**Disruption to Test Scores after Tropical Cyclones in the United States**

Gabriella Y. Meltzer PhD1,2 , Joan Casey PhD1, Joel Schwartz PhD3, Michelle Bell PhD4, G Brooke Anderson PhD5, Marianthi-Anna Kioumourtzoglou ScD1, Robbie M. Parks PhD1

1. Department of Environmental Health Sciences, Columbia University Mailman School of Public Health, New York, NY, USA
2. Department of Epidemiology, Columbia University Mailman School of Public Health, New York, NY, USA
3. Department of Environmental Health, Harvard T.H. Chan School of Public Health, Boston, MA, USA
4. Department of Environmental Health, Yale University School of the Environment, New Haven, CT, USA
5. Department of Environmental & Radiological Health Sciences, Colorado State University, Fort Collins, CO, USA

**Background and Aim**

In the United States, hurricanes and other tropical cyclones have a devastating impact on society. Knowledge of how tropical cyclones impact student educational attainment is essential to understanding the full burden of climate-related disasters. Our analysis aims to examine the association between the tropical cyclones and educational attainment among elementary and middle schoool-age students in the United States.

**Methods**

We based educational attainment on county-level average standardized test scores in math and reading/language arts (RLA) among third to eighth grade students during 2009–2018. Our exposure of interest was tropical cyclones, developed from a comprehensive record of tropical cyclone occurence over XX years, defined as counties with a sustained maximal wind speed ≥34 knots as well as subset of the data including only gale-to-violent storms (≥34 knots and <64 knots) or hurricanes (≥64 knots). We developed a Bayesian formulation of a difference-in-difference model, associating tropical cyclones and annual average test scores, while controlling for covariates at the county and grade cohort level, including student-level racial/ethnic composition, student-level socioeconomic status, county-level urbanicity, and county-level socioeconomic status.

**Results**

In initial results, for hurricane-exposed counties in Florida during 2009–2018, we found that hurricane force-wind exposed counties … We also examined how associations varied by strength of tropical cyclone, state, XX.

**Conclusion**

Our results show that ambient air pollution within a GSD is associated with lower academic performance among children. Further improving air quality may benefit children’s overall academic achievement and socioeconomic attainment across the lifespan.