In the past, Educators and Researchers compared EL to non-EL outcomes, giving the impression that graduation rates are much lower among EL students. Coverage of the achievement gap between English Learners (ELs) and their non-EL peers is misleading. We took a new look at the data and included a group called Ever ELs. Instead, we should look at the full group of students who entered school as ELs, which shows that Ever ELs graduate at a similar rate to their non-EL peers. In fact, former EL students graduate at a higher rate than non-EL students. Ever ELs matter. Looking at only current EL students does not provide a complete picture. Looking at the full group of Ever ELs provides crucial information about school and district effectiveness.