**Lower Test Scores after Hurricanes in the United States**

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Background/Aims: Hurricanes and other tropical cyclones are highly disruptive to education systems in the United States. Knowledge of student outcomes is key to understanding these hazards’ deleterious impact on academic achievement. This analysis aims to examine the association between the occurrence of tropical cyclones and educational attainment among 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 from 2009 to 2018. Our exposure of interest was tropical cyclone-impacted counties—defined as counties with a sustained maximal wind speed ≥34 knots—for the counterfactual scenario that these counties were not exposed to the tropical cyclone. We applied a multilevel linear regression predicting average test scores 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:

Conclusion:

Figure