Current research suggests that inclement weather closures (snow, hurricanes, etc.) have no effect on student achievement. Though limited, these studies have used state standardized tests or the SAT, which are not subject-specific and are able to be moved in the case of weather-related closures. This research also fails to examine the role that socioeconomic status plays in these effects.

To improve upon this, I have investigated the effects of inclement weather closures on student achievement using the AP exam across Massachusetts and Georgia. The AP exam is a measurement of achievement that is more susceptible to disruptions due to its subject-specific nature. I then incorporate the percent of economically disadvantaged students per district to examine effects in low-income areas.

Hypothesis: I believed that student achievement is impacted by inclement weather days, especially in low-income areas, resulting in lower AP pass rates.

**RESULTS**

- **Georgia:** no significant effects of inclement weather closures on AP exam scores at any level
- **Massachusetts:** decrease state-wide (-0.362 percentage points) for every inclement weather closure
  - Decrease more significant in areas with high percentages of economically disadvantaged students (-1.252 percentage points)
- Interviews produced varied narratives about the impacts of inclement weather closures and potential solutions
  - Teachers with heavier content-based courses, specifically STEM APs, described the greatest hardships. There was also a general consensus to make-up these closures during the school year.

**FUTURE RESEARCH**

It is recommended that future studies investigate two routes:

1. The impact on STEM versus non STEM courses to see if there are inter-disciplinary differences.
2. Account for early releases or delayed starts in interpreting “disruptions” to the school day.

**REFERENCES**

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