

DESLAVA TARTOVA

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

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

EDUCATION

PARIS SCHOOL OF ECONOMICS (PSE)	since 2021
Ph.D. Candidate in Economics	
COLUMBIA BUSINESS SCHOOL	Winter-Spring 2024
Visiting 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

Primary: Labor Economics, Economics of Education

Secondary: Public Economics, Development Economics

REFERENCES

Luc Behaghel (Advisor)
Professor of Economics
Paris School of Economics
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Thomas Piketty
Professor of Economics
Paris School of Economics
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

JOB MARKET PAPER

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

Abstract: To understand whether a widening of the teacher wage gap — the gap between teacher wages and wages offered in teachers' outside options — leads to a decrease in the quality of education provision, this paper studies how exits of teachers from the teaching sector respond to the wage gap and how this response varies by teachers' level of productivity. I exploit plausibly exogenous variation in the wage gap caused by a 2014 French reform that significantly and uniformly increased wages for teachers in highly disadvantaged schools and only marginally increased wages in other disadvantaged schools. Using a difference-in-differences framework and robust estimates of the wage gap with outside options, identified from occupational transition matrices, I find that the probability of exit of teachers from the teaching sector drops for the average teacher when the wage gap narrows. The response is twice as strong for high-productivity teachers. In a simple framework of teachers labor market decisions, I use these elasticities to simulate how targeted or untargeted teacher bonuses would affect the aggregate quality of education provision.

Presentations: PSE (2025)

WORKING PAPERS

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

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

TEACHING EXPERIENCE

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

RELEVANT WORK EXPERIENCE

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

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

Education Policy and Social Mobility Chair PhD scholarship	2024-2025
PSE Mobility Grant	2023
Paris 1 Sorbonne ED465 PhD scholarship	2021-2024
University of Nottingham Award for Outstanding Academic Achievements	2017

SOFTWARE AND PROGRAMMING

R, Stata, LaTeX

LANGUAGES

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