

DEISLAVA TARTOVA

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EDUCATION

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

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: 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 three times more responsive to wage increases in their exit decisions than low-productivity teachers. I develop a simple labor-supply framework showing that high-productivity teachers are more responsive to wages because their preferences between teaching and the outside option are less dispersed and, on average, closer to the indifference threshold. I find empirical support for a mechanism that can rationalize the latter: teachers with better average outside options have more incentives to collect information about them, thus reducing the dispersion in their relative preferences. Finally, policy counterfactuals show that while uniform wage increases raise aggregate teacher quality, given the differential elasticities, targeting increases toward high-productivity teachers delivers larger gains at lower fiscal cost.

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

DO TEACHER BONUSES NARROW EDUCATIONAL GAPS? EVIDENCE FROM DISADVANTAGED SCHOOLS with *Fred-eric 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

TEACHING EXPERIENCE

Teaching Assistant, Microeconomics (BSc, instructors: Margaret Bray, Erik Eyster), 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

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

R, Stata, LaTeX

LANGUAGES

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