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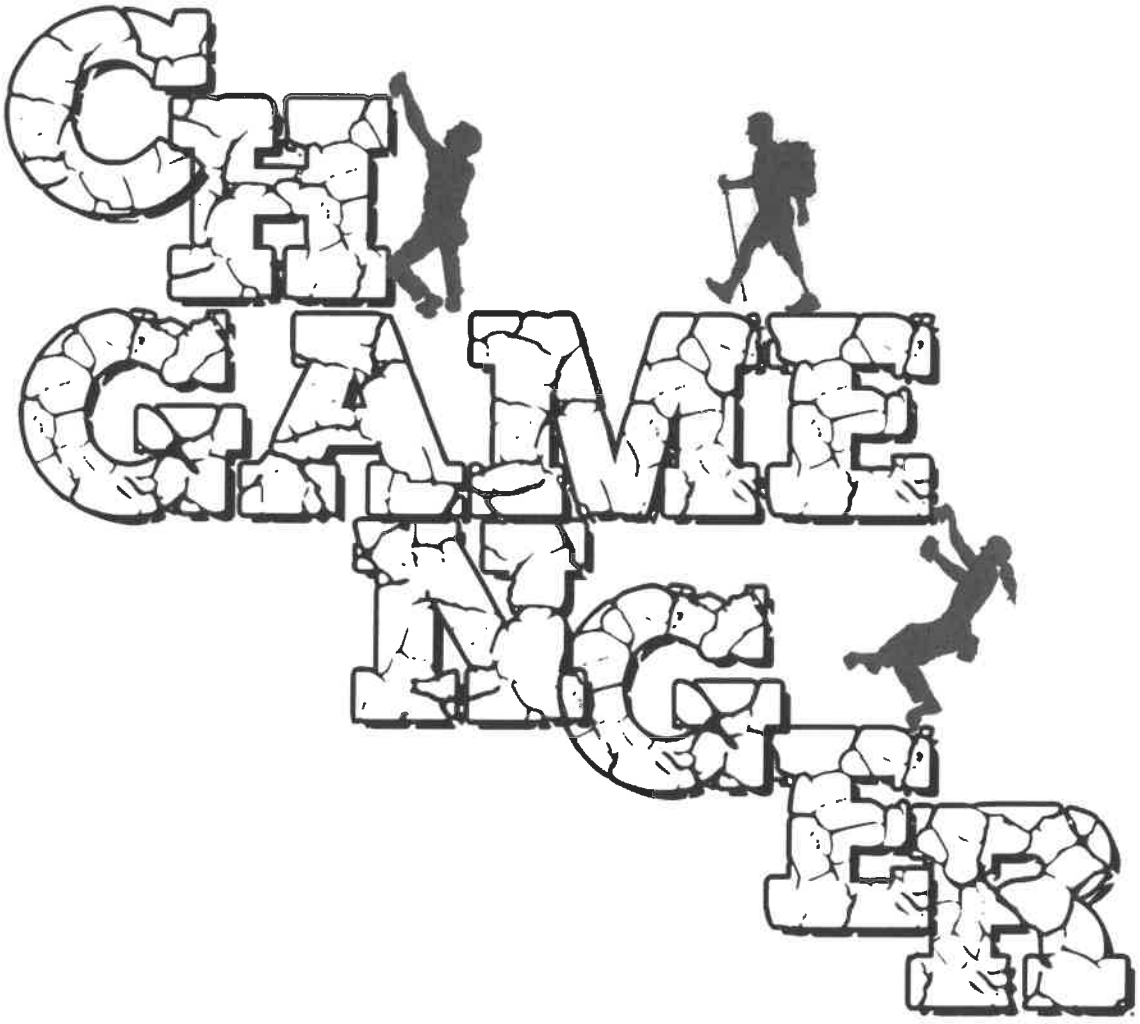

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About the Cover

GameChanger, this year's theme selected by President Penny Edwards, challenges everyone to not only be *in the game* but to be a GAMECHANGER by making a difference for the children of Alabama. Now, more than ever, is the time for individuals in our profession to step up and change the game by providing quality physical activity opportunities in our schools, fitness facilities, recreation programs and sports leagues for ALL children.

Policy Statement

The *ASAHPERD Journal*, a refereed and blind peer reviewed journal, is the official publication of the Alabama State Association for Health, Physical Education, Recreation and Dance and is published two times annually in the fall and spring. Manuscripts, photos, and news items are invited and should be submitted in accordance with the Author's Guidelines found in this *Journal*. The authors' opinions are their own and do not necessarily reflect the attitude or views of ASAHPERD, its officers, or the editors of the *Journal*.

Correlates of Winning Interscholastic "Gridiron Football" Championships

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Introduction

It is common for football fans, coaches, athletes, and media to view statistics following "gridiron" football games – whether professional, intercollegiate, or interscholastic. Lists of in-game statistics have been available from various sources (e.g., newspapers, Internet, etc.) for decades. However, are all reported statistics important toward winning a game, or are some more vital than others?

When considering the many goals of football programs, there are numerous philosophies. One objective of American tackle football competition is winning games. To that point, nearly 40 years ago, Latham and Stewart (1981) researched objectives of National Football League (NFL) franchises as reported by team representatives. They found that the Top 2 objectives of both "Winning" and "Moderate"(ly) (successful) "Teams" were to "make the playoffs" and "produce a winning team." Organizations labelled as "Losing Teams" rated their top objectives (equally) as making post-season play, entertainment, and improving team image - with winning as a low priority (p. 406). Possibly, at the interscholastic level, it is reasonable that having a winning team and making the playoffs are goals for many football coaches. Mindful of that, this study's aim was to determine variables that impact winning interscholastic "Gridiron" football games.

Background - Factors or Variables that Impact Winning Football Games

Philosophically, football coaches (and other stakeholders) have long opined concerning which factors win games. Given that few studies have addressed in-game statistics influencing winning interscholastic football games, it is necessary to discuss factors that have been reckoned as having an impact at other levels. DiGaetano (2016) asserted that ball possession time was instrumental in achieving a higher score in games. The reasoning was, if "they" (i.e., opponents) do not have the ball, odds of them scoring decreases. He believed securing the ball is key to maintaining possession, and that winning the turnover battle is crucial at every level of football. The turnover/giveaway/ takeaway column has been supported in pro' football as being vital (e.g., Cohea & Payton, 2011; Magel & Childress, 2012; Onwuegbuzie, 1999, 2000; Pelechrinis & Papalexakis, 2016; Willoughby, 2002). Wagner (1987) found that turnover difference and time of possession difference were major variables for winning both college and professional football games. Other studies at the intercollegiate level showed turnover margin or turnover difference

were vital in this research line (e.g., Magel & Long, 2013; West & Lamsal, 2008). Two studies have targeted interscholastic football and they showed that ball control, or time of possession, were significant at the interscholastic level (Barker 1964; Brown 2008). Although, Barker (1964) did find intercepted passes by the winning team was important.

In response to Cohea and Payton (2011), Osorio (2011) outlined and defined a list of key determinants that can influence victories in American Football and suggested that future research involve these when possible. Table 1 shows the positive and negative correlations associated with winning football games (Osorio, 2011).

Noted Football Coaches' Philosophies of Factors Influencing Winning

John McKay (successful head coach, Southern California University, 1960-1970s) stated that "No coach, no matter how successful, ever escapes the pressure of winning." But what *wins* football games? In 1931, Coach Knute Rockne (Notre Dame's Head Coach, 1918 - 1930) wrote,

> There is always a doubt in the minds of coaches as to which is the more important, offense or defense. Both are important, but I do believe it wise for a team to pay more attention to offense. In case you have an early game with a rugged opponent your defense may stop them dead. However, along in the second half with the score nothing to nothing there may be a fumble and one of the opponents may run a long distance for a touchdown and kick goal. The score would then stand seven to nothing against you and the thing you would have to call upon under these conditions would be the offense. If you have only defense you would now be helpless. For that reason, I always pay a little more attention to offense than defense, as it is more difficult to get results. Offense involves more finesse in timing, judgment and more complex team play (p. 20).

On the other hand, famed University of Alabama Head Coach (from 1958 - 1982) Paul "Bear" Bryant (anecdotally) coined the axiom that "Offense wins games, defense wins championships." More recently, Trimble (2005) noted that "Championship football teams are able to run and pass the football effectively" (p. 123). Elsewhere he wrote, "Defense is the name of the game when it comes to winning championships. If the opponent can't score, they can't win..." (p. 144). And, former Pittsburgh Steelers quarterback Terry Bradshaw summed it up by saying, "The heck with statistics. Just win" (p. 79). That said, all three phases contribute to, and are vital for, winning American Football games (see Osorio, 2011).

In the first study of its kind (Barker, 1964) reported statistics that correlated best with winning interscholastic football games (from a sample of 20 high school football games, played on one October night, in TX). Barker observed, 50+ years ago, coaches have historically debated which

statistics best enhance the possibility of winning, with few solid answers.

Barker found that score (final score, 1st quarter, 2nd quarter, 4th quarter, 1st half, & 2nd half), first downs earned, total yards gained, total yards gained when rushing, total touchdowns, total touchdowns rushing, and interceptions by the winners were significantly associated with winning a game. Although they were not significant, passes attempted, passes completed, punts, and fumbles lost were all negatively correlated with winning. It is reasonable that teams may need to: pass more when behind; possibly must punt more if they cannot move the ball; and, likely lose more fumbles than winners.

General Robert Neyland (University of Tennessee Head Coach, at varied times, 1920s – 1950s) believed that, "To defeat a weak opponent is not the problem: The problem is to win when he is as good or better than you." Since there are many philosophies regarding how to win football games, and especially championships, our curiosity was aroused.

Little interscholastic research has been conducted since Barker (1964) and there is a need to determine which variables relate to winning interscholastic football games across time. From a geographical perspective, football's significance in the Southern United States is a supreme cultural experience when communities have winning football programs (Morgan & Klimasewski, 2015). Our aim was to determine in-game statistics that best correlate (historically) with winning an *interscholastic state championship game* (in the state of Alabama). The second purpose of this study was to compare our results with those of Barker (1964), 55+ years later. We also wanted to extend the knowledge-base and answer (beyond correlation) what are the most significant variables for winning football games? The final purpose of this study was to determine which offensive and defensive/special team in-game statistics separate winning and losing teams.

Methodology

Authors analyzed 280 games having decisive winners. Four tie-games (before instituting tiebreakers) were eliminated from analysis. From the 1960s through present-day, classifications expanded from 1A – 4A to 1A – 7A, based on school enrollment figures. Both parochial/private and public schools participating in the Alabama State High School Athletic Association (AHSAA) championship final games were included.

Following approval by the Office of Research and Sponsored Programs, by the lead author's university, data were gathered concerning AHSAA championship football game box scores and game summaries. In-game statistics were collected/updated periodically by viewing information available from the AHSAA website (in the most recent years). The AHSFHS was a starting point for older information - numerous visits to the Birmingham (AL) Public Library involved cross-checking information. Specifically, data came from The AHSAA, The Alabama High School Football Historical Society (AHSFHS), *The Birmingham News*, *The Birmingham Post Herald*, and *The Montgomery Advertiser* (the latter three being major print-news outlets, with broad interscholastic championship coverage). Every possible effort was made to collect and cross-check data from authoritative sources.

Results and Discussion

Descriptive statistics such as frequencies, means, standard deviations, ranges, and percentages. To examine relationships between specific game statistics and the result of the games (i.e., win or lose, margin of victory), Pearson Product Moment Correlations were used. Statistical significance was set *a priori* to $p < .05$. Overall, 11 of the 20 correlations were statistically significant in relation to the winning or losing the game and 16 of the 20 were statistically significant relative to margin of victory. Other analyses included comparisons using a multivariate analysis of variance (MANOVA). All analyses were performed using IBM SPSS Statistics, Version 23.

Table 2 shows basic summary statistics for 280 games having a sole state champion. It is noteworthy that some statistics were not always reported in older data sources (e.g., punt yardage, number of punts, etc.), with others added in recent years (e.g., 3rd Down Conversions, Non-Offensive Touchdowns, etc.).

Scoring

Obviously, football games are won by teams scoring more points. Margin of Victory (MoV) had a mean of ~16 points with winners averaging approximately 27 and losers averaging approximately 11 points, respectively. The closest MoV was by one point, and the largest was 75 points (75 – 0) for a state championship game. Across the 1st and 2nd halves, point distributions for both winners and losers were consistent - with both scoring slightly more points in the 2nd quarter, than other periods.

Offense

Earning 1st Downs is considered a vital offensive statistic by football coaches and, in this case, winners averaged approximately 15, with losers averaging approximately 11. But, a new statistic (3rd Down Conversions) was included in the official box scores for the 28 most recent championship games and indicated that winners converted on 49% of opportunities, whereas losers averaged ~32%. From a rushing offense perspective, across history (in this study), teams winning championships apparently dominated with rush attempts, rushing yards gained, and average rushing yards per attempt. Winning teams also earned more than twice as many yards rushing as passing. Interestingly, winners averaged more pass catch yards, and had more pass completions than losers.

Ball control is an aspect of football that coaches often emphasize relative to winning. It is often stated that if an opponent does not have the ball, they cannot score. We found that winning teams averaged only 2 more offensive plays than losing teams (55 compared to 53 plays). Time of Possession is shown in seconds of clock time, which translates to >25 minutes of ball control for winners (>22 minutes for losers).

Defense and Special Teams

Turnover Margin for winners ranged from -4 to 7. A team losing the ball 4 more times than they took it away, and still winning the game, may be an oddity. We also analyzed a statistic recently popularized by the University of Alabama - Non-Offensive Touchdowns, or *NOTs* (Auerbach, 2016; Kirshner, 2016; McFadden, 2016; Reedy, 2016;

Schlabach, 2017). At least one team scored that way 3 times in a game. Moreover, one team scored on special teams at least twice in a game, and another defensively at least twice in a game.

Barker Compared to Current Study

Table 3 presents a comparison between our study and Barker's (1964) showing correlates for winning interscholastic football games. In general, our correlations are lower – but we also have a more extensive sample - that is possibly more realistic than Barker's sample and results. Whereas Barker limited the outcome to winning (or losing) a game, this study also examined associations with Margin of Victory (MoV). Our comparison with Barker revealed many similar findings. For example, Barker found statistically significant associations between number of points scored in the 1st, 2nd, and 4th quarters with winning a game. The current study found statistically significant relationships for scoring in the 1st and 2nd quarters with winning the game, but between scoring in every quarter with MoV. So, although scoring in the 1st half is key, continuing to score (logically) increases the MoV. Also, in agreement with Barker, there was a positive correlation between number of TDs, especially rushing TDs, with winning the game. The number of rushing TDs also had a strong positive correlation with MoV in the current study. Finally, Barker found that both total offensive yards and rushing yards had moderate relationships with winning a game. In our study, rushing yards were positively related to winning and strongly related to MoV. Both passing yards, pass attempts, and pass completions had a negative relationship with winning the game. This could be due to teams passing when behind on the scoreboard; but, passing yards as well as passing attempts and completions had a negative relationship with winning.

As a reminder, note that Barker's study involved 40 teams (20 games) and his sample was also described as larger high school teams. The current study included 280 contests and 560 teams, of all classification levels.

Comparison of Winning and Losing Teams

Additional comparisons determined offensive and defensive/special team in-game statistics that separate the winning and losing teams. A total of 22 (15 offensive-related and 7 defensive or special team) game statistics were examined. Results from these comparisons are found in Table 4. Statistical comparisons of these were made using a multivariate analysis of variance (MANOVA). Follow-up ANOVAs were used to determine which specific game statistics were different for the winning and losing teams. Statistical significance was set *a priori* to $p < .05$. Furthermore, the practical significance (effect size) of these differences is reported as Cohen's d. Nineteen (19) of the 22 game statistics were statistically different between the winning and losing team and 10 of these differences achieved at least a medium effect size.

Offensive - Of the 15 offensive game statistic comparison, 13 were statistically significant. That is, the winning team outscored the losing team in each quarter (especially the 1st and 2nd quarters), out-rushed the losing team (total rushing yards, rushing TDs and rushing TDs of more than 20 yards), earned more first downs, and held possession for a longer

period of time. The winning team also had more passing TDs and passing TDs longer than 20 yards but did not have more total passing yards. The largest effects were related to rushing in terms of rushing yards gained (219.13 versus 121.46) and number of rushing TDS (2.59 versus .89). There was also a large effect size for total yards (311.38 versus 218.64). Medium effects were related to points scored each quarter and number of earned first downs.

Defense and Special Teams - The winning team forced more fields goals, recorded more defensive safeties, scored more defensive TDs, forced more fumbles and interceptions to win the overall turnover battle. Of these effects, the strongest related to turnovers.

Conclusions

There were multiple purposes for this study. We reported summary descriptive statistics, comprehensively, sought by coaches, athletes, fans, and media. Several in-game variables were identified that correlated with winning an *interscholastic state championship game*. Results established what can be considered a modern baseline (for replication involving populations/samples in other states) by showing significant variables associated with Margin of Victory at the interscholastic level. Furthermore, significant variables (when viewed from offensive and defensive/special teams perspectives) were found that differentiate winning and losing teams in high school championship football games.

Interscholastic football coaches (in Alabama, if not other states) can possibly apply our findings to their programs. As Bobo (1987) noted, "personnel considerations dictate the type of offense and defense you run" (p. 101). So, every coaching staff should carefully consider their on-hand personnel when doing season, and game, preparation. From a practical application standpoint, results from this study can aid football coaches as they set pre-season, in-season, and post-season goals. Some logic may suggest that if certain statistics help determine a state championship game win, then such variables may also improve chances of winning in-season games. Using Bobo's format for objectives (pp. 57 & 119), an example appears in Table 5.

Given our analysis, we believe coaches can benefit from this study. Additionally, from a research perspective, there should be further investigation of interscholastic football games, particularly data concerning state championship games. To determine if there are trends or consistencies, there is also a need for continued research regarding:

1] whether variables related to winning interscholastic football championships are similar or differ by state or regions of the nation (U.S.A.),
2] which subsets of variables are most critical in predicting outcome of a game,
3] to what extent are the critical variables dependent upon:
a) field advantage (i.e., home, away, neutral site),
b) school classification or size,
c) overtime,
d) closeness of outcome,
e) era or time-period by year(s).

Table 1 - Osorio's List of Influential Game Statistics for Winning Grid-Iron Football

Variables			
General	**Offensive**	**Defensive**	**Special Teams**
Total Offensive Yards Generated (+)	3rd Down Conversions (+)	Sacks (+)	Punt & Kick Returns (+)
Time of Possession (+)	4th Down Conversions (+)	Tackling Efficiency: Tackles (+)	Field Goal Attempts & Conversions (+)
Team Effectiveness Off. Efficiency v. Def. Efficiency (+)	1st & 2nd Down Conversions (+)	Missed Tackles (–)	Point After Touchdown (PAT) Attempts & Conversions (+)
Home Field Advantage (+)	Yards per Play (+)	Red Zone Stops (+)	
Overtime 1st Possession (+)	Passing Efficiency (+)	Red Zone Forced Field Goals (+)	
	Rushing Efficiency (+)	Penalties/Penalty Yards (–)	
	Red Zone Conversions (+)	Forced Turnovers: Forced Fumbles, Recovered Fumbles, & Interceptions (+)	
	Penalties & Penalty Yards (–)	Forced Safety (+)	
	Turnovers & Turnover Differential (–)		

Note:
(+) = Positively Correlated
(-) = Negatively Correlated

Table 2 - Descriptive Summary of Box Scores (Ranges & Averages)

Variables	Winners		Losers	
	Range	Mean	Range	Mean
Margin of Victory (Points)	1 – 75	16.49	---	---
1st Qtr Pts Earned	0 – 28	05.57	0 – 15	02.08
2nd Qtr Pts Earned	0 – 28	08.35	0 – 20	03.16
3rd Qtr Pts Earned	0 – 24	06.44	0 – 17	02.95
4th Qtr Pts Earned	0 – 28	06.95	0 – 14	02.88
Over-time Points Earned	0 – 31	00.28	0 – 24	00.18
Total Game Points	3 – 75	27.60	0 – 42	11.24
1st Half Points Earned	0 – 42	13.94	0 – 27	05.25
2nd Half Points Earned	0 – 50	13.48	0 – 26	05.85
# 1st Downs Earned	5 – 26	15.44	0 – 26	11.67
% 3rd Down Conversions Made	30.00 – 88.88	49.40	11.11 – 61.53	32.65
# Rush Attempts	5 – 68	41.64	14 – 60	34.33
# Rushing Yds Gained	25 – 535	219.13	-44 – 421	121.46
Avg Rushing Yds Per Play	1.00 – 11.48	05.23	-2.41 – 10.45	03.40
# Passing Yds Gained	-2.00 - 343	93.35	-1.00 – 375	96.99
# Pass Attempts	0 – 43	11.34	0 – 51	16.76
# Pass Completions	0 – 25	05.93	0 – 30	07.44
Avg Pass Catch Yds	-2.00 – 59.50	15.52	-1.00 – 86.00	13.71
% Passes Completed	00.00 – 100.00	48.94	00.00 – 88.88	40.51
Total Offensive Yds Gained	75 – 606	311.38	-20 - 522	218.64
Earned Avg Yds Per Play	02.31 – 12.23	06.07	0.511 – 11.15	04.38
Penalty Yards Lost	0 – 164	45.59	0 – 180	36.45
Time of Possession (in seconds)	960 – 2064	1507.65	840 – 2016	1372.86
# Total Offensive Plays	34 – 85	55.26	31 – 81	53.83
% Run Plays	40.32 – 98.24	76.22	25.80 – 97.56	64.47
% Pass Plays	01.75 – 59.67	23.87	02.43 – 74.19	35.51
# Total Rushing TDs	0 – 7	02.59	0 – 4	00.89
Run TDs 1-20 Earned	0 – 7	01.91	0 – 4	00.70
Run TDs 21-40 Earned	0 – 3	00.33	0 – 2	00.09
Run TDs 41-60 Earned	0 – 3	00.19	0 – 2	00.04
Run TDs 61-80 Earned	0 – 2	00.11	0 – 1	00.03
Run TDs 81-100 Earned	0 – 1	00.02	0 – 1	00.01
Run TDs Unknown Distance	0 – 2	00.04	0 – 1	00.01
# Total Passing TDs Earned	0 – 4	00.96	0 – 4	00.56
Pass TDs 1-20 Earned	0 – 4	00.40	0 – 3	00.25
Pass TDs 21-40 Earned	0 – 2	00.31	0 – 2	00.15
Pass TDs 41-60 Earned	0 – 2	00.15	0 – 10	00.13
Pass TDs 61-80 Earned	0 – 2	00.09	0 – 4	00.05
Pass TDs 81-100 Earned	0 – 1	00.01	0 – 1	00.01
Pass TDs Unknown Distance	0 – 1	00.01	0 – 1	00.01
# FG Made Forced by Each	0 – 3	00.35	0 – 2	00.16
# Total Turnovers Taken	0 – 9	02.49	0 – 6	01.39
# Defensive Safeties Forced	0 – 1	00.04	0 – 1	00.01
# Defensive TDs	0 – 2	00.21	0 – 1	00.08
# Special Teams TDs	0 – 2	00.11	0 – 2	00.05
# Total Non-Off TDs	0 – 3	00.33	0 – 2	00.12
Turnover Margin Differential	-4 – 7	01.06	---	---

Table 3 - Correlates with Winning and Margin of Victory

Variable	Correlation with Winning (Barker, 1964)	Correlation with Winning (current study)	Correlation with Margin of Victory (MoV) (current study)
Total Game Points Earned	.53**	.122**	.778**
1st Qtr Pts Earned	.34*	.089*	.422**
2nd Qtr Pts Earned	.41**	.101*	.429**
3rd Qtr Pts Earned	.14	.057	.513**
4th Qtr Pts Earned	.40**	.035	.366**
1st Half Points Earned	.46**	.126**	.579**
2nd Half Points Earned	.37**	.070	.626**
# 1st Downs Earned	.33*	-.062	.402**
Total Offensive Ydg Gained	.40**	.006	.523**
# Rushing Ydg Gained	.38**	.178**	.450**
# Passing Ydg Gained	.05	-.212**	.136*
Total TDs	.52**	.120**	.774**
# Total Rushing TDs	.51**	.140**	.648**
# Total Passing TDs Earned	.23	-.013	.268**
# FG Made Forced by Opponent	.23	-.025	-.092
# Pass Attempts	-.21	-.312**	-.053
# Pass Completions	-.03	-.276**	.028
% Passes Completed	.27	-.041	.206**
Interceptions (by)	.36*	NA	NA
Punts	-.10	NA	NA
Punting average	.18	NA	NA
Penalty Yards Lost	.21	-.042	.053
Fumbles (lost)	-.22	NA	NA
Turnover Margin Differential	NA	.133**	.318**

*p<.05 , **p<.01

Table 4 - Comparison of Losing and Winning Teams

	Losing Team			Winning Team		Comparison		
	# Games	Mean	SD	Mean	SD	F	Effect Size (Cohen's d)[a]	Effect Size
Offensive Statistics								
1st Qtr Pts Earned	279	2.08	3.340	5.57	5.479	82.84***	0.544	M
2nd Qtr Pts Earned	279	3.16	4.176	8.35	6.569	137.22***	0.701	M
3rd Qtr Pts Earned	279	2.95	4.235	6.44	5.999	62.05***	0.472	M
4th Qtr Pts Earned	279	2.88	4.000	6.95	5.832	97.67***	0.592	M
# 1st Downs Earned	280	11.67	4.816	15.44	4.564	107.74***	0.620	M
# Rushing Ydg Gained	280	121.46	72.501	219.13	89.181	189.64***	0.823	L
# Total Rushing TDs	280	.89	1.036	2.59	1.622	244.58***	0.934	L
TDs_rush_20+	280	.1750	.43348	.6393	.96269	55.10***	0.444	S
# Passing Ydg Gained	280	96.99	75.047	93.35	76.629	0.4356	-0.039	S
# Total Passing TDs Earned	280	.56	.874	.96	1.033	27.57***	0.314	S
TDs_pass_20+	280	.3500	.87519	.5536	.75062	10.39***	0.193	S
Total Offensive Ydg Gained	280	218.64	92.018	311.38	97.670	181.23***	0.804	L
#Total Offensive Plays	159	53.83	10.383	55.26	8.899	1.36	0.093	S
Penalty Yards Lost	278	36.45	24.590	45.59	28.813	20.71***	0.273	S
ToP_minutes	140	22.8810	3.80053	25.1275	3.72221	12.75***	0.301	S
Defensive/Special Teams								
# FG Made Forced by Opp	280	.16	.463	.35	.605	19.68***	0.265	S
# Defensive Safeties Forced by Winner	280	.01	.103	.04	.186	3.81	0.117	S
# Defensive TDs	280	.08	.264	.21	.442	19.75***	0.266	S
# Special Teams TDs	280	.05	.227	.11	.321	6.86**	0.157	S
# Total Non-Off TDs	280	.12	.368	.33	.560	26.23***	0.307	S
# Turnovers-Fum-Int-Taken	280	1.39	1.270	2.49	1.663	104.20***	0.610	M
Turnover Margin Differential	280	-1.06	1.837	1.06	1.837	93.32***	0.577	M

*p<.05, **p<.01, *** p<.001

a-.02=small effect, .05=medium effect, .08=large effect

Table 5 – Sample Objectives for Winning (Championship) Football Games

	Offense		Defense
1	Win on every play!	1	Win on every play!
2	Score > 7 points / quarter	2	Hold opponents to ≤ 3 points / quarter
3	Score > 28 points / game	3	Hold opponent to < 10 points / game
4	Convert on > 60% of 3rd-Down plays / game	4	Stop opponent on ≥70 % of 3rd-Down plays / game
5	Score inside the 20 yard-line ≥ 3 times / game	5	Allow no plays over 20 yards
6	Score on Rushing Play of 20+ yards ≥ 1 time / game	6	Cause at least 3 Turnovers / game
7	Score on Passing Play of 20+ yards ≥ 1 time / game	7	Maintain a Turnover Differential of at least +1 / game
8	Zero Turnovers / game	8	Convert ≥ 1 turnover or kick return into a "NOT"
9	Earn ≥ 16 1st Downs / game	9	Hold opponent to ≤10 1st Downs / game
10	Gain at least 250 yards Rushing Offense / game	10	Hold opponent to < 200 yards of Total Offense / game
11	Gain at least 100 yards Passing Offense / game	11	Hold opponent to < 20 minutes of Ball Possession
12	Gain at least 350 yards Total Offense / game		
13	Control the football for ≥ 28 minutes / game		

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