According to Wolf (2002), the standards and accountability movement in education has undeniably transformed schools throughout the United States. It is assumed that if students pass state tests that are aligned with state standards, their school is doing a good job of educating them, and if students pass the state’s exit exams, they are ready to face the challenges and rigors of college. Wolf questions these assumptions and suggests that the current accountability systems that are in place fail to measure student growth over time. Although state tests purport to measure whether a student has met state standards, just how meaningful is meeting the proficiency levels on a state test if that achievement doesn’t translate into deep, meaningful learning, and subsequent academic success? In other words, which standards are actually being met and measured, those that require simple memorization or those that demand complex thinking? The first of many detrimental effects of high-stakes testing is that educators spend enormous amounts of time teaching to the test, despite the plethora of research that suggests that this kind of instruction does not transfer into real learning. More than ever before, educators have a responsibility to provide students with excellent instruction that prepares them for success in the 21st century and beyond. It takes courage for educational leaders and teachers to think deeply about how they are responding to high-stakes testing; to stay true to what they believe in and value as meaningful learning and instruction; and to fight hard against the testing-only mind-set that is robbing our children of a dynamic, rich education based on college and career readiness skills.