academic Indicator – Math = Very Low
* Suspension Rate = Very High

In this example, this school **would be eligible** under the CSI–Low Performing criteria of *“all state indicators are at the lowest status level”*.

**Example 2: Migdal Junior High**

Migdal Junior High (receives Title I funding ) has the following Status levels on the 2022 Dashboard:

* English Learner Progress Indicator = High
* Academic Indicator – ELA = Medium
* Academic Indicator – Math = Low
* Chronic Absenteeism = Very High
* Suspension Rate = Very High

In this example, this school **would not be eligible** for CSI–Low Performing because the school did not meet any of the eligibility criteria.

##### CSI–Low Performing Exit Examples

A school is no longer eligible for ‘CSI Lowest–Performing’ when the following criteria are met:

1. Does not meet any of the CSI Status level combination eligibility criteria for entry; **and**
2. At least one state indicator that had a performance color of Red or Orange on the 2019 Dashboard must have an improvement of Status level percent of at least 0.1 for that indicator from the 2019 Dashboard to the 2022 Dashboard.

For the ELPI, Graduation Rate, and Academic Indicators, there has to be an increase of at least 0.1. For the Suspension Rate and Chronic Absenteeism Rate Indicators, there has to be a decrease of at least 0.1.

###### Example 1: Dayan Middle School

Dayan Middle School was eligible for CSI–Low Performing in 2019–20 based on the results of the 2019 Dashboard. Dayan Middle School has the following performance colors on the 2019 Dashboard:

* Academic Indicator – ELA = Orange
* Academic Indicator – Math = Red
* Suspension Rate = Red
* Chronic Absenteeism = Red

The following table compares the school’s **2019 Status** level percentage to the school’s **2022 Status** level percentage only (Change is not available on the 2022 Dashboard):

| **State Indicator** | **2019 Status Level Value** | **2019 Performance Color** | **2022 Status Level Value** | **2022 Status Level** | **Improvement in Status Value from 2019 to 2022** |
| --- | --- | --- | --- | --- | --- |
| Academic – ELA | -107.6 | Orange | -109.1 | Very Low | No |
| Academic – Math | -155.6 | Red | -155.9 | Very Low | No |
| Suspension Rate | 12.4 | Red | 3.1 | Very Low | Yes |
| Chronic Absenteeism | 14.6 | Red | 14.7 | High | No |

Since Dayan Middle School has a decrease of 9.3 in the Suspension Rate Indicator Status value from 2019 to 2022, the school **will exit** CSI–Low Performing.

###### Example 2: Moshav Elementary School

Moshav Elementary School was eligible for CSI– Low Performing in 2019–20 based on the results of the 2019 Dashboard. Moshav Elementary School has the following performance colors on the 2019 Dashboard (note: only status was available for English Learner Progress Indicator [ELPI] on the 2019 Dashboard):

* ELPI = Very Low
* Academic Indicator – ELA = Orange
* Academic Indicator – Math = Red
* Suspension Rate = Orange
* Chronic Absenteeism = Orange

The following table compares the school’s 2019 Status level percentage to the school’s 2022 Status level percentage:

| **State Indicator** | **2019 Status Level Value** | **2019 Performance Color** | **2022 Status Level Value** | **2022 Status Level** | **Improvement in Status Value from 2019 to 2022** |
| --- | --- | --- | --- | --- | --- |
| ELPI | 28.9 | Very Low | 25.4 | Very Low | No |
| Academic – ELA | -134.5 | Orange | -163.4 | Very Low | No |
| Academic – Math | -201.3 | Red | -219.1 | Very Low | No |
| Suspension Rate | 4.5 | Orange | 4.5 | Medium | No |
| Chronic Absenteeism | 9.1 | Orange | 9.7 | Medium | No |

Since Moshav Elementary School did not have an improvement in any Status level from the 2019 Dashboard to the 2022 Dashboard, the school **will not exit** CSI–Low Performing.

### Small Schools Program for CSI

#### Small Schools Program

Schools with a Census Day 2021 enrollment between 11-29 students are eligible for CSI determinations based on small school criteria.

If you have any questions regarding the Small Schools Program for CSI, please contact the CDE School Improvement and Support Office by email at SISO@cde.ca.gov.

#### Eligibility Criteria for Elementary and Middle Schools

Small elementary and middle schools are eligible for CSI – Low Performing if the meet the following criteria:

* Census Day 2021 enrollment between 11 and 29
* Title I funded school
* All State Indicators reported on the 2022 Dashboard have an n-size less than 30
* Academic – ELA Status level = Very Low
* Academic – Math Status level = Very Low
* Chronic Absenteeism Status value is 20.1% or higher.

Small elementary schools that meet the above criteria will be eligible for CSI – Low Performing.

#### Eligibility Criteria for High Schools

Small high schools, both Title I funded and non-Title I funded, are eligible for CSI – Low Graduation Rate if the meet the following criteria:

* Census Day 2021 enrollment between 11 and 29
* All State Indicators reported on the 2022 Dashboard have an n-size less than 30
* Academic – ELA Status level = Very Low
* Academic – Math Status level = Very Low
* Graduation Rate Status value less than 68.0

Small high schools that meet the above criteria will be eligible for CSI – Low Graduation Rate.

### Additional Targeted Support and Improvement (ATSI)

#### ATSI Introduction

ESSA requires that states determine which schools are eligible for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), based on student group performance. Under California’s ESSA Plan, schools that are not eligible for CSI – Low Graduation Rate or CSI – Low Performing will be eligible for TSI or ATSI. Both Title I funded and non-Title I funded schools are eligible for TSI/ATSI if they have one or more student groups(s) that, for two consecutive years, meet the criteria applied to determine at least the lowest performing 5 percent of Title I funded schools.

Normally, TSI eligibility would be determined annually while ATSI would be determined every three years. However, due to the COVID-19 pandemic, ATSI determinations will be made in 2022–23 and 2023–24. As a result, TSI determinations cannot be made until 2024–25 using data from the 2024 Dashboard.

#### ATSI Eligibility Criteria

Both Title I funded and non-Title I funded schools are eligible for ATSI. In order to be eligible for ATSI determinations, first a school must not be eligible for CSI – Low Graduation or CSI – Low Performing. Second, if the school has **one or more student group(s) that, for two consecutive years** based on the Dashboard, meet the same criteria used to determine CSI – Low Performing.

However, in California’s approved COVID-19 Addendum, ATSI eligibility determinations in 2022–23 will be based on only one year of Dashboard results (i.e., the 2022 Dashboard). Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

* All indicators at the lowest status level; or
* All indicators at the lowest status level but one indicator at another status level

The first criterion applies for all student groups that have at least **one** state indicator with a n-size 30 or greater. The second criterion applies for all student groups that have **two or more** indicators that have met the n-size 30 or greater.

#### ATSI Student Groups

ATSI determinations are made at the student group level. The student groups used for ATSI determinations are:

* Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
* Homeless Students
* English Learner Students
* Foster Youth Students
* Student with Disabilities
* Socioeconomically Disadvantaged Students

Please note that for ATSI eligibility determinations, the English Learner Progress Indicator is only applied to the EL student group.

#### ATSI Exit Criteria

Schools initially eligible for ATSI in the 2019–20 year will be reevaluated in the 2022–2023 year to determine continued eligibility or exit. Additionally, if a school was ATSI in the prior year, but did not have at least one state indicator meeting the n-size of 30 or greater in the current year, the school will exit ATSI. A school is no longer eligible for ATSI support based on the following criteria:

1. Does not meet any of the ATSI Status level combination eligibility criteria for entry; **and**
2. For the student group eligible in 2019–20, at least one state indicator that had a performance color of Red or Orange on the 2019 Dashboard must have an improvement of Status level percent of at least 0.1 for that indicator from the 2019 Dashboard to the 2022 Dashboard.

For the ELPI, Graduation Rate, and Academic Indicators there has to be an increase of at least 0.1. For the Suspension Rate and Chronic Absenteeism Rate Indicators there has to be a decrease of at least 0.1.

###### Example 1: Tavor Elementary School

Tavor Elementary School was eligible for ATSI in 2019–20 based on the results of the 2019 Dashboard. Tavor Elementary School has the following performance colors on the 2019 Dashboard for the Student with Disabilities student group:

* Academic Indicator – ELA = Red
* Academic Indicator – Math = Orange
* Suspension Rate = Orange
* Chronic Absenteeism = Red

The following table compares the school’s **2019 Status** level percentage to the school’s **2022 Status** level percentage only (Change is not available on the 2022 Dashboard):

| **State Indicator** | **2019 Status Level Value** | **2019 Performance Color** | **2022 Status Level Value** | **2022 Status Level** | **Improvement in Status Value from 2019 to 2022** |
| --- | --- | --- | --- | --- | --- |
| Academic – ELA | -81.5 | Red | -60.4 | Low | Yes |
| Academic – Math | -141.2 | Orange | -141.3 | Very Low | Yes |
| Suspension Rate | 9.4 | Orange | 5.6 | Medium | Yes |
| Chronic Absenteeism | 22.2 | Red | 50.4 | Very High | No |

Since the Student with Disabilities student group at Tavor Elementary has a decrease of 21.1 in the Academic – ELA Indicator Status value and a decrease of 3.8 in the Suspension Rate Indicator Status value from 2019 to 2022, the school **will exit** ATSI.

###### Example 2: Yafo Junior High School

Yafo Junior High School was eligible for CSI– Low Performing in 2019–20 based on the results of the 2019 Dashboard. Yafo Junior High School has the following performance colors on the 2019 Dashboard (note: only status was available for English Learner Progress Indicator [ELPI] on the 2019 Dashboard) for the English Learner student group:

* ELPI = Very Low
* Academic Indicator – ELA = Red
* Academic Indicator – Math = Red
* Suspension Rate = Orange
* Chronic Absenteeism = Orange

The following table compares the school’s 2019 Status level percentage to the school’s 2022 Status level percentage:

| **State Indicator** | **2019 Status Level Value** | **2019 Performance Color** | **2022 Status Level Value** | **2022 Status Level** | **Improvement in Status Value from 2019 to 2022** |
| --- | --- | --- | --- | --- | --- |
| ELPI | 13.4 | Very Low | 12.1 | Very Low | No |
| Academic – ELA | -152.8 | Red | -155.4 | Very Low | No |
| Academic – Math | -201.3 | Red | -219.1 | Very Low | No |
| Suspension Rate | 3.8 | Orange | 4.2 | Medium | No |
| Chronic Absenteeism | 7.9 | Orange | 7.9 | Medium | No |

Since the English learner student group at Yafo Junior High School did not have an improvement in any Status level from the 2019 Dashboard to the 2022 Dashboard, the school **will not exit** ATSI.

### Appendix A: Descriptive Text for Images in Guide

**[Figure 1](#Figure1" \o "Anchor to Figure 1): Five Status Levels Represented through “Cell Phone Bars”**

The image shows five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very Low.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “Low.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “High.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very High” below it. Underneath the Very Low bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.

[**Figure 2**](#Figure2)**: Chronic Absenteeism and Suspension Rate: Reverse Status Levels**

The image reflects five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very High.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “High.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “Low.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very Low” below it. Underneath the Very High bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.