

# DESLAVA TARTOVA

✉ <https://desislavatartova.github.io>

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❖ Paris School of Economics (PSE), 48 Boulevard Jourdan, 75014 Paris, France

## EDUCATION

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NATIONAL BUREAU OF ECONOMIC RESEARCH (NBER)	2025-2026
Visiting Research Scholar	
PARIS SCHOOL OF ECONOMICS (PSE)	since 2021
Ph.D. Candidate in Economics	
COLUMBIA BUSINESS SCHOOL	Winter-Spring 2024
Visiting Research Scholar, sponsored by Jonah Rockoff	
PARIS SCHOOL OF ECONOMICS (PSE)	2020-2021
MRes in Analysis and Policy in Economics	
THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE (LSE)	2017-2018
MSc in Economics	
THE UNIVERSITY OF NOTTINGHAM	2014-2017
BSc in Economics	

## RESEARCH INTERESTS

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*Primary:* Labor Economics, Economics of Education

*Secondary:* Public Economics, Development Economics

## REFERENCES

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### Luc Behaghel (Advisor)

Professor of Economics  
Paris School of Economics  
[luc.behaghel@psemail.eu](mailto:luc.behaghel@psemail.eu)

### Thomas Piketty

Professor of Economics  
Paris School of Economics  
[thomas.piketty@psemail.eu](mailto:thomas.piketty@psemail.eu)

### Jonah Rockoff

Paul Garrett Professor of Public Policy  
and Business Responsibility  
Columbia University  
Graduate School of Business  
[jonah.rockoff@columbia.edu](mailto:jonah.rockoff@columbia.edu)

## JOB MARKET PAPER

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### WHO LEAVES AND WHO STAYS? THE IMPACT OF THE TEACHER WAGE GAP ON TEACHER QUALITY

**Abstract:** This paper studies how uniform increases in teacher wages affect the average quality of the teaching workforce. I exploit a 2014 French reform that substantially increased wages in highly disadvantaged schools but only modestly in slightly less disadvantaged ones to identify the heterogeneous exit elasticities with respect to wages across teachers of different productivity levels. I show that high-productivity teachers—defined using plausibly unbiased measures of teacher value-added—are 2.5 times more responsive to wage increases in their exit decisions than low-productivity teachers. I develop a labor-supply framework showing that high-productivity teachers are more responsive to wages because their preferences for the outside option relative to teaching are less dispersed and, on average, closer to the threshold of indifference between leaving and staying in teaching. In policy counterfactuals that leverage the heterogeneous elasticities within the estimated framework, I show that targeting wage bonuses toward high-productivity teachers delivers the same gain in aggregate teacher quality as a uniform increase of comparable magnitude to that of the 2014 reform, at a fourth of the fiscal cost.

**Presentations:** PSE (2025)

## WORKING PAPERS

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### TEACHER VALUE-ADDED IN THE ABSENCE OF ANNUAL TEST SCORES: UTILIZING TEACHER NETWORKS

**Abstract:** This paper proposes a novel methodology for estimating teacher value-added in the presence of non-random teacher-student sorting and the absence of annual standardized student test scores. Rather than relying on lagged student test scores to control for nonrandom teacher-student sorting on student ability, I exploit within-student across-subject variation in test scores and teacher “networks”—teachers in the same subject who teach groups of students observed with a unique teacher in another subject. The resulting estimates closely recover the true parameters of teacher value-added in Monte Carlo simulations and align well with estimates from standard methodologies in New York City data where lagged test scores are available. The methodology substantially expands the research on teacher value-added, as the majority of educational settings do not rely on standardized testing in consecutive grade levels. I apply the method to French middle school teachers and find that a 1 SD increase in teacher value-added within school improves student scores by 0.10 SD in Math and 0.07 SD in French. I show that using a “hybrid” methodology—which augments the network estimator to control for lagged scores—in settings where lagged scores are available can outperform standard methods under specific sorting patterns by accounting for sorting on time-varying student unobservables.

**Presentations:** TSE 2nd Economics of Education Workshop (2025), Columbia University (2024), IZA/ECONtribute Workshop on the Economics of Education (2023), CESifo / ifo Junior Workshop on the Economics of Education (2023), European Economic Association (2023), SSE Quality in Education Conference (2023), Doctorissimes Conference (2023), European Association of Labour Economists (EALE) (2023), PSE (2023, 2022), ENS Workshop in Economics of Education (2022)

## RESEARCH IN PROGRESS

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**DO TEACHER BONUSES NARROW EDUCATIONAL GAPS? EVIDENCE FROM DISADVANTAGED SCHOOLS** with *Frederic Denker (PSE), Julien Grenet (PSE), Julien Silhol (AMSE) and Lionel Wilner (Crest)*

**DETERMINANTS OF TEACHER VALUE-ADDED: EVIDENCE FROM FRENCH TEACHER SURVEYS ON PEDAGOGICAL PRACTICES** with *Vivien Liu (PSE)*

**PRODUCTIVITY IN AND OUT OF TEACHING AND THE MISALLOCATION OF TALENT** with *Barbara Biasi (Yale)*

## TEACHING EXPERIENCE

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Teaching Assistant, Microeconomics (BSc, instructors: Margaret Bray, Erik Eyster), LSE 2017-2018

## RELEVANT WORK EXPERIENCE

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FRENCH MINISTRY OF EDUCATION

Researcher, *Direction de l'évaluation, de la prospective et de la performance*

since 2021

EUROPEAN CENTRAL BANK

Research Analyst, *D.G. Monetary Policy - Capital Markets and Financial Structure*

2019-2020

Trainee, *D.G. Monetary Policy - Monetary Policy Strategy*

2018-2019

## CONFERENCE AND SEMINAR PRESENTATIONS

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2025: PSE, TSE 2nd Economics of Education Workshop

2024: Columbia University

2023: IZA/ECONtribute Workshop on the Economics of Education, CESifo / ifo Junior Workshop on the Economics of Education, European Economic Association, SSE Quality in Education Conference, Doctorissimes Conference, European Association of Labour Economists (EALE), PSE

2022: ENS Workshop in Economics of Education, PSE

## **GRANTS AND HONORS**

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French government subsidy ANR-17-EURE-001	2025-2026
Education Policy and Social Mobility Chair PhD scholarship	2024-2025
PSE Mobility Grant	2023
Runner-up for the EALE Labour Economics Prize	2023
Paris 1 Sorbonne ED465 PhD scholarship	2021-2024
University of Nottingham Award for Outstanding Academic Achievements	2017

## **SOFTWARE AND PROGRAMMING**

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R, Stata, LaTeX

## **LANGUAGES**

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Bulgarian (native), English (fluent), French (advanced), Spanish (beginner)